

The Global Dimension in the Curriculum – Wales

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Introduction

Global issues are part of children and young people's lives in ways unfamiliar to previous generations. Television, the Internet, international sport and increased opportunities for travel all bring the wider world into everyone's daily life. UK society today is enhanced by peoples, cultures, languages, religions, art, technologies, music and literature originating in many different parts of the world.

This provides a tremendous range of opportunities to broaden children and young people's experience and knowledge. However, although economic advances have meant huge improvements that have changed the lives of millions of people, one in five of the world's population still lives in extreme poverty, lacking access to basic healthcare, education and clean water, with little opportunity to improve their condition. Global poverty impacts negatively upon us all.

The actions of all people impact on others throughout the world. For example, the direct and indirect effects of environmental damage such as land degradation and greenhouse gas emissions do not stop at national boundaries. Equally, economies around the world are more interdependent than ever, reliant on both trade with, and investment from, other countries. What a consumer in one country chooses to buy affects a producer in another country. The solutions to many global problems, whether climate change or inequality, are more likely to be realised through genuine understanding of our mutual interdependence, and of that between humans and the natural world.

What is the Global Dimension?

Teaching with a global dimension addresses several key issues in the world today:

- How to challenge inequalities and protect the human rights of all people in all parts of the world;
- How to develop peaceful communities by promoting awareness and celebrating the diversity of different cultures, faiths, ethnicities and origins of people within our world;
- How to protect and preserve our environment, reduce pollution, and develop and manage our natural resources in a sustainable way.

These questions are about sustainability, global citizenship and racial equality, the three binding elements of an education process that equips children and young people with the knowledge, skills, attitudes and values to co-exist and thrive as responsible members of our increasingly global society.

The three components of the global dimension

Education has a vital role in increasing understanding and awareness of the importance of the global dimension, which is incorporated into the curriculum through Education for Sustainable Development, Global Citizenship and Racial Equality. These three aspects of the global dimension can be defined as follows:

Education for Sustainable Development: Enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, which will improve the quality of life now without damaging the planet for the future.

Education for Global Citizenship: Enables people to understand the global forces that shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision making, both locally and globally, which promotes a more equitable and sustainable world.

Education for Racial Equality: Enables people to appreciate and celebrate the diversity of humankind, both in the UK and world-wide, and to develop the knowledge, values and skills to challenge racial discrimination, promote equality and promote good relations between people of different racial groups.

"Education for Sustainable Development and Global Citizenship is part of the existing school curriculum in Wales, with relevant learning opportunities occurring throughout the curriculum and as part of other aspects of school life." (Estyn).

Teaching Education for Sustainable Development and Global Citizenship (ESDGC) while not a statutory requirement in Wales, is encouraged and assessed by Estyn, not as an additional subject, but integrated within the existing curriculum.

ESDGC Themes

In 2006 the Wales Assembly Government (WAG) appointed an ESDGC Champion to integrate ESDGC into all aspects of education delivery, assessment and inspection in Wales, through an ESDGC Action plan. A recent review of the ESDGC action plan and the Estyn baseline report (2006, see www.estyn.gov.uk) highlighted a need to review the approach to ESDGC in Wales so that it was:

- more accessible to teachers and relevant to their classroom delivery
- of value to headteachers in developing a whole school ethos and contributes to the range of awards and initiatives that support delivery of ESDGC
- able to fit within the revised curriculum subject orders and frameworks introduced in 2008 and 2009.

This resulted in ESDGC being reviewed and placed within a framework of seven interconnected themes. It is hoped these will enable teachers to plan for, and incorporate ESDGC more fully in their teaching. The themes are:

- Wealth and poverty
- Climate change
- Identity and culture
- Consumption and waste
- Choices and decisions
- Health
- The natural environment

This is supported by the Common Understanding Approach to provide background information to ESDGC in Wales and an overview of how to take a whole school approach to it.

This approach seeks to reinforce the need for education that involves learning about how to understand and respond to global forces (economic, social, political, cultural and environmental) rather than just learning about other parts of the world. It describes the scope of ESDGC and ways of approaching ESDGC across the 3 to 19 age range in schools while identifying the skills learning outcomes in line with the Skills Framework (DELLS January 2007)

There is no formal recognition by WAG that race equality has a place with ESDGC; it is not linked and not found in the curriculum. However, the organisation Cyfanfyd has been working with organisations involved in RE in Wales to explore the links between ESDGC and race equality as the third aspect of a global dimension (see: www.cyfanfyd.org.uk/schools_making_the_links.htm).

Educational Context

(The following text is adapted from WAG curriculum guidance documents, frameworks and subject orders.)

In 2004 there was a detailed review of the school curriculum and assessment requirements (see: www.accac.org.uk). The aim of the review was to establish a curriculum for the 21st century that met the needs of learners whilst taking account of the broader needs of Wales. To help achieve this, there have been revisions to the subject orders and frameworks to support WAG's aim to ensure that the revised curriculum:

- promotes an approach that is more learner-centred and skills-focused
- builds on the Foundation Phase and links effectively with the 14-19 Learning Pathways programme
- continues to deliver a distinctive curriculum that is appropriate for Wales.

The revised curriculum for 3 to 19-year-olds in Wales , implemented from September 2008, provides a range of new opportunities to develop a global dimension within the curriculum, especially as the new curriculum aims include *"to support Government policy, including: Europe and the World, equal opportunities, sustainable development and global citizenship...."* (WAG 2008).

The revised curriculum comprises six areas:

- Foundation Phase
- skills development
- national curriculum
- personal and social education
- careers and the world of work
- religious education.

This next section details opportunities for a global dimension to be incorporated into each of these six areas, with links to supporting documents.

Subject Guide

Foundation Phase

The foundation phase replaces preschool and Key Stage 1 in Wales, ie children aged 3-7. It differs from Key Stage 1 in that instead of subjects there are statutory areas and that children will *"learn through first-hand experiential activities with the serious business of 'play' providing the vehicle"* (WAG 2008).

There are seven areas of learning with an emphasis on developing children's knowledge, skills and understanding through experiential learning, learning by doing and by solving real life problems both inside and outdoors. The seven areas of learning are:

- Personal and Social Development and Well Being
- Language, Literacy and Communication Skills
- Mathematical Development
- Bilingualism(except where the primary medium is welsh) and Multi-cultural Understanding
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

The Foundation framework states that *"Children should have experiences of other cultures,, of the environment, of animals and other living things"*

This provides great opportunities for inclusion of a global dimension from a very early age to support the framework, ESDGC and Education for Racial Equality. There are lots of primary level resources that focus on the cross curricular nature of a global dimension, many of which can be found in the Global Dimension Website's resource database. Experiential learning activities such creative play; making diwali candles, henna painting, mask making, singing songs and making food from different cultures, nature walks, litter surveys, role play etc can be used within each of the different areas. International Agencies such as Oxfam, Christian Aid, CAFOD, Action Aid and Save the Children and also your local DEC can provide ideas and resources. (see: www.globaldimension.org.uk/CommunityandSupport/).

Skills Development Framework

As part of the curriculum review a skills framework for 3 to 19-year-olds has been developed. It is currently not statutory but aims to provide guidance about continuity and progression in developing thinking, communication, ICT and numbers for learners. It states that learners should build on skills acquired and developed through previous learning to practice, apply and refine them through group and individual tasks in a variety of contexts.

The skills framework again provides new opportunities for inclusion of a global dimension, for example:

Developing thinking – challenging assumptions, receptiveness to new ideas, recognising similarities or differences and making unlikely connections are all key attributes of sustainable development, global citizenship and racial equality. They can easily be applied to themes such as climate change, wealth and poverty, cultural diversity through exploration of the facts compared with assumptions, classroom discussion in small and large groups

Developing communication involves the skills of oracy, reading, writing and wider communication across the curriculum and this again provides many opportunities for incorporating a global dimension through the ESDGC themes and racial equality issues associated with curriculum areas.

Developing ICT skills across the curriculum, through finding, developing, creating and presenting information and ideas. Also by using a wide range of equipment and software. ICT skills can be developed across the curriculum through a global dimension by choice of source material and topic of investigation, manipulation, development or realisation.

Developing number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings. All subjects involve manipulation of numbers and data and again these can support a global dimension through use of appropriate source materials.

Curriculum Subject Orders

Art and Design

Art and Design requires learners to explore and express their feelings and ideas concerning personal, social, environmental, moral and spiritual issues through their creative activities. Through art and design activities they become aware of other cultures and ways of life, and develop the concept of global citizenship.

At Key Stage 2 and 3 the subject orders provide opportunities for evaluating methods and approaches from a variety of contemporary and historical cultures and contexts. They also suggest that learners explore the diversity of artists, craft workers and designers from different cultures and periods.

At Key Stage 4 the choice of materials and resources can support an awareness of context, the understanding and knowledge of art, craft and design in contemporary societies and in other times and cultures. It can also provide opportunities for learners to explore aspects of humanity and relate it to the world around them.

Design and Technology

In Design and Technology, learners should work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They should be made aware of human achievements and the big ideas that have shaped the world. They should have regard for sustainability and environmental issues in the 21st century.

At Key Stage 2 and 3 learners are encouraged to investigate use of and work with a wide range of materials, tools and components. In Key Stage 2, they are given tasks in which they learn about the responsible use of materials, considering issues of sustainability. In Key Stage 3, this is built on and includes inspiration from other cultures for example: Xuan paper/silk fabric, traditional Chinese painting material; investigating, designing and creating traditional and contemporary meals from other cultures and regions such as a halal/ kosher meal; enhancing design skills through developing a detailed proposal for a support to assist with carrying firewood on the head.

At Key Stage 4, the WJEC specification for Design and Technology states that "*Candidates should be encouraged to consider the relationship between technology and society*". This can be applied to: Food Technology through considering what cultural and ethical factors influence the choice of food and availability, a discussion on GM foods for example; Industrial Technology through market research to identify the physical, intellectual, emotional and sociological needs of a specific target group; Textile Technology through considering the social and cultural influences on product design.

English

English develops knowledge and skills in reading, oracy and writing. Learners learn to consider the context, respond to the substance and style of texts and discuss various literary and non-literary texts. Through this they develop their own ability to recognise the values and attitudes behind the use of language and how these are conveyed.

At Key Stages 3 and 4 a global dimension can be applied through oracy, reading and writing through:

- examining different view points and the intent behind statements through critical evaluation
- considering the origin of words and how words are borrowed from other languages through focusing on the interdependence between language, nations, cultures, etc
- being able to explore, explain, describe, discuss, persuade and analyse topics relevant to the global dimension; for example debates on global topical issues such as the slave trade, child and migrant labour, climate change, food production etc
- reading materials from a range of sources, Welsh authors, African, Latin American and Asian authors and others that represent a distinct voice, form and different perspective
- being able to consider the importance of objectivity and self-expression through analysis of situations, i.e. media reporting of world events
- communicating ideas associated with information, opinions, real experiences, and events using ITC to write in a range of forms i.e. local and international news articles on conflicts, governance, natural disasters, negative imagery of different cultures, young people, etc.

Geography

In Geography, learners have opportunities to study their role as local and global citizens and appreciate the diversity of communities in Wales and other countries. They investigate how and why environments change and the importance of sustainability. They learn about the links between producers and consumers and how people's economic and environmental actions in one part of the world can impact on the lives of others. They learn to use information about places and peoples to counter stereotyping, make well-informed judgements about issues, develop their own views and opinions, and appreciate the values and attitudes of others.

At Key Stage 2, Geography develops and stimulates learners' interest in, and fosters a sense of wonder of, places and the world about them. Through the study of their own Welsh locality, the world beyond, different environments and events in the news, learners develop their understanding of what places are like and how and why they change. Through practical activities and first-hand investigations in the classroom and out of doors, learners develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion. Geography provides opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked. They are encouraged to understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.

At Key Stage 3, building on the skills acquired during Key Stage 2, learners apply their knowledge and skills to explain relationships between places and patterns of activity at a range of scales from local to global. They are encouraged to make informed judgements about everyday issues and develop and reflect on their own views and opinions. They develop an understanding of why countries are interdependent, how people interact with their environments and the importance of sustainability. Learners are encouraged to develop a sense of responsibility for the environment and their role as global citizens. Through geography learners gain an understanding of people, places and environments and how geographical patterns and processes change over time and place. Learners learn to identify the similarities and diversity of places that produce global patterns, to examine global linkages and interactions and develop an understanding of how change affects everyday lives in Wales and globally, i.e. the oil industry in West Wales.

At Key Stage 4 WJEC GCSE Geography specifies that the programme of study should *"develop an understanding of global citizenship and the ways in which places and environments are interdependent"*. The specification is divided into two units; the physical and environmental aspects underpinned by sustainability and the human aspects which develops and explores the concept of global citizenship through inequalities, population movement and international trade. The specification also requires a Geographical Investigation, which could be on a global topic such as tourism.

