

**Iqra Academy
Peterborough, UK.**

Global Dimension Policy

Dr Michael D. Wright – Principal

Approved by Governing Board

Review Date: April 2025

Global Learning Policy (Global Dimension)

Introduction:

The Governors and Staff at Iqra Academy recognise the increasingly interdependent and interrelated world our students live in, and the challenges this creates in our shared future.

They particularly recognise that:

Global issues are an important part of the lives of our students living in a world where economies are increasingly interdependent and global communication is a daily reality. Our students have access to the internet and increased opportunity to travel, watch news stories from around the world, as they develop and follow for example, international sporting events as they happen.

The global dimension should be reflected in the attitudes and values of our students, the ethos of the school and the National Secondary Curriculum.

As a school we have a commitment to both gender and racial equality.

Iqra Academy believes that incorporating the Global Dimension into the curriculum will ensure that students develop their awareness of Global Citizenship which **“goes beyond simply knowing that we are citizens of the globe to an acknowledgement of our responsibilities both to each other and to the Earth itself.”**

Global Citizenship is about:

- **understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so.**
- **valuing the Earth as precious and unique**
- **safeguarding the future for those who come after us.**
- **is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference”.**

Aims:

Our **three** aims at Iqra Academy is to build upon the core values and ethos of the whole school community.

We wish to provide our students with the information and skills needed to become aware of the links between the local and the global, and enable them to become active global citizens.

This will involve challenging and supporting all our students to become critical thinkers, to develop independent learning skills, to learn about their rights and accept responsibilities.

This policy will be an integral part of our school life:

- To embed the global dimension within the school curriculum, engaging students to celebrate their own cultural identity and to foster respect for other cultures, languages and religion.
- To prepare students for life in a diverse global society and work in a competitive global economy.
- To work with global partners to achieve their educational goals and ours.

Objectives/ action plan:

To continue to integrate the global dimension into the whole school curriculum by raising staff awareness of valid and up to date curriculum links

- To develop a strong awareness of similarities and differences in lifestyles and culture in a range of other countries
- To involve staff (including extended school), students and wider community in the development of contacts with our global partners
- To further develop relationships with partner schools with a focus on enriching the whole school curriculum and communication via ICT

Strategies/ how to achieve the objectives:

Staff to develop links with partner schools

Audit of Global Dimension across whole school with a focus on curriculum change

Global Dimension as focus in whole school assemblies

Important days on international calendar included in school calendar

Global Dimensions included in school newsletters and website

Promote the Julie Taylor International Award for Students.

Participation in a variety of activities i.e. Sports Relief and Comic Relief

Continuation of support for Hands Up Project.

Assemblies with Palestinian students from Gaza, West Bank & Egypt.

Development charity work across the globe.

Continuation of support and work with the Children of Adam Charity

Continue to develop links through the Global School Alliance

Work with the British Red Cross in supporting Refugee students at Iqra.

Promote work with our Sister School in China.

Culture Project with Colegio St. Johns, La Paz, Mexico.

Attend the Annual Student Leadership International Conference

Monitor and evaluate current language curriculum

Review curriculum impact within current global links

Develop strategies to widen the availability of global learning

To incorporate 8 Key concepts in cross curricular planning

The 8 Key Concepts:

Global Citizenship: gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active and responsible citizens.

Conflict Resolution: understanding the nature of conflicts, their impact on development and why there is need for their resolution and the promotion of harmony.

Social Justice: understanding the importance of social justice as an element in both sustainable development and improved welfare of all people.

Values and Perceptions: developing a critical evaluation of representations of global issues and appreciation of the effect these have on people's attitudes and values.

Sustainable Development: understanding the need to maintain and improve the quality of life now without damaging the planet for future generation.

Interdependence: understanding how people, places, economies and environments are all inextricably interrelated and how choices and events have repercussions on a global scale.

Human rights: knowing about the human rights including the UN convention on the rights of the child.

Diversity: understanding and respecting differences and related these to our common humanity

The global dimension will help learners to:

- explore and make sense of the big issues in the world
- think critically and creatively about topical and controversial issues think about issues
- and events and consider them from a range of perspectives
- communicate with people from a range of countries and cultures
- develop self-awareness and a positive attitude to difference
- reflect on the consequences of their own actions now and in the future
- link learning to taking responsible action
- participate in society as active and responsible global citizens

Ethos:

- valuing diversity and actively promoting good interpersonal and community relationships
- promoting an atmosphere of mutual respect and trust amongst all members of the school community and the wider community
- having a welcoming, safe and nurturing environment, where self-esteem of students and adults is valued and reaffirmed
- having effective race equality and behaviour management policies
- both staff and students learning from each other
- a commitment to democratic and inclusive processes including an effective School Council (student voice) which explores local and global community issues
- a commitment to learn from the experiences of people from diverse backgrounds and from around the world
- a commitment to good environmental practice, such as procedures for recycling, waste reduction and energy saving

Curriculum teaching and learning:

- ensuring that the curriculum incorporates the principles of global citizenship and the eight concepts of the global dimension and promotes knowledge and understanding of, and positive attitudes towards diversity
- ensure teacher's planning and delivery takes account of global citizenship and diversity and the eight concepts of the global dimension
- developing a range of teaching methods to engage students and support and increase their motivation to effect change
- ensuring that the school puts into its School Development Plan the need to upgrade resources in all areas of the curriculum with regard to the global dimension and global citizenship
- delivering whole-school initiatives and events to promote aspects of the global dimension
- ensuring that resources and displays celebrate diversity, and include positive examples of different cultures, genders, disabilities and types of family group

Role of the classteachers:

- To raise awareness of the International Dimension throughout the school.
- To support and work together in planning and developing ways for introducing the International Dimension into the curriculum.
- To contribute to their own professional development
- To build up a staff and student resource on the Global Dimension by collecting appropriate materials and ideas for use in school.
- To continue to develop links between the school and the link schools.
- To assist in the production of displays in school on the Global Dimension.

Implementation/monitoring and evaluation;

- Global Dimension will be highlighted on our School Self Evaluation Form and on the School Development Plan and will be regularly reviewed by the Principal and Governing Body
- the school will measure the impact of the action plan through various baseline assessment activities, eg. Perceptions of different countries, and “Global Footprints” (we acknowledge the use of “Global School Alliance” the British Council handbook and the “The Global Dimension in Action” (QCA) in the preparation of this policy document.

This policy was written and approved by the Principal and Governing Board and will be reviewed and updated regularly.