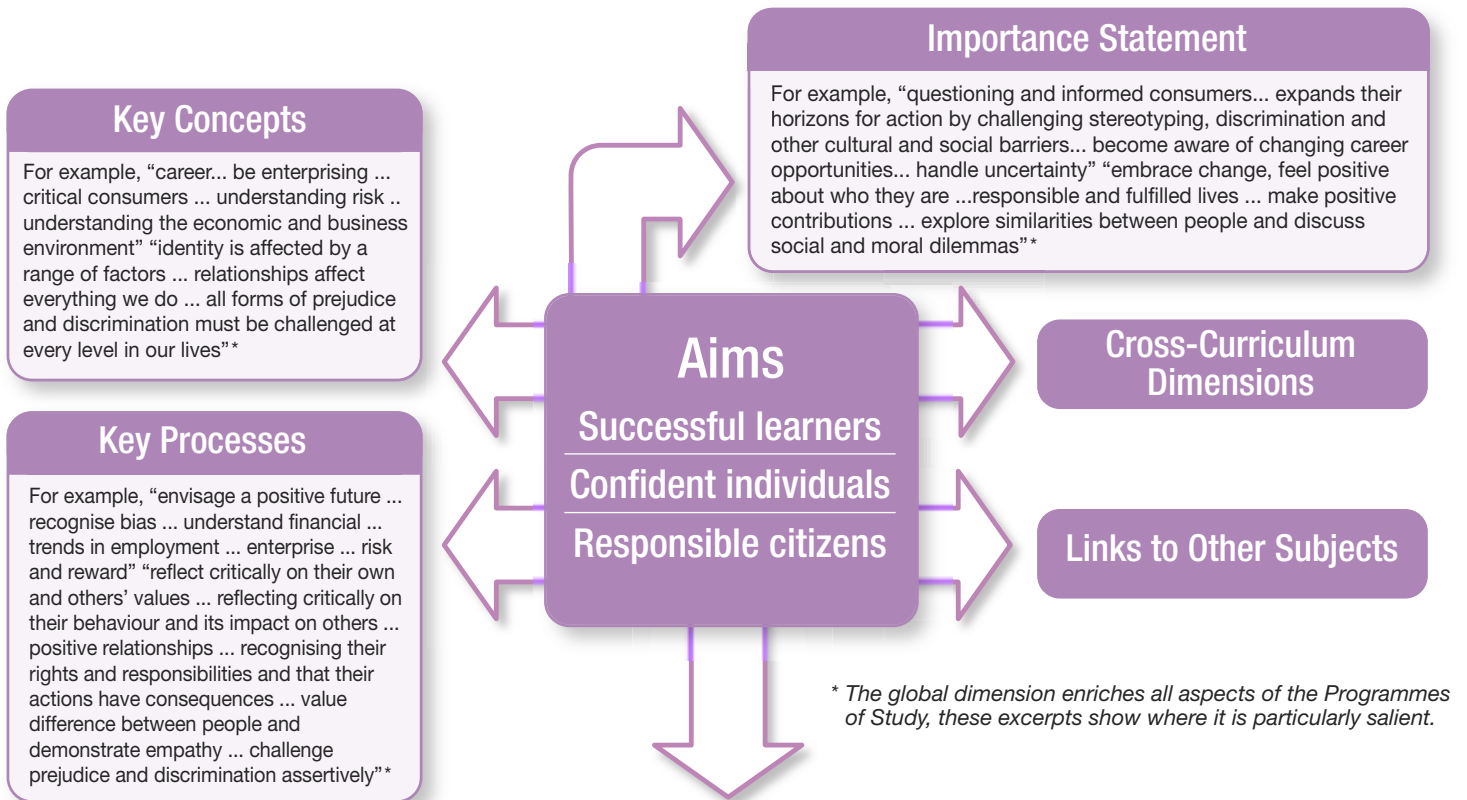


Exploring the Global Dimension to PSHE Education

PSHE Education includes economic wellbeing, financial capability and personal wellbeing. It provides opportunities for students to reflect on their own identities and relationships; discuss complex ethical questions; challenge prejudice and injustice; respond constructively to risk and uncertainty; and consider the impact of their career, consumer, and personal choices on people and environments throughout the world.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, understanding how decisions related to health and personal and economic wellbeing are made globally including through global institutions.

Interdependence

For example, understanding how consumer choices taken in the UK can impact positively and negatively on the quality of life of people in other countries.

Social Justice

For example, developing the skills to challenge racism and other forms of discrimination (eg, based on gender, sexuality, age or disability) and social injustice and appreciating the global aspects and implications of these.

Human Rights

For example, understanding the meaning and implications of the UN Convention on the Rights of the Child; exploring situations where rights conflict.

Conflict Resolution

For example, developing the skills to build positive relationships and respond constructively to conflict situations.

Diversity

For example, recognising both similarities and differences between people and developing empathy.

Sustainable Development

For example, considering probable and preferable futures and how to achieve the latter.

Values and Perceptions

For example, exploring multiple perspectives locally and globally on topics such as drugs, sex, careers, employment, work, investment, child and family welfare and gender.

The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.

A few examples

Food

Students can write food diaries. As well as the health implications of their diet, they can consider where their food comes from and explore the human and environmental impacts of its production and transportation.

They can explore whether there is any correlation between the price and the nutritional value or ethical impact of food. They can explore the same relationship in a distant locality.

Students can consider what factors affect their and their families' food purchasing choices. Students can look at a range of food advertisements and consider what persuasive techniques are used and what factors they encourage shoppers to base purchasing decisions on.

Futures thinking

Students choose a personal issue such as their health or career. They draw a forked road. On one fork, they write what they think their 'probable future' is, on the other they write what their 'possible future' is. They consider what they would need to do or change in order to reach the more desirable 'possible future'. Groups discuss what obstacles sometimes stop them from considering the future impacts of their everyday behaviour.

Students can explore a topical global summit around an issue such as climate change and consider whether these same obstacles are impacting on wider society's ability to consider the quality of life of future generations and the environment.

In setting goals for themselves, students can explore the Millennium Development Goals, how they are monitored over time, and obstacles to their realisation.

Students can set goals as a group, for example, around local actions to reduce climate change. They can reflect on the process of setting and monitoring goals as a group.

A global issue tree

Groups of students research a global issue related to PSHE such as education for all, gender equality, the drugs trade or a pandemic.

They present their findings to the rest of the class using a large 'Issue Tree'. The trunk represents the issue; the roots represent the causes of the issue (with smaller roots representing the causes of these causes); the branches represent the effects of the issue (with smaller branches representing the effects of these effects); the fruits represent potential solutions to the issue. Fruits eventually fall to the ground so students can also discuss whether some solutions could ultimately become causes of the issue and perpetuate it. They discuss which solutions would be preferable.

Find out more

The Global Dimension Website

Search for a wide range of global dimension teaching resources; find local organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: www.globaldimension.org.uk

To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

PSHE Association

www.pshe-association.org.uk

The Economics, Business and Enterprise Association

www.ebea.org.uk

Who Do We Think We Are?

www.wdwtwa.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>