



International Dimension Policy

Global issues are part of young people's lives in a way that they never were for previous generations. Television, the internet, international events and sport all bring the wider world into everyone's daily life. The society in which we live is enhanced by people, cultures, languages, religions, arts, music, technology and literature originating from many different parts of the world. This provides us with a tremendous range of opportunities with which to broaden pupils' experience and knowledge. The importance of education in helping young people recognise their role and responsibilities as members of this global community is becoming increasingly apparent.

Aims

Through the inclusion of a global dimension in our teaching at Dormer House School, we are able to offer to our children a range of experiences that will enhance their learning and raise awareness of their national and international identity.

1. To stimulate and/or maintain pupil curiosity, interest and enjoyment of the global dimension
2. To provide an informed awareness of countries, cultures and languages other than our own;
3. To promote the use of ICT in meaningful contexts for the development of communication skills;
4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to art and to experience success and enjoyment in their work
5. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence

Objectives

These objectives relate to the five aims for the International Dimension Policy at Dormer House School and are intended to show how the aims are actually put into practice.

By having an international dimension as part of our ethos, we can provide children and staff with a wider variety of experiences both within, and in addition to the National Curriculum through:

- Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible, employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to develop links with schools in other countries;

- Staff should explore and promote visitors from other countries and visits to other countries and encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- Staff should create opportunities for pupils to express information in varying ways employing a variety of media (computers, video, audio tape, extended writing, illustrations, diagrams, graphs, questionnaires, role play) in order to promote communication through writing letters and emails to friends abroad;
- An awareness and an appreciation of other countries and environments should be encouraged and raised through PSHE and other curriculum areas as appropriate in order to develop a range of cross curricular activities with an international theme for all pupils;
- Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning that they experience and encourage an interest and motivation through experiences of life in another country and raise an awareness of what is happening around the world;

At Key Stage One:

Pupils begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of different cultures and places. They learn that all humanity shares the same basic needs but there are differences in how these needs are met.

At Key Stage Two:

Pupils develop their understanding beyond their own experience and build up their knowledge of the wider world and of different cultures and societies. They learn about the similarities and differences between people and places around the world and about disparities in the world. They develop their sense of social justice and moral responsibility and begin to understand that their own choices can affect global issues as well as local ones.

Many opportunities already exist within our programmes of study such as in geography, history, religious education, PSHE and citizenship, French, art and design and music. In delivering our curriculum our adopted approach of regular lessons, themes, special events, visits and visitors consistently raise the profile of the international dimension and contribute greatly to our children's overall development.

It is our intention that we plan a series of events to enhance the international dimension within our taught curriculum. This will be done on an annual basis for individual groups of children, teachers or as a whole school project/event. Where opportunity exists, we will also seek out other projects and initiatives where available.

All events will be coordinated by our named coordinator.

Monitoring and Evaluation

A record of events using a variety of identified evaluation methods will be used and collated in a file. This file will be the main evidence source for our accreditation in seeking to become an International School in the future.

[This policy is monitored by the Headteacher and the Trustees and will be reviewed in three years, or earlier if necessary.](#)

Signed:

Date: