

‘The World We Want’ – a whole-school approach to the Global Goals

As part of its global learning work, Netley Primary School, Camden, London, has been engaging its pupils in the Global Goals. The school is part of the Global Learning Programme (GLP), which offers schools the opportunity to investigate the Global Goals and many other development issues. Schools have until the end of 2017 to register at www.glp-e.org.uk for the programme and make use of the funding,* free training, resources, curriculum guidance and local school-led network support available.



Netley’s pupils take part in a debate on the Global Goals, before creating a live installation for an exhibition.

As a Rights Respecting School, Netley aims for its children to be receptive to a variety of ideas and aware of their connection to the wider world. This ethos led the school to implement the Global Goals for Sustainable Development as part of its autumn 2015 whole-school topic, ‘The World We Want’, culminating in a whole-school exhibition in November 2015. This drew together examples of the children’s learning experiences in characteristically impactful, high-quality art forms. A staff committee was set up to project manage the exhibition with relevant middle and senior managers conceptualising, then carrying out, the event.

Understanding the Global Goals

Netley approached this challenge by choosing a suitable Global Goal for the children in each year group, within pre-existing ‘best fit’ topics. We were already using year group questions, such as ‘How can I be an inspiring citizen?’. For this project, we merged the goal and question, for example the over-arching question for Year 4 was: ‘How can I be an inspiring citizen through supporting Global Goal number 5 on gender equality?’. We then ran a series of activities to help our children to articulate the connection between the two.

At Netley we review all curricular links by applying the concept of interdependence that consolidates knowledge and understanding without compromising objectives for other subjects. We use the humanities, in particular geography, as the main medium of knowledge and understanding of global issues, and then teach the children how to express this knowledge and deepen it through a range of other subject areas. We aim to balance personal relevance of topics to our children while increasing mastery of geographical and global understanding.

The first step with this project was to introduce all the children to the Global Goals through an assembly from the head teacher and lesson activities from the World's Largest Lesson website.¹

All the year groups then focused on a different Global Goal and worked towards the exhibition. For example, in Year 4, the focus was Global Goal number 5 on gender equality. The learning around this goal was associated with an upcoming topic on the Suffragettes. First the pupils used 'top trumps cards'² – showing how girls' roles compared in the spheres of education, parliamentary representation and percentage of workforce – to start to familiarise themselves with gender equality facts from different countries. Using this familiar and fun approach was essential as the data and subject was otherwise quite dry and difficult for the children to get their heads around.

We then developed the pupils' learning by research sessions in literacy (select and retrieve information from a non-fiction text). We gradually built up knowledge by using research cards from which the children extracted key information and placed it in a grid.³

In a geography lesson, and after beginning to study the history of the Suffragettes, we set up a debating scenario where children (by now understanding the disparity in women's enfranchisement) were asked to agree or disagree as to whether women in Saudi Arabia should take action as the Suffragettes did to fight for their right to vote (at this point the Saudi women had not voted). The children chose whether they agreed or disagreed and then used debate sentence starters to argue their points in an open forum.

At the end of the debate, the pupils explored information on when the right to vote was secured in different countries from an interactive map on *The Guardian* website.⁴

After conducting their debate, the pupils learnt that women in Saudi Arabia were to be given the right to vote in municipal elections for the first time in their country's history!⁵

In a religious education lesson looking at the concept of sacrifice in Islam, we asked the children to consider whether the sacrifices the Suffragettes made were worthwhile and comparable to those made by people with a faith. This also took the form of a debate.

Download the [teacher-created resources](#) available for free on the GLP-E website below.

To access all teacher-created resources and more, **register your school** at

www.glp-e.org.uk

¹ <https://www.tes.com/worldslargestlesson/>

² See the [teacher-created resource](#) 'Top trumps cards'.

³ See the [teacher-created resource](#) 'Gender equality research cards and grid'.

⁴ The map is available on www.theguardian.com or, from your browser, search 'guardian – interactive map – women's political rights'.

⁵ See the [teacher-created resource](#) 'Saudi debate'.

