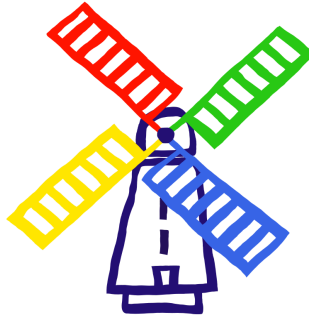


Global Learning Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: **September 2026**
Policy Review Date: **September 2027**
Headteacher: **Mrs Gemma Hillier**



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UNICEF Rights of the Child Article 29: Your education should help you develop your personality, talents, and mental and physical abilities. It should encourage you to develop respect in your own culture, for other cultures and for the environment. It should help prepare you to live in and contribute to a free society.

Rights Respecting School

We are a Silver: Rights Aware School. This shows that we have made strong progress in embedding the United Nations Convention on the Rights of the Child (UNCRC) into our policy, practice and culture. A global learning focus strengthens children's knowledge and understanding of their rights, putting into practice the values from the convention within their school lives and beyond.

Intent

At Widmer End School, our intent is to enable children to become equipped to build a better future as global citizens in an ever-changing world. We intend to improve our children's understanding of how to live in and be part of a sustainable planet. We want children to recognise the impact they can have to protect the environment, habitats, living things and more, in the future. We are committed to working together to educate our pupils about the importance of achieving the Sustainable Development Goals (SDGs). We aim to encourage pupils to take an active role in addressing the challenges of sustainable development, ensuring they are well-prepared to contribute positively to society and the environment.

Through our commitment to becoming a Rights Respecting School, our close relationship with Mawira Primary School in Kenya, our link with the charity Street Kids Direct and our wide curriculum, our intention is that children become aware of the world beyond their own community. Through learning about children's rights and the lives of others nationally and globally, we offer our children a platform to be able to make a difference in the world and stand up for those whose voices may not be heard. We will encourage children to take action to challenge injustice.

Implementation

Global learning and sustainability is embedded into the curriculum, as well as explored further in assemblies and the celebration of global themed days/weeks/months. Children are involved in decision making and moving forward with our global learning goals. Children's rights are at the heart of our ethos and values.

Rights Respecting Schools: Being on a Rights Respecting journey promotes a fundamental understanding of what children's rights are, what they are about and how they impact the lives of all children. We use rights as an example for how to lead our lives, to respect others and ensure everyone is treated fairly (Article 2); it enables



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children to know that they can make a difference in school, that their voice is heard and that the school cares about them and values their opinion (Article 12).

The 3 strands achieved at Silver showed that we are:

1. **Teaching and Learning about rights:** for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.
2. **Teaching and Learning through rights:** by modelling rights respecting language and attitudes, and making strategic decisions that involve students.
3. **Being ambassadors for the rights of others:** developing as rights respecting citizens.

Curriculum: Aspects of global learning, sustainability and children's rights are included across the curriculum in all Key Stages. For example: Year 4 learn about deforestation in Geography; in English, Year 3 write persuasive letters highlighting an environmental issue; and in PSHE, our broad Kapow curriculum offers numerous opportunities for children to explore their place in the world and the impact their actions can have. Our RE curriculum covers all major world religions which further allows children to see things from others' perspectives.

Assemblies: Our assemblies are values based. This includes our school values of Unity, Trust, Courage, Curiosity, Respect and Kindness, as well as British Values and Protected Characteristics. Opportunities are taken within these to highlight global, environmental and rights-based issues. A weekly 'Picture News Assembly' discussing global current affairs is used in each class and makes explicit links to British Values, Protected Characteristics, as well as Children's Rights in the UN Convention on the Rights of the Child.

Eco, Rights Respecting and School Councils: The Eco Council takes responsibility for initiatives to promote sustainability within school and beyond. They present assemblies to highlight environmental issues, as well as explore ways that we can become more sustainable as a school. The School Council allows the children a voice in moving the school forward. Rights Respecting reps further develop and link these, linking children's rights to our own school community and beyond. Children from each of these groups play a part in leading the school forwards on our journey to becoming a Gold Rights Respecting School.

