Becoming Agents of Change through our Global Curriculum

At Nacton, we aspire for every child to become a global citizen. This is realized through our carefully planned curriculum and enrichment opportunities.

A global citizen is someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen;
- Respects and values diversity;
- Understands how the world works and where power lies;
- Is committed to social **justice**;
- Participates in the community at a range of levels, from the local to the global;
- Works with others to make the world a more equitable and sustainable place through making **ethical choices;**
- Takes **responsibility** for their actions.

Provision Map of key moments:

	Cycle A	**Cycle B**
Autumn 1	Whole school focus (gathering) - Harvest and local food poverty Y2 – (History) Farming and the environment	Whole school focus (gathering) - Harvest and local food poverty Y2 – (History) Farming and the environment
Autumn 2	Y5/6 (Geography) - local river pollution Whole school focus on toilet twinning	Y 5/6 (Geography and Science)– landfill rubbish and climate change Whole school focus on toilet twinning
Spring 1	Y2 (Science and English) Endangered habitats and endangered animals	Y2 (Science and English) Endangered habitats and endangered animals Y3/4 (Science) – air pollution and emissions Y5/6 (History) WWII and modern-day refugees
Spring 2	Y5/6 (Geography) The Amazonian Rainforest	
Summer 1	Y2 (Science) Plight of the bumblebee Refugee week in June	Y2 (Science) Plight of the bumblebee Refugee week in June
Summer 2	Y3 and 4 (Geography) Where my food comes from, air miles and fair trade	EYFS/Y1 (Geography) – local issue littering

Principles underpinning our approach

It is natural that when pupils learn about issues of injustice, they want to act to change things and it is important to support them in working this out in practice. We ask - what could be done about it? Consider: **How would I feel if I was helped in this way?**

Types of courageous advocacy:

1. Awareness raising. E.g. The school took part in The Climate Coalition's 'Show the Love' campaign. Pupils assembled on the school field in the shape of a huge heart and used a drone to take an aerial picture. They tweeted this picture and sent it out with a press release to local media.

2. Community Influencing. E.g. The schools holds an open assembly. The pupils give presentations on an issue they care about and appeal to the wider community for action.

3. Lifestyle changes. E.g. Single use plastic bottled are banned in school and each pupil given a refillable bottle to use. Water fountains are installed around school.

4. Consumer power. E.g. When the school boiler needs replacing, senior leaders agree they should purchase a greener biomass boiler.

5. Engaging with decision makers. E.g. This is about understanding where power is located and how decisions are made. After finding out about the plight of refugees, pupils write to the local MP appealing to her to ensure that more is done.

Pupils should be encouraged to think critically through the full range of options and how they help address the causes and symptoms of a particular situation.

- **Poverty, wealth and inequality exist everywhere including in the UK.**
- **We do not pretend that complex problems have simple solutions**.

We do not over-emphasise fundraising as the main or only response we can make to global issues of injustice. If fundraising is done well it can make a huge difference to people's lives and help to deepen pupils' global understanding. However, that deepened understanding should **also encompass the root causes of poverty** and injustice, which will warrant a consideration of other actions they can take which address those. It will also avoid the perpetuation of **unhelpful stereotypes** that overstate the role of donors and understate the role and agency of people living in poverty in improving their lives.

A set of simple steps like the ones below may prove a useful guide for pupils:

