

How the Global Learning Programme (GLP) supports current school priorities such as 'British values'

How global learning and the GLP can prepare young people for life in modern Britain: addressing SMSC, British Values and the Equalities Act.

The Department for Education has stated (National Curriculum 2014) that 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'¹

The GLP is building a national network of like-minded schools committed to equipping their students to make a positive contribution to a globalised world. Through these learning networks, as well as working with the partners and subject associations, the GLP has developed materials and teaching ideas that help schools to address these areas. The programme offers free CPD from Expert Centres and third-party providers that will provide support for schools to develop their values education, in conjunction with, and linked to, the development of knowledge and skills.

'British values' (BV)/preparation for life in modern Britain

The Department for Education has published guidance (November 2014) on promoting 'British values' in schools to ensure young people leave school prepared for life in modern Britain. All schools 'have a duty to "actively promote" the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the "Prevent" strategy in 2011.'²

How the GLP can help: The Pupil Learning Outcomes (PLOs) of the GLP include understanding the actions of governments and actions of citizens. It promotes skills such as enquiry, discussion, reflection, taking appropriate action and evaluation. Pupils consider values such as respect for diversity and rights. The GLP provides an opportunity for schools to work alongside others to engage in dialogue around the introduction of 'British values'.

Prevent Duty

The Prevent Duty 2015³ emphasises that 'All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion.' It states that 'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.' The duty also emphasises the links to safeguarding and the need for staff training.

¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

² <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

³ The Prevent duty Departmental advice for schools and childcare providers September 2015
<https://www.gov.uk/government/publications/prevent-duty-guidance>

How the GLP can help: The GLP encourages pupils to learn about global poverty and development issues, and to look at causes and solutions. It helps to develop skills such as critical thinking and communication. Pupils consider values such as agency and care and how to make a positive impact on the world. The GLP encourages teaching methodologies such as Philosophy for Children that promote democracy and dialogue (including around contentious issues). Sharing and understanding multiple perspectives on global issues makes it less likely that young people will subscribe to one fundamentalist view of the world. The GLP helps schools develop an ethos promoting tolerance, fairness and respect.

Spiritual, Moral, Social and Cultural development (SMSC)

Before making a final judgement on the overall effectiveness of a school, Ofsted inspectors⁴ must evaluate: the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development.

Spiritual development includes 'the ability to be reflective about their beliefs' and 'a sense of enjoyment and fascination in learning about themselves, others and the world around them'. Moral development includes 'interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues'. Social development includes 'develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'. Cultural development includes 'interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity... in the local, national and global communities'.

Ofsted has stated that a school 'requires improvement' where 'there are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development'.⁵

How the GLP can help: The GLP encourages pupils to understand topical global issues and concepts such as globalisation and interdependence, and how to make the world a more just and sustainable place. Pupils develop the skills of looking at issues from multiple perspectives and develop values of empathy and social justice. The GLP helps develop a cross-curricular approach that impacts on the curriculum, the school culture and the school community.

Equality Act

Under the Equality Act 2010⁶ as public bodies schools have 'a statutory duty (Public Sector Equality Duty – PSED) to eliminate discrimination, advance equality of opportunity and foster good relations'. There are also two statutory Specific Duties that all maintained schools have in relation to the Equality Act: 1) To Publish Equality Information on how the school is meeting the three aims of the PSED, published and reviewed annually; 2) To Publish Equality Objectives every four years and review them annually. Best practice recommends that elements of SMSC and BV will be included in the annual publication of Equality Information and some elements might be reflected in one or more of the Equality Objectives.

How the GLP can help: The GLP PLOs include understanding about human rights and how governments and citizens can promote them. Pupils develop skills such as challenging perceptions and stereotypes.

⁴ Ofsted School Inspection Handbook 2015 <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

⁵ <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

⁶ <https://www.gov.uk/equality-act-2010-guidance>

They also engage with values such as fairness and diversity. The GLP helps schools to understand different models of development, taking into account social justice and sustainability.

To access further advice and support about global learning, just sign up here (it's free!)

www.glp-e.org.uk

Once you have joined, you will have access to free CPD and key GLP tools to support the issues above:

- GLP Whole-School Framework <http://globaldimension.org.uk/glp/page/10557>
- Developing a whole-school approach <http://globaldimension.org.uk/glp/page/10558>
- How subjects link to global learning, including British values
<http://globaldimension.org.uk/glp/page/10558>
- Pupil Learning Outcomes <http://globaldimension.org.uk/glp/page/10724> and Pupil Assessment Tool <http://globaldimension.org.uk/glp/research/pupil-testing-facility>
- Links to resources on issues such as Democracy, Equality, Gender, Human and Child rights <http://globaldimension.org.uk/glp/page/10705>