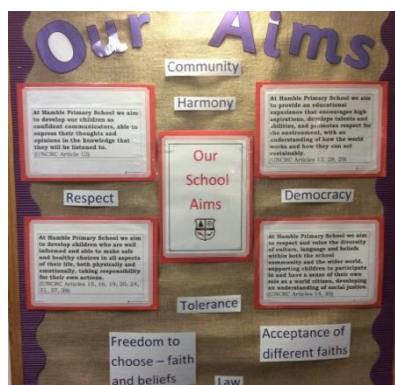




Our Global Learning Journey



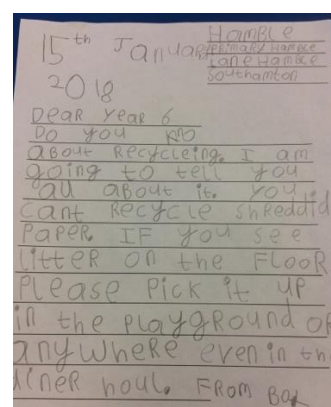
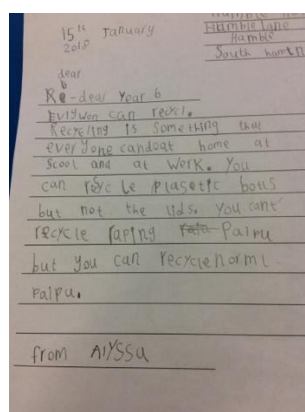
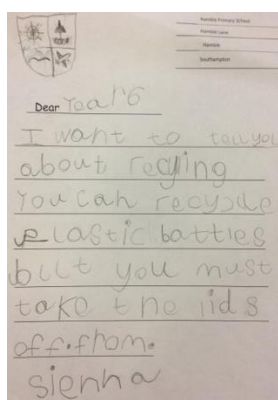
Work around the Sustainable Development Goals (SDGs) has really given the children at Hamble Primary School something to think about. Having thought about the United Nations Convention on the Rights of the Child for many years we needed a different angle for our work around global citizenship, and the SDGs have proven to be a really good driver. The Global Goals were introduced to the whole school through an assembly based on The World's Largest Lesson (<http://worldslargestlesson.globalgoals.org/>).

Resources from the website were then utilised to support a display in our entrance area, serving as a reminder to the children. It was also a message to any visitors of our intention to live up to the parts of our school aims that seek to provide our children with *'an understanding of how the world works and how they can act sustainably'* and *'to have a sense of their own role as a world citizen, developing an understanding of social justice'*.



We could not have anticipated the amount of interest this would generate. We have had children working on their own research at home, along with children asking to present their own class assemblies based on a chosen Goal. Pupil Voice groups, such as the Bike Crew and our Sports Leaders, have even begun to reference the Goals in presentations they have written for whole school assemblies.

Through joining the Global Learning Programme (<http://glp.globaldimension.org.uk/>) we were able to access free staff training, our selected training was delivered by DEED. The training undertaken was to encourage and support staff to consider how work on the Global Goals and Children's Rights can become more embedded within the curriculum. We are currently developing this, along with exploring ways in which the more complex goals can be made more accessible to our younger children. An example of this would be Goal 11 'Sustainable Cities and Communities' and Goal 12 'Responsible Production and Consumption', which the Year 1 children have been able to access through the use of the picture book Michael Recycle and becoming a 'recycling superhero'. They looked at how our school as a community deals with waste and rubbish and wrote letters to the Year 6 children to persuade them to recycle more. In turn, some of the Year 6 children have prepared class presentations for the Year 1 children based upon these goals – it has been a great way for the older children to consider the audience and change their writing style for a real purpose.



The Global Learning Partnership training also inspired us to set a half-term voluntary homework, where the children were challenged to look for 'good news' stories from either locally, nationally or globally. This was a good way for us to share the work the children were doing in school with our parents. It was very well received and we really enjoyed reading through the stories the children and their parents found. We had so many pieces of work we had to rotate them on the display boards.



A comprehensive, but easy to put together, assembly schedule allows for a constantly changing focus, whilst underpinning our school aims and values, for example, linking Safer Internet Day to Goal 9 – Industry, Innovation and Infrastructure. Part of this Goal includes the aim of striving to provide affordable access to the Internet in least developed countries by 2020, by looking at the more specific aims of each Goal links can become more obvious. Linking World Sight Day to Good Health and Wellbeing (Goal 3) and linking United Nations Day to Partnership for the Goals (Goal 17) are other examples. We will soon be considering the 1918 Representation of the People Act and women's right to vote; this will be linked to the Reduced Inequalities (Goal 10) and will also be part of our ongoing 'golden thread' of social, moral, spiritual and cultural education.

Our school aims and values are based on the UNCRC and Oxfam's definition of Global Citizenship. The Goals for Sustainable Development have given us another route through which to explore issues that, as a school community, we consider to be essential to prepare our young people for life in modern Britain.

Does this work make a difference to outcomes? Well, we believe that children need to be ready to learn in order to achieve the best possible outcomes they can. Having tracked the Year 6 'What Do I Think Survey' for the past four years we consider our children to be socially ready. In July 2017, 100% of our children responded positively to the questions that related to feeling safe and knowing that adults would support them, knowing about rights, responsibilities and how to respect people and that their ideas about making their school a better place would be listened to. All the Y6 children also responded positively to enjoying being at school and their teachers telling them how to make their work better. 98% of the Year 6 children surveyed said that the school helped them understand different cultures, faiths and ways of life. We see Global Learning as an essential part of our wider school curriculum.

But, most importantly, what do the children think?

'It's for us, for our adult life by the time 2030 comes. We will be young adults then.' Harvey L

'We are the next generation, so if we know about this then we can pass it on to the next generation. Each generation needs to know about it, even though we are hoping things will be better by 2030.' William H

'We can't pass information on if we don't know about it; if you know about things when you are younger it will stick with you.' Anna M

'Learning about this is telling us what we could do now and in the future, so if one person is doing something now it could attract others and they might carry it on too.' Harry and Aaron

'If we don't learn about the Global Goals then we won't achieve them by 2030, but now, 330 more people in our school know about them than knew before!' Harry S

'If you get into any tricky situations where you need to defend your point of view, you will be able to use what you know about Children's Rights to back yourself. Knowing about them gives you a confidence boost, to feel confident to be who you want to be.' Dylan M

