

THE PRIORY SCHOOL

International Policy

AIMS

- 1 to assist all pupils in developing a concept of “foreign-ness” and an awareness of other countries, cultures and languages
- 2 through links, particularly with partner French school, to familiarise pupils with other ways of life, culture and food
- 3 to ensure that all pupils have the opportunity to take part in at least foreign residential visit during Key Stage 3 and/or to welcome foreign visitors into school
- 4 to extend the awareness of older pupils on an international level through WJEC programmes of study
- 5 to encourage and facilitate the inclusion of international activities as many times as possible within the school year, through assembly themes and curriculum areas as appropriate, and through school menus linked into special days and themes.
- 6 to use ICT as a teaching tool, especially the internet
- 7 to encourage the use of maps & atlases to facilitate learning about places and people
- 8 To enable older pupils to experience foreign travel and/or working with pupils from another country through Comenius when possible

2. CONTEXT

Many of our pupils have very limited experience of life beyond their immediate neighbourhood. In addition, the nature of their learning disabilities dictates that the majority of pupils will only learn effectively through direct and real experience – the ability to build concepts or understanding through secondary, abstract sources is extremely limited.

Much time and work is devoted to enabling pupils to experience, at first hand, as wide a range of activities, and to visit as many different places, as possible. These experiences are presented to pupils through class visits (on foot, by school minibus and by public transport) and a variety of residential visits. The International Awareness Curriculum is designed to complement and extend these experiences.

3. CONTENT – KEY STAGE 3

An important element of the Key Stage 3 curriculum is the link with partner French special schools. Pupils in Year 9 particularly, work with the I.M.E. at Le Luart, part of the Thorigné-sur-Duée federation. They jointly follow a common theme for the year, exchange information on a regular basis and have the opportunity to spend a week in each other’s schools. The journey to the twin school helps to extend their awareness of distance and realise there are similarities and differences between both countries.

Pupils across the Key Stage are encouraged to think about Europe, not just France, and other parts of the world through delivery in MFL lessons, geography and history particularly: -

- develop their understanding of the countries that make up the E.U. (including an understanding of the place of the UK and Lincolnshire)
- consider some similarities and differences between our own country and E.U. countries and that different countries may have different names for their own country
- develop some familiarity with maps of Europe/world
- experience French in real-life situations
- work with authentic material from France, other countries and other cultures
- consider some of the similarities and differences between England, France and other countries
- use ICT to enhance their learning
- through the RE programme of study to discover different beliefs and how this affects culture
- to use the increasing variety of nationalities within school as a basis for interest in other countries, language and cultures

All pupils will make full use of all available ICT resources including video/DVD material, commercially recorded audio & video materials, CD ROM's and the internet (both for information gathering, language learning and using e-mail).

4. CONTENT – KEY STAGE 4

Work continues in Key Stage 4 with pupils participating in whole school celebration activities, such as celebrating Chinese New Year, UNICEF Day for Change etc. Work on the European Studies and MFL curriculum will however continue at Key Stage 4 in Year 10 through extending language work from Key Stage 3 and following programmes of study which could give an Entry Level qualification.

Where possible, opportunity will be provided to continue European visit experience abroad or having visitors from other countries within Priory School.

When opportunities arise, foreign experience will be offered through Comenius.

5. ASSEMBLIES AND DAYS OF INTEREST

By using the calendar it is possible to ear-mark days of special interest to create an understanding of the wider world – the culture, food and beliefs of others. These could be marked by examples of dress, food, signs, symbols and artefacts and, where possible, by visitors of that culture coming into school. Use can also be made of maps, photographs and music to enhance these presentations. On occasion whole school meals could be prepared such as Burns' Night, Chinese New Year and types of food eaten in the UNICEF focus countries.

Similarly, helping to increase international awareness through participating in such events as the UNICEF Day for Change also contributes to knowledge and awareness, by using visitors in school if possible, school meals, assembly presentations and activities undertaken during RE, such as Hindu days.

6. ASSESSMENT/OUTCOMES

At the end of their time at the Priory it is hoped that all pupils will have some understanding, appreciation and tolerance of other cultures across the continents. And that some pupils in KS4 will have obtained an Entry Level 2 or 3.

K Isaacs
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Reviewed October 2010
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