

Enhancing learning and values through global issues at Saxon Primary School, Surrey

The [Global Learning Programme](#) (GLP) offers opportunities for children to develop their understanding of the world around them, and their place within it, which echoes Saxon Primary School's ethos. As a result, the school has chosen to take a whole-school approach to the implementation of the GLP and use it to support their delivery of social, moral, spiritual and cultural (SMSC) learning.

'At a time when there is so much unrest and displacement of huge numbers of people as a result of a war of one kind or another, the GLP feels like a truly meaningful opportunity to ensure we are providing our children with the insight they need to play their part positively in a multicultural society.'

Mary Ellen McCarthy, Executive Principal

The school began its global learning journey as a GLP Partner School in 2014. Following a year of developing their understanding of the programme and exploring how they could embed it within the curriculum, Saxon was then able to progress to becoming a GLP Expert Centre in 2015–16. Pippa Kober, KS2 Phase Leader, explains what drove the school's decision to introduce a focus on global learning into the school's curriculum.

Our school vision is to enable all children as lifelong learners who are able to make informed choices for their future. This aim is at the heart of all decisions made, all teaching and learning opportunities, and the enrichment activities we provide for our pupils.

Our ethos matches the aims of the GLP, including: enabling children to understand their role in a globally interdependent world; and developing their understanding of the impact of global issues such as poverty, development, globalisation and social justice. Saxon's strategic aims support these GLP aims, as we seek to: create diverse opportunities for growth; develop children as global citizens with a positive sense of self; support parents as partners; strengthen and enhance collaboration between all school stakeholders; celebrate diversity; and pursue excellence in teaching and learning.

Exploring activities to promote values

Saxon is not a values-based school, however we continue to review and explore the values that we work to promote in children in order for them to succeed in the future as well-rounded, informed adults. During a recent INSET day, the staff considered the values that are important to them and those that they would wish to exemplify in school so that the pupils could make them their own.

After the discussion, the following core values were shared by most groups: respect, trust, happiness, empathy, honesty, resilience, loyalty, tolerance, safety, sense of belonging, courtesy, determination, perseverance, curiosity, enthusiasm, positivity and politeness.

'All staff agreed that the implementation of the GLP had played a pivotal role in enabling children to develop their understanding of these values by exploring them in context.'

Pippa Kober, GLP Co-ordinator,
Saxon Primary School

Staff then identified areas in which they felt the current provision in school reflected these values. At Saxon, our provision reflects the importance of SMSC learning as all children have the opportunity to deepen their knowledge and understanding of SMSC concepts across the curriculum. These learning opportunities enable children to understand and apply their knowledge of a range of values including equality, diversity, creativity, sensitivity and morality. SMSC learning is particularly highlighted in assemblies where a different strand is focused on each half term, and the themes within that strand are explored in detail. For example, at the start of the academic year, children's assembly learning focuses on 'moral learning'. During this half term, stories and discussion in assemblies focus on themes such as 'right and wrong', 'the consequences of our actions', 'forgiveness', 'judgement', and 'fresh starts'.

During assemblies children have the opportunity to take part in debate and philosophical enquiry to help them develop their critical thinking skills and consider 'big' issues, such as 'Can anyone be beautiful?', 'Can anyone achieve their dreams?', 'Do you have to be a certain age to achieve your dreams?' and 'What does it mean to be young?'. These opportunities support children in forming their own opinions as they consider the views of others within their school community.

'The assemblies are interesting because they help you to learn things. I like it when they act it out, it is very clear.'

Year 4 pupil

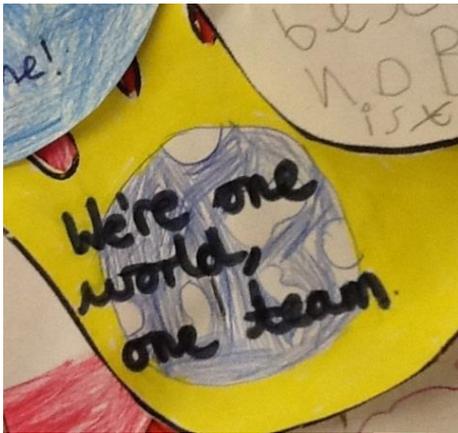
'I like that we all come together to share our thoughts and ideas. We work together to try to find an answer, but we don't always and that is OK.'

Year 5 pupil

Exploring pupils' global connections

Children at Saxon have taken part in activities such as 'Do one thing for diversity and inclusion',¹ an initiative set up by the United Nations to encourage children to broaden their understanding of different cultures. This involved a week of planned activities to enable their exploration of cultures and traditions from around the world, including: learning to write their names in Chinese characters; learning about the Mexican culture and history, and tasting Mexican food; learning about the art of judo and its importance in Japanese culture; and learning to speak Russian, and about Russian culture.