The exhibition

The work on gender equality culminated in the exhibition where the children learned about the historical importance of the Suffragettes' movement for all women in the world today. This also helped them to understand that some countries still have a long way to go with gender equality. The children prepared artwork for display on significant women in history, drawing on the past Empress Wu Zetain, Empress Theodora of Turkey, Nur Jahan and a contemporary example of May Hobbs, a social activist for working-class women's rights in London. They also prepared statements that illustrated what they would have said if they were Emmeline Pankhurst.

'It's amazing. You can see that the children have been genuinely inspired.'

Natalie Stevenson, a teacher from Eleanor Palmer School visiting the exhibition

The fantastic artwork that came out of this project on the Global Goals was created to a high standard so as to be impactful, thought-provoking and valued. The work was displayed at an exhibition on 19 November 2015 during an event called 'The World We Want'. At this event, Netley Campus organisations – Robson House (the home of the Primary Pupil Support Service and Pupil Referral Unit); Netley Primary School; Woodlands (a specialist resource base for children with autism); the Adult Learning Centre and the Camden Language Service – welcomed friends and family to celebrate the Netley community and the official opening of the Netley Campus. The whole campus was transformed for the day and everyone got involved to make sure our 'World We Want' exhibition was a truly immersive experience.

We had some very special guests who attended the exhibition, including Sir Kier Starmer, MP for Holborn and St Pancras, and Councillor Angela Mason, Cabinet Member for Children, both of whom officially opened the campus. Children's illustrator and author Frann Preston-Gannon opened the exhibition in a special event for our families.





Many of the guests have said how inspired they were by the children's displays and performances, and we are extremely proud of our confident, kind and creative pupils.

Impact on pupils and staff

As a result of this project, our children feel better informed and are more likely to discuss world issues. We know our parents are talking to their children and other adults about the global issues their children are studying.

'My favourite Goal is number 11 "sustainable cities and communities". We have been learning about how important it is to build cities that will use less energy and be clean in the future.' Mahdi, pupil at Netley

'My favourite goal is Global Goal 2 for "zero hunger" in the world as it is every child's right to eat enough food.' Mersalin, pupil from Netley

Other quotes from people who attended the exhibition:

'Amazing! It was fantastic to see all the hard work children have been doing.' Parents of Year 3 pupil

'It was a great opportunity for children and adults to think about how they can help others around the world to access their rights.' Nicola Cole, UNCRC Rights Respecting Co-ordinator, Netley Primary School

'I was blown away by the scale and quality of the production. That the message of the goals has been so whole-heartedly embraced by the school – staff and students alike – was extremely inspiring and heartening.' Rebecca Burns, Community and Public Affairs Executive, British Land

Taking it further

A further key objective across the whole school is to develop oracy skills. We have discovered that the study of global issues can improve critical reasoning through provision of language structures to support fundamental concerns in a discussion and debate-type forum.

The school has incorporated the Philosophy for Children (P4C) approach that *'develops myriad skills associated with global citizenship, such as open-mindedness, critical thinking, listening, respect, co-operation, empathy and the ability to reason. P4C can help children gain a deeper understanding of controversial global issues and allow them to develop their own personal opinions based on gathering and hearing evidence from a range of sources about an issue.'* Dan Owers, P4C Co-ordinator, Netley Primary School

In the future, we are planning to increase community involvement and to monitor global learning progression as these form part of the next steps in our action plan. We will continue to seek high-quality tailored partnerships and have a collegiate mentality while working with others in our role as a Global Learning Programme Expert Centre.

The school in context

Netley Primary School is a 450-place state primary school with a dedicated autism resource base (Woodlands). The school is based at the Netley Campus, a purpose-built state-of-the-art centre of learning for children and adults. Our children have a unique advantage as we collaborate with education and health professionals from Robson House, the Adult Learning Centre and the NHS within the campus. Through the executive headship model, the school is also in a partnership with Torriano Junior School.

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*The GLP is funded by the UK government. All schools can join the programme but funding is only available to Key Stages 2 and 3 in state schools in England. The GLP in England is managed by a consortium of partners: Pearson (lead), Geographical Association, UCL Institute of Education, Oxfam UK, Royal Geographical Society (with IBG), SSAT and Think Global.