



LATCHMERE
ACADEMY TRUST

Global Education & Foreign Language Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"

We wish all our pupils to appreciate the richness and diversity of people from different cultures and to be tolerant and unprejudiced to others.

By ensuring a global perspective to our work we can widen the horizons of our pupils, both to their own multicultural society and the world at large, fostering skills of tolerance, co-operation and understanding. The National Curriculum charges us to promote the spiritual, moral and cultural development of pupils and prepare them for the “opportunities, responsibilities and experience of adult life”. By having global education and our own cultural heritage as themes in school, we are ensuring we fulfil our obligations and our philosophy.

Strategies to support Global Education

Modern Language Teaching

It is well-known that very young children are usually very receptive to the teaching of foreign languages and that the earlier they can be exposed to new sounds and cultural concepts the more likely they are to maintain an interest in the lives and languages of people in other countries. It is with this in mind that we offer French to all children from Year One onwards. Every child in the school is able to access the teaching as it is differentiated to suit all levels of need.

The aims of foreign language learning are:

- to develop European and global awareness
- to develop an awareness of the nature of language and language learning
- to encourage positive attitudes to foreign language learning and to speakers of foreign languages, and a sympathetic approach to other cultures and civilisations
- to help develop pupils’ understanding of their culture
- to develop the language effectively for the purposes of practical communication

The objectives of foreign language learning are:

- to enable all children to experience the French language
- to enable children to carry out basic conversations about themselves
- to enable children to follow simple instructions in the foreign language
- to enable children to carry out shopping tasks and useful holiday skills such as ordering food and buying simple items
- to give children a bank of basic useful vocabulary and expressions
- to develop an enthusiasm for the learning of foreign languages
- to offer an introduction to the geography, history and culture of the countries
- to give a sound start for development at secondary level.

In achieving our aims and objectives, particular attention is given to promoting speaking and listening skills. Some reading and writing are developed, particularly within KS2. The course is based on the QCA scheme of work and uses a variety of resources which includes published schemes, games, songs, puzzles, DVDs using native speakers and internet resources.

Pupils with English as an Additional Language

We hold the view that linguistic and cultural diversity in our school is enriching and should be acknowledged and valued as such. Our aim is to provide an environment which enables all pupils, whose first language is not English, to be equipped with the language, knowledge, skills and understanding needed to participate fully and on equal terms with their peers in all areas of the curriculum and school life.

See the EAL policy for more details.

Global Aspects of the Curriculum

Aspects of global education can be found in:

English	Fairy tales and traditional stories (Year1) Polar lands (Year 2) Myths and Legends (Year 3) Science fiction and fantasy (Year 4) Biographies linked to Space and sustainability (Year 5) English book on the rainforest and rainforest stories, poetry (Year 6)
Geography	Around the world (Year 1) Travelling bear (Year 1) British Isles (Year 2) Jamaica (Year 2) Weather round the world (Year 3) Brazil (Year 4) Geography of the world (Year 4) Rivers round the world and North America (Year 5) Rainforest people and deforestation (Year 6)
History	Explorers (Year 2) Egypt and Romans (Year 3) Tudors (Year 4) Greece (Year 5) World War II (Year 6)
R.E	Religions of the world e.g. Christianity, Islam, Judaism, Buddhism, Hinduism, Sikhism (how it is practised in the country of origin and what it means to believers in the U.K. today). Looking at similarities and differences.

P.S.H.E. Equal Opportunities and Multicultural Work

Our attitudes, patterns of behaviour and standards consistently promote courtesy, concern and respect for others. See the P.S.H.E. policy for more details.

To ensure equal opportunities, teachers use teaching methods and curriculum content that are relevant to all pupils in our multicultural society. Multicultural perspectives in the form of global awareness weeks are staged as a way of enriching the education of all the pupils, giving them an opportunity to view the world from different perspectives, helping them to question prejudice and develop open-mindedness, and celebrate the richness of our diverse community. In recent years we have held successful weeks under the banner of 'Latchmere Academy Trust Goes Global'.

Racial harassment is treated as a most serious form of anti-social behaviour. This is reflected in the Equal Opportunities policy, where forms that racial harassment might take, the effect on victims and the school's response to such behaviour are detailed.

Use of students and teachers from other countries

The use of teachers and students from abroad adds to the experience, knowledge and confidence of the children.

We welcome visits from teachers of other countries wanting to observe the British system and the contributions that they can make by talking to the children about their countries.