History

History develops learners' skills of enquiry and critical thinking; their understanding of different views and interpretations of people and events; and of the way in which people

have affected their environment in the past. It gives learners an historical context in which to set their lives.

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. A global dimension can then be developed through linking these people and events to the wider world. For example in the 17th century the Cardiff Coal Exchange set the global price for coal, the global migration of miners, the industrial revolution, etc. Learners can engage in stimulating and focused historical enquiry using a wide range of sources to explore the global dimension, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

At Key Stage 3, learners build on Key Stage 2 to enable them to engage as active citizens with issues of sustainable development and global citizenship. They learn by enquiry about the main political, economic, social and cultural features of selected periods from the histories of Wales and Britain during the last millennium. They place these developments in context by enquiring into the history of their own locality, the historical experiences of the countries that make up the British Isles, and aspects of European and world history. They learn about the diversity of people's experience in each selected period, and develop their understanding of causation and change over time. All of these contribute towards a global dimension. They study aspects of the past in depth, and the differing spiritual and moral values of the periods studied, for example the coal industry. They establish their sense of chronology, and use and evaluate a range of historical sources and interpretations. They communicate and record their knowledge and understanding with increasing independence.

At Key Stage 4, WJEC GCSE History requires learners to study history on at least two scales. Amongst the study topics for the examination are a number of world history topics, including: China under Mao Ze Dong; South Africa 1960-1994; The Middle East 1919-1990; USSR 1924-1991 and USA 1929-1990.

Information and Communication Technology

ICT provides opportunities to work in contexts that allow learners to make decisions based on the values that underpin society, helping them become active and informed global citizens. They begin to identify and question bias in sources of information and become increasingly aware of the social, ethical and moral effects of ICT in the wider world.

For 14–19 learners, this is a part of their Learning Core Entitlement and is a requirement at Key Stage 4.

Key Stage 3 focuses on 'Communicating and Handling Information' and requires that learners work with different kinds of information, consider its purpose and how it is processed and communicated and are able to discuss some of the economic, ethical, moral and social issues raised by ICT. In doing this the teacher has a wide scope for working with

data that incorporates a global dimension. These could include finding and analysing the UN Human Development Index and developing a spreadsheet to compare the top five and bottom five countries and a presentation for the class.

At Key Stage 4, WJEC GCSE ICT specifies not only that learners learn to gather, store, process, present and communicate information in a range of contexts, but it also requires learners to develop an understanding of the wider applications and effects of ICT and to be able to reflect critically on the impact of ICT on their own and others' lives including the provisions of the Data Protection Act 1998. Again the context within which this is done could easily relate to a global dimension, for example the Make Poverty History campaign and its links to the Global Alliance Against Poverty.

Mathematics

Mathematics contributes to learners' personal and social education by providing opportunities to apply mathematics to real-life problems. It helps learners to analyse and interpret information presented to them on environmental and other 21st century issues, and to develop an informed and challenging attitude to real-life information, questioning its validity and recognising its implications for their world. As with ICT the nature of the global dimension within Mathematics depends on the teacher's selection of issues and materials given to the learners for their mathematical work.

At Key Stage 2, learners develop positive attitudes towards mathematics and extend their mathematical thinking by solving mathematical problems, communicating and reasoning mathematically using contexts from across the whole range of mathematics, across the curriculum and as applied to real-life problems. The use of real life problems can easily be adapted to explore a global dimension. For example a comparison of rainfall statistics different localities such as Wales and Tanzania for graph skills and climate change, Arabic patterns and African prints for symmetry, composition of household waste analysis, measures of water usage in different countries etc

At Key Stage 3 learners build on the skills, knowledge and understanding they have already acquired at Key Stage 2, and take on increasing responsibility for planning and executing their work. They maintain positive attitudes towards mathematics. They extend their mathematical thinking by solving mathematical problems, working with increasing confidence and flexibility in solving unfamiliar problems or problems in unfamiliar contexts, communicating their work orally and in a variety of written forms, and reasoning mathematically, explaining their reasoning to others, using contexts from across the whole range of mathematics and as applied to real-life problems. There are many possibilities: the material, labour and transport costs and profit ratios involved in the trade of coffee, cocoa, bananas, or in a Mexican jeans factory provide opportunities to select and reflect on different ideas and approaches, make and test generalisations and to break down complex problems into a series of tasks and provide solutions to questions.