¹ <http://www.unaoc.org/what-we-do/campaigns/do-one-thing-for-diversity-and-inclusion/>



Children's responses to the 'Don't hate, educate' programme. The display is used to remind children that we are all part of the same community, and are equally as important as one another.

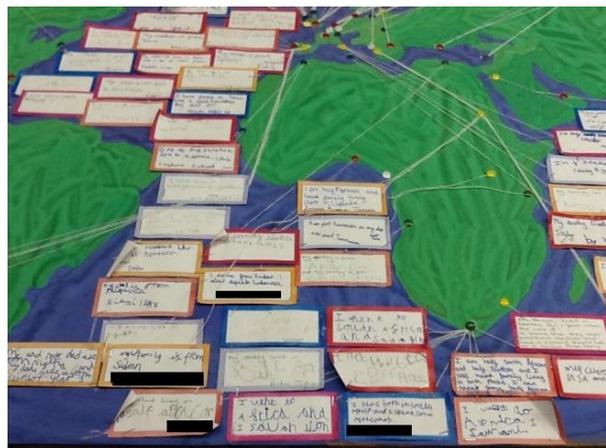


The school's newsletter highlighted how these activities help strengthen and enhance the collaboration between the whole school and the wider community:

'This week the children have been developing their understanding of equality and inclusion, helping them to celebrate the diversity in our school and in the local community. We have been lucky enough to have many visitors into school from our own community and beyond to share their culture and languages with us.'

During that week, pupils also worked together to plot their 'global connections' on a map of the world. This experience engaged them in thinking about where they come from, and helped to highlight our similarities, as well as celebrating our differences.

The 'global connections' map made by pupils at Saxon



The impact of global learning and the GLP

With a global perspective on our values and when developing children's SMSC understanding, we have enabled children to see beyond themselves and begin to recognise their place within the world. Through all these activities and our culture of empathy, inclusion and fairness, we were able to demonstrate to Ofsted our commitment to developing children's global awareness:

'The school has a strong track record of tackling inequality and discrimination, and promoting very good relationships. Pupils from different ethnic backgrounds are respectful of each other's beliefs and cultural heritages. Older pupils are knowledgeable and keen to share their opinions of the benefits of democracy and the rule of law, and able to relate these key aspects of fundamental British values impressively and confidently to their day-to-day life in school.'

'Pupils are provided with good opportunities to consider and question their wider contribution and responsibilities as members of society. Teachers weave aspects of cultural and religious education into the wider curriculum in a meaningful way. Consequently, pupils have well-developed ideas of how to respond to discrimination or intolerance in their own school and are well prepared as they move forward into secondary education.'

Ofsted report for Saxon Primary School, 2015

All staff have benefitted from the CPD involved in delivering the GLP and, as a result, the children's understanding of global learning has developed significantly. To monitor the impact of the GLP on children's values and attitudes, we have repeatedly used the GLP Pupil Assessment Tool (PAT)² with small groups of children from each year group. The scores from the PAT have continued to improve and we have seen all classes' scores increase so that all children are now 'developing' in their knowledge and understanding of global learning. Our Year 6 class results revealed them as 'secure' in their knowledge and understanding of global learning.

Children are now more aware of their responsibilities as global citizens, and they enjoy opportunities to challenge their perceptions and understanding of the wider world and their impact on it.

'I like that we learn about other countries and how we can help them with what they are struggling with. We have written letters to prime ministers and country leaders to give them ideas of what we think they could do to help their country.'

Year 6 pupil

² <http://glp.globaldimension.org.uk/research/pupil-testing-facility>

Why join the Global Learning Programme?³

Pippa Kober from Saxon Primary School says: 'The GLP is the most fantastic tool for supporting children to become more aware of the world around them and to develop their sense of self within it. For it to be most effective, it should be embedded within all aspects of the curriculum and so stakeholder buy-in is key. Even if, like us, you are not a values-based school, staff, parents, governors and children all buy into the values that the school promotes. The GLP supports the values that we would all want the children to understand and express in their actions and interactions with others.'

The school in context

Saxon Primary School is an average-sized primary school in Surrey that is growing to become a two-form entry primary school. Pupils are from a variety of backgrounds including minority ethnic groups and the Romany or Gypsy community. The number of children supported by the pupil premium is around the national average, and the proportion of children with special educational needs is slightly above average.

All pictures © Saxon Primary School

³ To register your school for free, go to www.glp-e.org.uk