WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations • Unlocking Potential • Inspiring a Generation

International Policy

Written by: J. Williams

Approved by: Governing Body

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1. Policy Statement

Woodmansey CE Primary School is committed to giving every child the knowledge, language, confidence and values needed to live well in an interconnected world. International learning at Woodmansey is curriculum-led, inclusive, reciprocal and rooted in our school vision: Building Strong Foundations, Unlocking Potential, Inspiring a Generation. It helps pupils understand other countries, cultures and global issues while recognising the dignity, worth and shared humanity of all people.

2. Purpose & Scope

This policy sets out how Woodmansey CE Primary School develops, sustains and evaluates the international dimension of the curriculum and wider life of the school. It applies to all pupils, staff, leaders, governors, volunteers and visitors involved in international learning, partnership work, cultural exchange, language learning, hosting arrangements and digital collaboration with schools or organisations beyond the United Kingdom.

The policy is designed to support a coherent approach. International learning should not depend on isolated events, individual enthusiasm or occasional visitors. It should be planned, safeguarded, inclusive and connected to what pupils learn through the curriculum, collective worship, personal development and the wider rhythm of the school year.

3. Vision & Rationale

Our vision, Building Strong Foundations, Unlocking Potential, Inspiring a Generation, shapes our approach to international learning. We want pupils to grow as knowledgeable, hopeful and responsible citizens who understand the world beyond their immediate experience and who recognise that they can contribute positively to it.

As a Church of England school, our international work is rooted in the belief that all people are created, known and valued by God. This gives international learning a moral purpose. It is not simply about knowing flags, foods or festivals. It is about helping pupils notice the dignity of others, reflect on shared human responsibility and respond with curiosity, respect, compassion and action.

High-quality international learning prepares pupils to understand cultural diversity, global interdependence, sustainability, equality, peace and human rights. It also helps them recognise the richness of multicultural Britain and the contribution made by families, communities and visitors within and beyond East Yorkshire.

4. What effective international learning looks like at Woodmansey

The best international schools do not treat internationalism as an "extra". They create a whole-school culture in which global learning is visible in curriculum design, partnership work, language learning, digital communication, pupil leadership,

community engagement and staff development. At Woodmansey, effective international learning should be:

- Curriculum-led: linked to planned knowledge, skills and concepts rather than stand-alone celebration alone.
- Reciprocal: based on genuine two-way learning with partner schools, visitors and communities.
- Inclusive: accessible to every pupil, including pupils with SEND, disadvantaged pupils and pupils who may not otherwise have international experiences.
- Authentic: avoiding stereotypes, tokenism and simplistic representations of countries or cultures.
- Sustained: developed across the year through a rhythm of planned projects and ongoing relationships.
- Reflective: helping pupils compare, question, listen, challenge assumptions and form considered views.
- Action-focused: enabling pupils to consider how they can contribute to a fairer, more peaceful and sustainable world.
- Safeguarded: managed through appropriate consent, supervision, data protection and online safety arrangements.

5. Core Global Learning Concepts

Woodmansey's international curriculum is framed around key concepts that pupils should revisit through different subjects and projects as they move through school.

Concept	What pupils learn
Identity and belonging	Pupils understand who they are, where they belong and how identity can be personal, local, national and global.
Culture and diversity	Pupils learn that cultures are rich, varied and lived by real people. They learn to respect difference while recognising shared humanity.
Language and communication	Pupils value language learning and use language to build connection, confidence and curiosity.
Interdependence	Pupils understand that people, places, economies and environments are connected, and that choices in one place can affect others.
Equality and justice	Pupils explore fairness, representation, access and the barriers that some people face locally and globally.
Sustainability	Pupils learn that caring for creation and protecting the planet are shared responsibilities across nations and generations.

Peace and conflict resolution	Pupils develop the language of respect, dialogue, friendship and reconciliation.
Rights and responsibilities	Pupils learn that children have rights and that all people have responsibilities towards each other.
Digital global citizenship	Pupils use technology safely, respectfully and purposefully to communicate with others and learn from the wider world.

6. Curriculum and Pedagogy

International learning should deepen, not distract from, the curriculum. Teachers should use international themes where they strengthen subject knowledge, disciplinary understanding and pupils' personal development. International learning may be visible through:

- Geography: places, environments, climate, migration, interdependence, sustainability and local-global connections.
- History: empire, migration, trade, conflict, peace, remembrance, sources and the danger of viewing the past through a single story.
- Modern Foreign Languages: French, cultural knowledge, communication, pronunciation and enthusiasm for language learning.
- English and oracy: stories from different cultures, purposeful talk, questioning, presentation and digital exchange.
- Art, design and technology, music and dance: creative traditions, contemporary artists, design briefs, performance and shared making.
- PE: international sporting events, fairness, representation, teamwork and the unifying power of sport.
- PSHE and citizenship: rights, responsibilities, equality, belonging, friendship, charity, justice and community cohesion.
- Religious Education and collective worship: faith, worldview, hospitality, peace, service, stewardship and the value of all people.