At Key Stage 4, learners build on Key Stage 3 to take on increasing responsibility for planning and executing their work. They bring previous experience and related knowledge to bear when considering mathematical or real-life problems, and extend their understanding of the importance of precision and rigour in mathematics. They are required to 'use

previous experience and related knowledge when considering mathematics or real world problems'. There are many opportunities to use and apply mathematics in practical tasks and real life problems that challenge and extend their understanding. Global examples can be used for most applied maths topics: fractions and percentages, ratios and proportions, Pythagoras, statistics, real life graphs and geometry can all use real life examples set in a global context. Examples could include: the proportion of fair trade and locally produced food sold in a supermarket or the distance travelled to school and means of travel by a 15 year old in an African country, followed by a class discussion on how far learners travel and by what means, mean distances and respective carbon footprint calculations

Modern Foreign Languages

Modern Foreign Languages contribute to a global dimension through their awareness of other cultures and ways of life. Learners work cooperatively and respect the contributions of others.

At Key Stage 2 there is a non statutory framework for modern foreign languages that provides opportunities to enrich the primary curriculum and provides a valuable educational and enjoyable cultural experience for all learners. Learning a foreign language brings pupils into contact with aspects of the culture of other countries and they develop a greater understanding of their own lives and communities through exploring those of others.

At Key Stage 3, learners develop communication skills in a modern foreign language which build on and support their literacy and oracy skills in English and Welsh. They may also build on skills, knowledge and understanding developed in Key Stage 2, where modern foreign languages are part of the curriculum. Learners develop skills in oracy, reading and writing in the foreign language and communicate with increasing confidence and independence. They develop intercultural understanding, a sense of global citizenship and learn to appreciate different cultures and communities and compare them with their own.

Languages that may be taught at Key Stage 3 include European or world languages such as Arabic, French, German, Japanese, Mandarin, Russian, Spanish, Urdu. Schools may choose which languages they teach taking into account demand, interest, progression routes and resources.

Both Key Stage 3 and 4 provide opportunities to draw on links with schools in countries in Africa, Asia, Latin America or the Caribbean where the national language is one of the studied modern languages. Also there may be a wide range of written resources available from your local DEC (www.globaldimension.org.uk/localsupport) in French, German and Spanish on global citizenship and sustainable development from their European counterparts.

Music

In Music, learners perform, compose and appraise. Like in Mathematics and ICT the global dimension can be built in through contextualisation and inclusion of music from around the world. Learners can relate music, where appropriate, to its social, historical and/or cultural background.

At Key Stage 3 the repertoire should *"include examples from the European 'classical tradition' from its earliest roots to the present day, folk and popular music, the music of Wales and other musical traditions and cultures"*. This offers many opportunities to explore different styles, rhythms, qualities and types of sound produced using instruments, voices and other sources.

At Key Stage 4, Edexcel GCSE Music *"recognises that we live in an age of cultural diversity"* and the areas of the study cover a wide range of music: classical music, world music and popular music. Music that is the product of a particular social and cultural context such as Reggae can be used to appraise musical styles and traditions and how they change in different times and places.

Physical Education

Studying Physical Education gives learners an opportunity to be exposed to different forms of physical activity, sports and dances popular in other countries and how they are affected by cultural, social and historical contexts. PE also provides an opportunity to explore the global nature of sports such as football and human rights issues involved in production of sports clothing and equipment (such as child labour and fair trade footballs).

At Key Stage 3 and 4 outdoor and adventurous activities can provide opportunities to assume some responsibility for self, others and the environment. Dance and movement could include dances selected from distinct cultural dance forms and set dances from different traditions, times and places.

Science

Through Science, learners have the opportunity to study recycling, sustainability and the impact of humans within their locality and further afield. It provides opportunities for learners to compare their lives with those in developing countries and review the impact of humans on the Earth.

At Key Stage 2, learners develop their skills through the range of Interdependence of Organisms, The Sustainable Earth and How Things Work. Learners should be taught to relate their scientific skills, knowledge and understanding to applications of science in everyday life, including current issues. Teaching should encourage learners to manage their own learning and develop learning and thinking strategies appropriate to their maturity. They should be taught to value others' views and show responsibility as local citizens.

Key Stage 3 builds on Key Stage 2 in that learners should be given opportunities to study the work of scientists and to recognise the role of experimental data, creative thinking and values in their work and in developing scientific ideas. Teachers should encourage learners to manage their own learning and further develop learning and thinking strategies. They should be taught to take different perspectives, value others' opinions and be responsible global citizens.