Mawira Primary School link: Communication between ourselves and the children in Mawira in Kenya gives a first hand opportunity to see life from the perspective of a child in another continent which is very different to their own. We exchange letters written by children and emails by school staff, which allows children to gain a better understanding of first-hand experiences of life in another country. Updates and photos from Mawira are shared in whole assemblies and newsletters.



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The charity Street Kids Direct supports children in Guatemala. Every year, children participate in Radio Christmas to support this charity and highlight the needs of the street children there.

Forest School: Forest School enables children to explore their own environment and examines aspects of how humans can have an impact on it. It nurtures a respect and appreciation of nature and habitats.

Celebration days/weeks/months: Opportunities are taken wherever possible to explore global celebration events that highlight issues linked to the environment, sustainability, children's rights and the lives of others beyond their own experiences. Children are given opportunities to explore why celebrating these are important for now and for the future. This can include assemblies, workshops and work within the curriculum.

Sustainable Development Goals (SDGs): We link the Sustainable Development Goals to children's rights and global issues so that children are aware of problems facing the world today and in the future (Article 29). This encourages greater involvement in environmental issues, understanding their impact and what can be done to help protect the future of our planet.

Impact

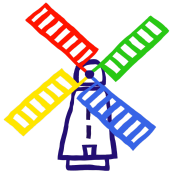
Our commitment to global learning, that promotes sustainability and children's rights, develops children's curiosity. This leads to an informed awareness of countries, cultures and languages other than our own.

Our hopes for our children and the planet they will inhabit are of the utmost importance for us. Our children will grow in understanding of the world around them, being as connected to the natural world as they are to the human one. They will use this knowledge to bring about change so that their lives and that of the natural and urban world around them is in balance. They will understand the interconnectedness of all the issues that impact or strengthen these sustainable systems, such as poverty, democracy, energy, waste, climate change and biodiversity. They will work collaboratively to seek solutions and change behaviours, so that the school and wider community are involved in bringing about change, as local and global citizens.

Equal Opportunities and Inclusion

UNICEF Rights of the Child Article 2: You have these rights whatever your race or skin colour, whether you are a boy or a girl, whatever language you speak, whatever your religion, political beliefs, nationality or ethnic group, whether you are rich or poor, and whether you are disabled.

Our rights-based approach to Global Learning provides an added opportunity for the promotion of equal opportunities, inclusion, racial equality and Citizenship within the ethos and values of our school. It has



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fundamental links with what children learn in PSHE and RE to challenge stereotypes, unfairness and inequality. It allows children to gain an understanding of the importance of equality, equity and dignity for all children.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Roles and responsibilities

The Subject Leader

The subject leader is responsible for promoting Global Learning and children's rights across the school. This includes:

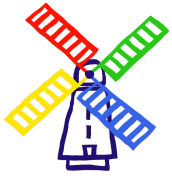
- Supporting staff with knowledge and understanding of children's rights and the Sustainable Development Goals.
- Delivering training to all staff on the different stages of the Rights Respecting Schools journey, following on training provided by UNICEF.
- Co-ordinate all aspects of the Rights Respecting accreditation process, including writing the action plan, guiding staff on gathering evidence, collating evidence for accreditation and arranging accreditation visits.
- Audit CPD needs in relation to these and other global learning initiatives.
- Monitoring and evaluating how Global Learning and children's rights become further embedded and promoted within the school through learning walks, pupil voice and evidence in books and 'Floor Books'.
- Working closely with the Rights Respecting Reps and the Eco Council to promote children's rights, sustainability and global learning.
- Maintaining the link with Mawira School and sharing updates with the school community.

The Staff

- Staff will ensure that the school's global learning intent is implemented in accordance with this policy.

The Headteacher

- The headteacher is responsible for ensuring that this policy is adhered to. This policy will be reviewed by the headteacher and shared with the full governing board.



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The Governors

- The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Links to other policies and curriculum areas

We recognise the clear link between Global Learning and the following policies and staff are aware of the need to refer to these policies when appropriate.

RE policy

Teaching and Learning Policy

Equal Opportunities Policy

Child Protection Policy

SMSC Policy

British Values

Prevent Strategy