

# Teaching Notes

List of interviews					
	Name	Age	Origin	Selected themes	National Curriculum links KS2/3 literacy applies to all
1	Apollon	9	Greece	Music, friends, Greece	Identity and diversity
2	Ayobami	11	Nigeria/ Bermuda	Sports, music, sea	Identity and diversity; Personal Development
3	Aziz	16	Afghanistan	Language, education, cooking	Citizenship; Global; Identity and diversity; Personal Development
4	Blue	14	English Romany gypsy/ Irish traveller	Bullying, racism, culture	Citizenship; Identity and diversity; Personal Development and Well-being
5	Charlie	14	Ethiopia	Fighting, racism, manners	Citizenship; Identity and diversity; Personal Development
6	Halat	14	Iraqi Kurdistan	Bullying, religion, culture	Citizenship; Identity and diversity; Personal Development
7	Jessica	13	England/ Ireland	Drawing, beach, culture	Identity and diversity; Personal Well- being
8	John	17	Eritrea	Army, family, language	Citizenship; Global; Identity and diversity
9	Jon	14	Czech Republic (Roma)	Hip hop, culture, anti- social behaviour	Citizenship; Identity and diversity; Personal Development and Well-being
10	Jonny	13	English Romany gypsy/ Irish traveller	Countryside, ethnic minorities, racism	Citizenship; Identity and diversity; Personal Development
11	Libby	10	English Romany gypsy/ Irish traveller	Dance, school, family	Citizenship; Identity and diversity
12	Magic	15	Afghanistan	War, education, humanity	Citizenship; Global; Identity and diversity; Personal Development
13	Michael	14	Czech Republic (Roma)	Hip hop, gangs, racism	Citizenship; Identity and diversity; Personal Development
14	Naj	17	Afghanistan	Education, language, volunteering	Citizenship; Global; Identity and diversity
15	Nicola	14	Slovakia	Friends, languages, racism	Citizenship; Identity and diversity; Personal Well-being
16	Sami	12	Algeria	Football, sea, friends	Identity and diversity; Personal Well-being;
17	Sinapoya	17	Iran	Music, freedom, religion	Citizenship; Global; Identity; Personal Development and Well-being;
18	Thandiwe	15	Zimbabwe	Black culture, gangs, racism	Citizenship; Identity and diversity; Personal Development and Well-being;

## The Global Dimension

This collection of stories provides a perfect resource for exploring the eight concepts of the global dimension in education. Most obvious is the concept of diversity, but also other issues of global citizenship, human rights, interdependence, social justice, values and perceptions, conflict resolution and sustainable development can be explored. Similarly it provides opportunities to meet the requirements set out in the Aims of the National Curriculum.

### Aim 1:

“The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.” It states that the school curriculum should contribute to the development of pupils’ sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain’s diverse society and of the local, national, European, Commonwealth and global dimensions of lives.”

### Aim 2:

“The school curriculum should aim to promote pupils’ spiritual, moral social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.” It states the school curriculum should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. The school curriculum should pass on enduring values, develop pupils’ integrity and autonomy and help them be responsible and caring citizens capable of contributing to the development of a just society. It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping. It should secure their commitment to sustainable development at a personal, national and global level.

## Diversity and Inclusion:

The concept of diversity is most readily explored here enabling children and young people to learn about and explore similarities and differences in their own and other’s lives and reflect the context of the wider community beyond the school. According to the Race Relations Amendment Act 2000, schools have a responsibility to promote good relations between persons of different racial groups. Care and attention is given to the use of language and portrayal of images and materials that reflect a balanced and undistorted representation of the cultural, socio-economic and political diversity.

**Attitudes and values** are central to the aims of the National Curriculum and these are developed and made explicit in this resource and in the classroom environment that its use can create.

This resource provides appropriate opportunities to promote the Key Skills of communication, cross-cultural communication, working with others, awareness of diverse perspectives, thinking skills as well as encouraging pupils to analyse, evaluate, question assumptions and identify ways to creatively achieve positive change.

## Citizenship

These stories and activities offer ideas and resources to promote the development of pupils’ knowledge and understanding about becoming informed citizens, skills of enquiry and communication and skills of participation and responsible action, set out in the framework for PSHE and citizenship at Key Stage 2, and the programmes of study at the end of the key stage description for citizenship at Key Stage 3. They also offer opportunities for the necessary assessment at the end of key stages.