



## **INTERNATIONAL POLICY**

**Date of Last Review:** February 2016

**Date of Next Review:** February 2019

**Responsibility:** Mr P. Murphy

**Advisory Body Signature:**

## **Introduction**

Our Global Dimension Policy has been written by the school. It has been agreed by the senior management and approved by members of The Advisory Body.

The Ravensbourne School will ensure that every child in our care is aware that global issues are important and should be reflected in the attitudes and values of our students.

Our aim is to enable our students to know more about global issues and to:

- Celebrate the rich and diverse heritage represented in our school, and our local, national and international communities. Understand complex international interdependencies in the global economy
- Respect and value different cultures and beliefs
- Enjoy regular contact with students and adults living in different countries
- Understand their place in the world as a global citizen

## **Roles and Responsibilities**

Our school International Co-ordinator is Mrs Andree Jordan.

Should anyone who has contact with The Ravensbourne School feel they have a contribution to make to the global dimension they should contact Mrs Jordan at [ajordan@ravensbourne.info](mailto:ajordan@ravensbourne.info)

## **Our Objectives**

By being an International School we will tackle the following issues.

<b>Issues</b>	<b>Outcomes in Key Stage 3</b>	<b>Outcomes at the end of Post 16</b>
Personal and immediate	local and global	a range of views and examples
and past examples	and future possibilities	present and future possibilities
Social Justice and equity	Awareness of inequality and the possibility of change. Rights and responsibilities Appropriate use of technology Equity, equality and justice	Different views on reducing poverty and inequality Equity, equality and justice Poverty and development Community, societal and global choices and consequences Wider decision-making processes, including democracy Empowered to make change for a more equitable future

Issues	Outcomes in Key Stage 3	Outcomes at the end of Post 16
Personal and immediate > local and global > a range of views and examples > present and past examples and future possibilities		
Diversity	Nature of prejudice and ways to counter it Belonging and not belonging Identity and culture. The role of gender, age, ability, family, religion etc.	Connections between diversity, equality and conflict. Deeper awareness of individual, group and social differences. The pluralistic nature of many places, including the UK.
Peace and Conflict Resolution	Relationship between peace and conflict. Conflict avoidance and resolution. Conditions resulting in peace and harmony	Causes, consequences and impact of conflicts. Positive relationships between communities and nations. Conflict and social justice, diversity, sustainable development.
Sustainable development and globalisation	Likely and preferable futures. Climate change impact. Ethical enterprises and consumerism. Finite and sustainable resources. Rich world - poor world. Aware of Sustainable Development Goals. Global exchange of goods, ideas and peoples.	Environmental sustainability Globalisation and development. Change for a more sustainable future. Energy efficiency and sustainable technology. Sustainable development and social justice. Global imperative and climate change. Habitat loss and maintaining biodiversity.
Simple ideas which become more complex > deeper understanding > connections between global issues = more informed learners		

### **Guidelines**

- By having an international dimension as part of our ethos, we can provide children and staff with a wider variety of experiences both within, and in addition to the National Curriculum:
- develop links with schools locally, nationally, in other countries in Europe and further afield
- welcome to our school teachers and pupils from other countries
- raise awareness of SDGs and environment issues other than those in our locality through joint projects

- encourage interest and motivation through the provision of first hand experiences of life in other countries.
- promote communication through collaborating with students locally and abroad.
- provide staff with opportunities to compare different teaching and learning styles and develop their professional practice.
- raise awareness and appreciation of other environments and what is happening in the world, developing global citizenship and common responsibility.
- develop cross-curricular activities with an international theme for all children.

### **Evaluation**

This policy will be continually evaluated and be reviewed under our members of The Advisory Body Policy Review cycle. A statement of evaluation will also appear in our annual School Development Plan.