



PRINCE HENRY'S GRAMMAR SCHOOL

SPECIALIST LANGUAGE COLLEGE



Internationalism and Global Citizenship at Prince Henry's

OUR OBJECTIVE

*"We want our young people to appreciate what makes the world such a rich and varied place. We hope that they will leave school with a thirst for continuing to learn about other cultures and to meet people from across the globe, and with an understanding of their **rights** and **responsibilities** as citizens of the global community."*

(Prince Henry's School Prospectus)

OUR RATIONALE

In order to develop a truly international ethos throughout the school, we believe that issues of internationalism and global citizenship should permeate the curriculum and impact on all aspects of school life. Furthermore, wherever possible, we believe that our young people should be encouraged to think beyond merely the similarities and differences which exist in terms of language, culture and geography. If they are to develop as responsible, informed and empowered global citizens, they must also be given the opportunity to look at global issues in terms of rights and responsibilities, both their own and those of others.

OUR STRATEGY

We are realistic enough to recognise that achieving our objective is a long-term, ongoing process. We are on a journey, accepting that factors such as staff turnover, local and national initiatives, curriculum change etc. provide both constraints and new opportunities. The extent to which we are addressing specific issues effectively will vary from one year to another. We are, however, constantly seeking to broaden and deepen our coverage of the eight key concepts of global citizenship through:

1. **PLANNING** – the development of global citizenship is a core part of the School Development Plan and, in turn, should feature in Departmental Improvement Plans;
2. **OPPORTUNISM** – we look to make the most of opportunities which arise through personal staff interest, contact with NGOs, participation in local, national and international campaigns (e.g. Make Poverty History), etc.

Through both planning and opportunism, our strategy is that issues of internationalism and global citizenship should permeate all aspects of school life:

- The curriculum;
- Enhanced Curriculum Days (i.e. "drop down" days with a PSHE / Citizenship focus);
- Year group assemblies
- Special events (e.g. creative arts workshops)
- Foreign visits and exchanges;
- Visitors in school (e.g. international visitors, refugees, Holocaust survivors);
- Displays around school;
- Collaborative projects with international partner schools;
- Active participation in initiatives that encourage "social responsibility" (e.g. Fairtrade steering group, Amnesty International group, Eco Schools group, fundraising, lobbying).

Of course, ultimately it is what happens on a day-to-day basis **inside the classroom** that really matters, which is why "the curriculum" features at the top of the list. We encourage staff to consider how they can "tweak" or "re-focus" their lessons to incorporate issues of global citizenship. At its best, this approach enriches the curricular focus and can, in many cases, also contribute to raising performance in the subject.