At Key Stage 4, learners should study the way that science and scientists work within society. They consider the relationship between data, evidence, theories and explanations and develop their practical, problem-solving and enquiry skills, working individually and in

groups. Learners develop their ability to relate their understanding of science to their own and others, decisions about lifestyles, and to scientific and technological developments in society.

Welsh (first and second language)

Welsh can incorporate a global dimension through developing learners' awareness of the role and differing contributions of minority and global languages within society. By developing their appreciation of two cultures, the opportunity to explore Welsh identity and culture within a British and global context, learners are better able to appreciate other cultures, and be sympathetic to them. The exploration and appreciation of texts dealing with a range of themes can encourage the development of self-knowledge, emotional maturity and empathy with the human condition.

In Welsh at Key Stages 2 and 3, learners develop knowledge and skills in oracy, reading and writing. They consider the context in which language is used, respond to the substance and style of texts and discuss a varied selection of literary and non-literary texts. Incorporation of the global dimension depends on the teachers' selection of issues and materials for use in class.

At Key Stage 3, learners develop skills (the level depends on whether first or second language study) in Oracy, Reading and Writing and can include a global dimension if the teacher is aware of and has access to resources on ESDGC in Welsh. Christian Aid, CAFOD and Oxfam have a number of Welsh-medium resources; you can also choose 'Welsh language' from the drop down list of subjects on the Global Dimension Website to see what's available.

Key Stage 4 WJEC GCSE Welsh First Language (2005) requires learners to further develop these skills and apply them to challenging stimuli and complex multifaceted topics. It also includes a piece of writing containing discussion and opinion and the oral exam requires learners to make a 5-minute presentation. These could be global topics.

Key Stage 4 WJEC GCSE Welsh Language Second Language (2005) requires learners to participate in role-play, prepare oral presentations, oral and written responses to reading and written tasks. These can include a global dimension through comparing Wales with other countries or responding to images.

Personal and Social Education (PSE) Framework

The PSE framework builds upon the Personal and Social Development, Well-Being and Cultural Diversity Area of Learning in the *Foundation Phase framework for children's learning for 3 to 7-year-olds in Wales* and progresses into the 14–19 Learning Core components that relate to PSE such as Personal, Social, Sustainability and Health Matters, Attitudes and Values, and Community Participation.

Specifically the aims of PSE are to:

- develop learners' self-esteem and a sense of personal responsibility

- promote self-respect, respect for others and celebrate diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

For 14–19 learners, knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

The themes identified in the PSE framework are:

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship.

WAG emphasises the importance of recognising that these themes are not discrete areas of development but are inextricably linked. This actively supports a global dimension within the curriculum.

Careers and the World of Work Framework

This framework has been developed alongside the framework for PSE in order to minimise overlap and the two are usefully considered together. The framework covers 11 to 19-year-olds. However, understanding of the world of work can begin at any age. In particular, the Key Stage 2 learning outcomes for PSE include a requirement for learners to consider the range of jobs carried out by people in their community.

Essentially, Careers and the World of Work (CWW) is concerned with the relationships between young people, their learning and the world of work. It should help learners to:

- explore the attitudes and values required for employability and lifelong learning

- plan and manage their pathway through the range of opportunities in learning and work
- make effective career choices
- become entrepreneurial
- flourish in a variety of work settings
- become motivated, set long term goals and overcome barriers
- see the relevance of their studies to their life and work
- develop Key Skills and other skills required by employers
- prepare for the challenges, choices and responsibilities of work and adult life.

It contributes particularly to economic understanding through its researching of learning, careers and employment opportunities. The changing nature of those opportunities will often also highlight linguistic, historical and environmental matters within the area and further afield. A global dimension can be included through contacts with the world of work and by challenging stereotypes. It can also provide opportunities for learners to develop understanding of social interaction through working with others.

Religious Education Framework

Religious Education (RE) is a statutory requirement in Wales and all maintained secondary schools are expected to follow the requirements of their locally agreed syllabus. Some voluntary aided and or controlled schools provide RE in line with their trust deed or receive guidance from diocesan authorities. ACCAC Guidance (2001) provided an 'Exemplar Framework for Religious Education'. This has been revised in line with the reviewed curriculum recommendations (2008). Further information can be found by emailing C&A3-14.C&A3-14@wales.gsi.gov.uk.

