



LOCATION : CURRICULUM HANDBOOK, DOCUMENT 20

INTERNATIONAL SCHOOLS POLICY

1. Introduction

As a school, we recognise that:

- Global issues are an important part of the lives of our pupils living in a world where economies are increasingly interdependent and global communication is a daily reality. Our pupils are entitled to benefit from opportunities to interact with and learn from other cultures in line with pupils from mainstream schools. Our pupils have access to the internet and increased opportunities to travel, watch news stories from around the world, as they develop and follow, for example, international sporting events as they happen with their families;
- The global dimension should be reflected in the attitudes and values of our pupils, the ethos of the school, the curriculum and Key Skills.
- As a school, we have a commitment to equality.

2. Aims

To enable our pupils to know more about global issues and to:

- Celebrate the rich and diverse heritage represented in our school, and local and national communities;
- Understand that our school is part of a global community;
- Respect and value different cultures, religions and beliefs;
- Understand similarities and difference between ourselves and those around the world;
- Enjoy contact with pupils and adults living in different countries.

3. Objectives

- To maintain the school's International School Award;
- To develop our pupils' knowledge of the eight key concepts of the global dimension, which we recognise as: diversity, conflict resolution, human rights, interdependence, social justice, sustainable development, values and perceptions;
- To focus on the global themes of conflict and peace, sustainable living, rights and responsibilities, fairness and equality, identity and belonging;
- To review regularly our curriculum and international action plan, so that we are continually

- developing and improving our pupils' learning experiences.
- To develop and fully exploit a variety of global learning partnerships. This will include activities such as:
 - > Email and internet projects including the use of video;
 - > Regular project work with partner schools
 - > Interacting with visitors from other countries (pupils & adults);
 - > Student/staff visits to places of cultural interest in the UK;
 - > Teacher exchanges and work shadowing to develop SEN practice in other countries.
- To actively encourage the study of foreign languages for all our pupils by offering a range of appropriate language options and opportunities;
- To organise regular celebrations of our rich and diverse heritage.

4. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, eg. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exempla.

5. Rights Respecting School

Abbey Court School is a Rights Respecting School and puts the 54 articles of the Unicef Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

6. The International Co-ordinators Role

Key Tasks:

- To promote the importance of Global Issues and International Links.
- To oversee the development of specific international projects.
- To raise the profile of global issues through assemblies, displays and specific events.
- To liaise with the curriculum co-ordinator and others to ensure that a global dimension and an awareness of different cultures are emphasised appropriately within the curriculum.
- To keep the Governing Body informed of the school's Global Links and associated

developments.

- To ensure that planned activities and projects relating to International Activities are included in the School Development Plan and are evaluated appropriately.
- To identify further opportunities to develop the Global Dimension.
- To provide and support existing links and exchanges.

7. Equal Opportunities

All pupils will be given an opportunity to develop their awareness of international themes. International learning will be in line with Abbey Court equal opportunities policy.

8. Health and Safety

- All activities in international work are subject to Abbey Court School health and safety policy. All activities and any educational visits will be subject to risk assessments where necessary. All class teachers are responsible for health and safety and risk assessment.

9. Evaluation and Review

The International Schools Co-ordinator will liaise with members of staff where necessary.

- The co-ordinator will review the policy regularly after monitoring and consultation with staff.
- The policy will be monitored and reviewed in light of any changes in legislation, health and safety and organisational changes.

Andrew Webster - June 2015

Victoria Aspin – June 2017

Jacqui Rudden – September 2019