

From local citizens to global citizens: the impact of global learning on pupils at Bay House School

Bay House School & Sixth Form is teaching a new global curriculum, which is offered as an option for Year 9 pupils. The school is an academy in Gosport, Hampshire, with a strong global learning background. It has been an International School since 2010, gaining reaccreditation in 2013. In 2014 it was also awarded the Independent Academies Association (IAA) award for Partnerships through International Outreach. It achieved reaccreditation for the second time in July 2016 and was also shortlisted for the TES International School Award.

The work done by Bay House to raise the profile of global learning has been deemed to be outstanding by the British Council and was recognised by [Ofsted](#) in April 2014:

'Students are well prepared for their contribution to society and global citizenship.'

Bay House School & Sixth Form Ofsted report, April 2014

Background to our global learning journey

The school is active in promoting cohesion within its own community, in the local area and through international links. Collaboration with other schools is developing constantly and changing to the extent that pupils, students and staff currently work with schools in Malawi, China, France, the USA, Germany, Jamaica, Spain and Holland. The school also collaborates with a number of local schools advising on such matters as successful applications for the full International School Award, how to set up links with a school in Africa, or outreach Mandarin and Chinese culture teaching in primary and secondary schools.



There are curriculum projects such as 'A day in the life of' for Year 9 English pupils and the Year 7 geography project with Ling Ling School, Shanghai, which compares both schools' vastly different urban/semi-rural surroundings. We have a number of pen friend links that enable pupils to improve their foreign language skills, and our link with Samson School in Malawi offers a truly remarkable opportunity to experience the living conditions and challenges that pupils face in a developing country, while supporting a local charity, FOMO (Friends of Mulanje Orphans).¹

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Impact on our pupils

The totality of this work has contributed significantly to pupils having a growing interest in ethical issues. In their recent reflections on their work, one pupil wrote:

'I see the world completely differently because of all the projects we are doing.'

Following a two-day project celebrating World Food Day – The Sustainable Table: From the Field to the Table, another pupil commented:

'I have learnt loads of new things about fair trade and food waste.'

Pupils are also keen to work with pupils in other countries, and show enthusiastic support for the links and educational trips offered. Activities range from educational trips and exchanges to cross-curricular collaborative projects with link schools, and observation from overseas students/teachers of our lessons and assemblies.



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'There are frequent opportunities for group and personal reflection and the development of beliefs. For example, Year 8 pupils consider the concept of forgiveness in religious education. In Year 10 geography, pupils debate the case for a "one-child only" policy in India.'

Bay House School & Sixth Form Ofsted report, April 2014

Developing a global curriculum

In 2015 the school embarked on creating a global curriculum. The emphasis was on school improvement, offering pupils a challenging and different curriculum, with a focus on raising awareness of the individual's place in the world. The curriculum draws on a model from the International Baccalaureate's 'Learner Profile', and aims to move each pupil 'from a citizen of Gosport to a global citizen'.

'Teaching pupils from a global perspective enables them to gain a better understanding of the world they live in. The global curriculum aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Through promoting better intercultural understanding and respect we seek to equip learners to be global citizens in the 21st century, who will be able to contribute to a better and more peaceful world. This programme encourages pupils to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'

Extract from Bay House School [Global Curriculum Handbook](#)

David Higginbottom, who teaches geography on the global curriculum, has observed the impact of this approach on pupils:

'This is my second year teaching on the global curriculum at Bay House, and as a geography teacher it has been extremely rewarding for me to see our pupils become more acutely aware of the world around them and the global connections that we have here in Gosport. Our pupils really are becoming global citizens. They are developing a more global perspective of life as they question the world around them.'

The school has rolled out the global curriculum in the academic year 2016–17 by doubling the number of pupils studying on the course in Year 9, and is committed to equipping pupils to make a positive contribution to a globalised world by delivering effective teaching and learning about international development and global issues. There are a number of activities planned, such as a cross-curricular joint collaboration with primary and secondary schools in Gosport, Portsmouth and Shanghai; and vlog collaborations with schools in China, France and Germany.