RE raises challenging questions from religious and non-religious perspectives: questions relating to political decision making, exploitation and justice, social freedom and responsibility, human rights issues, economic affluence and Wales' responsibility to, and relationship with, its own citizens and those in other parts of the world. RE helps learners develop positive attitudes to help them deal with challenging moral and religious issues with sensitivity, thus providing common ground for collaboration and exploration of common values and beliefs within Wales, Europe and the World.

At Key Stage 2, learners develop knowledge of religion(s) and recognition of the importance that religion plays in people's lives will help to develop tolerance and respect, and should foster responsible attitudes in local and global society.

At Key Stage 3, RE stimulates learners to think for themselves in order to develop an understanding of life, the world, and search for meaning that inspires them to bring about transformation personally, socially and globally, thus building on the skills, knowledge and understanding acquired at Key Stage 2.

At Key Stage 4 and Post-16, RE stimulates learners to engage with fundamental questions and issues that relate to their individual needs, meet the demands of the modern world and motivate and challenge their own and others' thinking, thus building on the skills, knowledge and understanding acquired in the previous key stages. A global dimension can further develop the learners understanding and the relevance of RE through an examination of the role of religion in the world today and its influence on current events.

Welsh Bacallaureate Qualification

The Welsh Bacallaureate is a qualification for learners in Wales that adds a valuable new dimension to the subjects and courses already available for 14 to 19-year-old learners. It combines personal development skills with existing qualifications like A levels, NVQs and GCSEs to make one wider award that is valued by employers and universities.

WAG introduced the Welsh Bacallaureate to transform learning for young people in Wales. It gives broader experiences than traditional learning programmes, to suit the diverse needs of young people. It can be studied in English or Welsh, or a combination of the two languages.

Learners must complete a Core Programme of personal development studies along with their Options, which are the subjects they choose from academic or vocational qualifications. The Core programme comprises of:

- Key Skills – as well as from their options, students develop transferable Key Skills through the other four components outlined below.
- Wales, Europe and the World – a chance to learn more about Wales and its relationship with Europe and the World. A language module at a level suitable for the student is included in this.
- Work-Related Education – includes working with an employer and taking part in a team enterprise activity to help the student understand how businesses work.
- Personal and Social Education – helps the student explore issues in the modern world: family, health, relationships, citizenship and sustainable development. It includes an activity in the local community.
- Individual Investigation – the opportunity to carry out an individual research project into an area of interest.

The modules Wales, Europe and the World, and Personal and Social Education give learners a wide range of opportunities to gain wider understanding of contemporary issues, of the Global Dimension and the Key Concepts of Global Citizenship. Further information can be found at: <http://www.wbq.org.uk>.

Support Documents for Teachers and Headteachers

There are several key documents that might help with planning a whole school approach to teaching through the global dimension. You can also find details of how the global dimension fits within every subject of the secondary curriculum in the Subject Guide pages above.

The ***Education for Sustainable Development and Global Citizenship*** website provides information about organisations involved with ESDGC in Wales, the Common Understanding Approach and other key documents. It also includes guidance and practical learning materials for individual teachers and learners who wish to explore ESDGC in more depth. Visit the site at: www.esdgc-wales.org.uk

Background Documents

Research has been conducted into Initial Teacher Education and Training (ITET) in Wales, to elicit current levels of good practice and determine appropriate future steps to help the colleges embed ESDGC into ITET. The WAG ESD Advisory Panel (2003) report ***Initial Teacher Education and Training*** lists outcomes and specific proposals arising from this and indicates priorities for action.

Their report ***Training the Trainers*** outlines the progress of a project that aimed to:

- identify providers of ESD INSET and their capacity to deliver sessions across different parts of Wales
- develop a framework for quality ESD INSET provision across the whole of Wales
- increase the capacity for local provision of ESD INSET for teachers wherever possible
- raise the profile and status of ESD INSET within the teaching profession.

Download from:

www.esd-wales.org/english/ESDreports/word/Progress%20Report2.doc

Education for Sustainable Development and Global Citizenship- A Strategy for Action was launched in September 2006. This Action plan seeks to put into practice proposals that were contained in the draft all-Wales ESDGC Strategy for Wales. It is split into five chapters: Schools, Youth, Further Education and Work Based Learning, Higher Education and Adult and Continuing Education. In December 2006, WAG appointed an ESDGC Champion, Claire Fowler. Her role is to ensure that the actions set out in the ESDGC Action Plan are implemented in each and every sector of education and lifelong learning in Wales. The Action Plan was updated in Jan 2008.