Teachers should avoid reducing international learning to exotic examples, "flags and food" or isolated celebration days. These can be valuable when used thoughtfully, but they should be connected to deeper learning, pupil reflection and age-appropriate understanding of global issues.

7. Languages and Intercultural Communication

Language learning is central to internationalism because it gives pupils a practical way to connect with others. The school teaches French as part of its curriculum and seeks to place language learning within a broader cultural context. Pupils should experience language as communication, not simply vocabulary recall.

Where appropriate, pupils will also encounter other languages through international projects, visitors, community links and cultural events. For example, the International

Festival provides opportunities for pupils to learn basic conversational language linked to the focus country, supported by people with lived cultural or linguistic experience where possible.

Class teachers and subject leaders should look for meaningful opportunities to celebrate home, heritage and community languages. The aim is to build respect, curiosity and confidence, while ensuring pupils understand that languages carry identity, culture, history and relationship.

8. International Partnerships and Collaboration

Partnerships are most powerful when they are sustained, reciprocal and purposeful. Woodmansey has long-standing links with schools and organisations in Germany and Poland, and has benefited from professional relationships with educators and students from countries including Denmark, Germany, Poland and Switzerland.

Our core school partnerships include links with Südschule, Lemgo, Germany; Humboldtschule, Bremerhaven, Germany; and Szkoła Podstawowa nr 2, Wąbrzeźno, Poland. These partnerships are used to support genuine two-way exchange between pupils and staff, including shared projects, digital communication, visiting students and collaborative curriculum work.

Collaborative international activities should involve pupils in both schools contributing, exchanging, comparing and responding. It is not enough for pupils simply to learn about another country. The best collaborative work allows children in different places to learn with and from each other.

9. Sustainable Development Goals and Global Issues

The school will use the United Nations Sustainable Development Goals as an age-appropriate framework for exploring shared global responsibilities. The SDGs should not become a bolt-on list. They should be used where they help pupils make meaningful links between curriculum learning, international partnerships and action.

Relevant links may include SDG 3 Good Health and Well-being, SDG 4 Quality Education, SDG 5 Gender Equality, SDG 10 Reduced Inequalities, SDG 13 Climate Action and SDG 16 Peace, Justice and Strong Institutions. Teachers should adapt this language carefully for younger pupils, focusing on fairness, safety, care for the planet, friendship, education and helping others.

10. Inclusion, Equality and Belonging

Every child has an entitlement to participate in the international dimension of the curriculum. Inclusion is central to this policy. The school will plan international learning so that pupils with SEND, pupils who are disadvantaged, pupils who are new to English and pupils who may need additional support can access meaningful learning and contribute with dignity.

International learning should actively challenge racism, prejudice, stereotypes and narrow assumptions. Pupils should learn that no country, culture or community can be represented by a single image, story or tradition. They should encounter a range of perspectives and learn to ask thoughtful questions about power, fairness, representation and opportunity.

The school will use international learning to strengthen belonging within Britain as well as beyond it. Where pupils learn about other countries, they should also recognise the cultural diversity present in local, regional and national communities.

11. Roles and Responsibilities

Role	Responsibilities
Governing Body	Provide strategic oversight, ensure international learning supports the school vision, monitor impact through appropriate reports and support the school's ambassadorial role.
Headteacher and Senior Leaders	Set the strategic direction, ensure international learning is built into curriculum and school improvement, protect time and resources, oversee safeguarding and ensure the work is sustainable.
International Coordinator	Coordinate the International School Award, maintain partnership communication, support project planning, gather evidence, advise staff and review this policy with leaders.
DIEDRE group	Bring together diversity, international, eco, disability, race and equality work so that global learning supports inclusion, sustainability and community cohesion.
Subject Leaders	Identify where international learning strengthens their subject, support curriculum links and help staff avoid tokenism or superficial coverage.
Class Teachers and Support Staff	Deliver high-quality, inclusive learning, support pupil reflection, supervise exchange work and contribute evidence of impact.
Pupils	Take part with curiosity and respect, listen to others, represent the school well and contribute ideas for future international work.

12. Monitoring, Evidence and Evaluation

The school will evaluate international learning through its impact on pupils, teachers, the curriculum and the wider community. Evidence should be purposeful and proportionate. The aim is not to produce paperwork for its own sake, but to understand whether pupils' knowledge, attitudes and sense of responsibility are developing over time.

- pupil voice showing increased understanding of other countries, cultures and global issues;
- examples of pupil work, presentations, digital exchanges, artwork, displays, performances and reflections;
- curriculum plans showing where international learning strengthens subject knowledge;
- teacher evaluation of projects and professional learning;
- evidence of family and community engagement;
- records of partnership communication, shared planning and reciprocal exchange;
- website, newsletter or blog evidence that shares international learning with the community;
- governor monitoring and discussion through appropriate committees or reports.