

The Global Learning Programme (GLP) and Prevent

The aim and purpose of the GLP in supporting KS2/3 teachers with their response to Prevent is to:

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| <ul style="list-style-type: none"> ● enhance understanding about the principles of human rights, democracy and the rule of law ● enable pupils to make the world more just and sustainable ● stimulate critical thinking about issues that are global with a local connection ● enable pupils to explore and understand social justice in the context of universal values | <ul style="list-style-type: none"> ● enable pupils to gain the skills, knowledge and understanding to recognise, and when necessary challenge, injustice and extremism ● foster an appreciation of their community in the context of global challenges ● help pupils explore and think deeply about the importance of ethical practices in respect of communities, industry and government ● make clear links to aspects of SMSC development and 'fundamental British values'. |
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Knowledge and understanding of globalisation and interdependence

- the relationship between social, economic and environmental qualities of life
- the wider issues and challenges of global interdependence and responsibility
- the world as a global community with local links

Knowledge and understanding of social justice

- human rights, international human rights and justice and the rights of children.
- humanitarian challenges including poverty, conflict and political injustice
- the complex decisions governments have to make in balancing rights and duties with national and international interests and duties
- perceptions of inequality and economic wellbeing locally and globally
- the importance of challenges in achieving transparency and understanding in decision making by those in authority

Knowledge and understanding of identity and diversity

- democratic principles in balancing rights, freedom and democracy
- support for tolerance of diversity
- promotion of conflict resolution through discourse, not violence
- how to explore different responses to extremist and radical ideologies and viewpoints
- global conflicts and extremist activities, and how to relate to local contexts
- the interrelationships between decisions made by the UK government and the impact of these decisions on the lives of others, including the use of force and warfare
- Britain's role in a turbulent world
- the multiple identities young people have in a diverse society

Knowledge and understanding of how to take action through democratic means

- the importance of valuing evidence, rigour in debate and discussion, and balancing evidence and opinion
- how to make sense of the world, and take responsible and peaceful actions to bring about changes
- how young voices can influence those around them, including those in power
- how local actions can influence global events

The skills that the GLP contributes to Prevent – some pupils will be able to:

- engage in dialogue and discussion around controversial issues, recognising the importance of multiple perspectives
- be advocates for the views of themselves and others
- represent their views and those of others, even if they disagree with them
- empathise with the life and experiences of others
- weigh up evidence and analyse it critically
- think critically about issues and draw conclusions.

Learning outcomes – most pupils should be able to:

- have greater awareness of, and discuss, global issues in a progressive and structured format
- critically analyse different opinions and beliefs that may differ from their own
- have an opportunity to discuss controversial issues, and explore their personal values and perceptions in a safe environment
- show understanding of the democratic process and methods they can use to influence government/s and decision-makers
- show awareness of modern-day debates surrounding global conflict, terrorism and extremism
- have access to mechanisms to feed back their views to key decision-makers, including via online technologies.

Support from the GLP

GLP resources on globalisation and interdependence, including:

- Just bananas? Exploring fair trade ([Cit](#), [Gg](#))
- Marine food webs and sustainable fishing (Sc, [Gg](#))
- [More or less equal](#) (Gg, Ma)
- [Refugees in 2015](#) (Ma, Gg and Cit)
- [The treasures of Maqdala](#) (Hi)
- [The Indian Rebellion](#) (Hi)
- [The treasures of Africa](#) (Hi)
- [Pirates Ahoy!](#) (Cit)

GLP resources on social justice, including:

- [The UNHDR](#) (En)
- [Making it home](#) (En)
- [Can Christian Aid and Islamic Relief change the world?](#) (RE)
- [What Price Justice? Three extraordinary peace builders](#) (RE)
- [Are British people using their charity spending wisely?](#) (RE)
- [Should religious people buy fair trade clothing more than non-religious people?](#) (RE)
- [Human trafficking](#) (Cit)

Support for values development in the GLP [pupil outcomes](#).

GLP resources on identity and diversity, including:

- [World Book Day](#) (En)
- [Asians in Britain](#) (Hi)

Support for [critical thinking](#) in the GLP, especially in [citizenship](#), [geography](#), [history](#) and [RE](#).

GLP resources on how to take action through democratic means, including:

- [Exploring the right to freedom of expression](#) (En)
- [Sustainable transport to school](#) (Cit, [Gg](#))
- [Linking global learning and local sustainability actions](#) (Cit)

For more information, see the following links:

For GLP-approved courses, go to <http://glp.globaldimension.org.uk/calendar> and use the filters 'Content focus/Pupil behaviour and values'

<https://www.gov.uk/government/publications/prevent-duty-guidance> (last updated March 2016)

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> (last updated August 2015)

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc> (November 2014)

<https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people> (May 2011)

<http://www.teachingcitizenship.org.uk/resource/prevent-duty-and-controversial-issues-creating-curriculum-response-through-citizenship>

<http://educateagainsthate.com/>