Further information about the ESDGC Strategy and Action Plan is available at: <http://new.wales.gov.uk/topics/sustainabledevelopment/publications/ESDGC/>.

Further documents are available at: http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/sustainabledevelop/.

Related links

Building Support for Development, DFID, 2001

This strategy paper sets out DFID's initial priorities to promote public understanding of our interdependence, of the need for international development and of the progress that has been made and that is possible. This should help raise awareness, and probably change behaviour and attitudes. DFID aimed to develop an overall approach that would reach people right across society. They sought to encourage and mobilise other organisations and groups to support and promote this work. Initially they concentrated their work around four main target groups: formal education, the media, business and trade unions, and churches and faiths.

Download: www.dfid.gov.uk/pubs/files/buildingsupportdevelopment.pdf

Whole School

School Ethos

The school ethos both influences and is influenced by all aspects of school life. The 2008 curriculum review states that schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens. Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life.

The revised curriculum suggests that the school ethos both influences and is influenced by all aspects of school life. Therefore, a positive ethos is developed through the involvement and participation of all staff and children and young people as well as the wider school community. Mission statements, school development plans and policies all reflect and influence the ethos.

The values, attitudes and skills of the global dimension are reinforced through positive relationships between and amongst children and young people and staff (including non-teaching staff). Peer mentoring and team teaching can contribute to an atmosphere of co-operation, examples and further details will be available in the Common Understanding Document when it is published.

Pupil participation, including effective school councils, is extremely important for children and young people as global citizens. Whilst it is important that the complexity of global issues is acknowledged, actively engaging pupils in decision-making processes and application of information will enable them to relate their individual experiences to local and global society.

School Environment

The skills, attitudes and values of the global dimension can be developed through participative assemblies. You can find details of events taking place throughout the year on the Global Dimension Website's **Global Calendar**.

Displays can reinforce learning, act as a stimulus to pupil interest and provide an opportunity to affirm children and young people's work. Teachers, children and young people can be involved in ensuring that displays avoid stereotypes and promote positive, challenging and empathetic images. They can consider what subconscious prejudices certain images might promote and reinforce.

Schools can practice sustainable development by using fair trade products and ethical banking, practising 'rethink, reduce, re-use, repair, recycle' and having a green purchasing

policy. The development of ethical practice can involve children and young people, for example through a school council. Children and young people need to be supported to make the links between the school's ethical practice and the global dimension.

Evaluation and Audit

Evaluation

The Welsh Assembly Government and the Curriculum and Schools Inspectorate Authorities (Accac and Estyn respectively) support inclusion of a global dimension within teaching. In the document ***Education for Sustainable Development and Global Citizenship*** Estyn produced guidelines for inspecting and evaluating ESDGC.

Download from:

http://new.wales.gov.uk/topics/educationandskills/publications/guidance/Education_sustainable_global.

Audits and Award Schemes

In Wales there are a few authorities that have developed county wide initiatives that include a global dimension, such as Green Schools in Gwynedd and Anglesey, and the Sustainable Schools Award in Pembrokeshire.

These initiatives often start with an audit involving the whole school community to discover a range of ways in which they have already incorporated the global dimension as well as opportunities for developing this further.

Other whole school initiatives include the WAG Healthy Schools, Appetite for Life, and Safe Routes to Schools schemes. These involve whole school activities and some schools are beginning to include a global dimension within their work on these initiatives. National UK award schemes such as Eco Schools and Forest Schools are starting to address some of the key concepts of the global dimension and build them into their whole school awards.

All of these awards, initiatives and schemes combine contextualising the curriculum with whole school assemblies, displays and action groups to improve the social and natural environment within schools and, if implemented well, can create a greater understanding of global interdependence.

Useful Contacts

The Global Dimension Website includes information about other organisations who can help with the global dimension to the school curriculum. Visit the **Community & Support** section (see top navigation) to find details of the following:

- Local support available in your area
- Global Dimension events that may be happening near you
- Organisations involved in school linking and partnerships
- Professional development opportunities
- Organisations who can send a speaker to your school.

And to stay up-to-date why not sign up to **The Globe** – a free, termly email about new features and resources on the Global Dimension website?