



## Leigh Academy Hugh Christie International Policy 2025-26

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# International Policy

## Leigh Academy Hugh Christie

As a candidate for IB World School, Leigh Academy Hugh Christie actively promotes international-mindedness as a key aspect of our ethos, curriculum, and community life. We develop students who are curious, compassionate, and globally aware, in line with the IB learner profile attributes.

Through our inclusive and globally focused approach, we enable students to become responsible global citizens who recognise the importance of intercultural understanding, respect for diversity, and taking meaningful action.

We strive to create knowledgeable, caring and compassionate lifelong learners, who have the ability to solve problems, and develop their critical thinking skills. We offer our students a range of experiences from Service as Action projects and Community projects for example, that will enhance international mindedness through knowledge and understanding, as well as appreciation of global issues through the MYP programme.

## Our Vision and Values

Our vision aligns closely with the IB mission to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

At Leigh Academy Hugh Christie, we:

- Consistently nurture lifelong learners who are principled, reflective, open-minded, and internationally minded.
- Embed intercultural understanding across all aspects of school life.
- Embrace our diverse community, celebrating a wide range of cultural heritages, languages, and perspectives.
- Equip students with the knowledge and skills to address both local and global challenges with confidence and compassion.

## Our Aims

We actively:

- Develop students’ understanding of global issues and promote a sense of shared responsibility.
- Encourage students to identify as global citizens with the power to make a difference.
- Foster curiosity and inquiry into different cultures, belief systems, and worldviews.
- Celebrate the cultural and linguistic diversity within our school and wider communities.
- Promote awareness of the global economy and how countries are interconnected.
- Inspire students to engage in sustainability and environmental action.
- Encourage multiple perspectives in discussions and decision-making.

- Empower students to take informed and purposeful action in response to global concerns.

## **How We Embed International-Mindedness**

### **1. Curriculum Integration**

- Our curriculum reflects the global contexts of the MYP framework, ensuring that students connect learning to the wider world.
- All subjects incorporate themes of international relevance, promoting critical thinking and cultural understanding.
- We identify and develop the global dimension across all Key Stages.
- Our tutorial and pastoral programmes explore international issues, human rights, identity, diversity, and sustainability.
- We actively celebrate a wide range of cultural events and heritage days throughout the year.

### **2. Authentic Learning Experiences**

- Students regularly take part in Service as Action and Community Projects, engaging with real-world issues and reflecting on the impact of their actions.
- Global issues are explored through research, interdisciplinary units, and collaborative projects.
- Students connect with current affairs and international developments, fostering awareness of their place in the world.
- We organise educational visits to culturally and historically significant sites, both in the UK and abroad.
- We engage with guest speakers, cultural visitors, and international educators whenever opportunities arise.

### **3. Student Voice and Leadership**

- Students take leadership roles in projects focused on global challenges, sustainability, and social justice.
- We promote student agency by supporting learner-led initiatives, events, and campaigns.
- Student reflection on global issues is embedded within curriculum tasks, assessments, and action planning.

### **4. Language Learning and Communication**

- We provide a range of language learning opportunities, and promote the value of multilingualism.
- We celebrate the many home languages spoken in our community.

- Students communicate and collaborate with peers internationally through digital platforms, joint projects, and pen-pal exchanges.

## **5. Staff Development**

- Our staff regularly engage in professional development focused on the IB framework, international-mindedness, and inclusive global pedagogy.
- Teachers collaborate to share best practice and incorporate global contexts and international content into their planning.
- We encourage staff to explore diverse teaching strategies and reflect on how their practice supports intercultural understanding.

## **6. Community Engagement and Partnerships**

- We actively involve parents and carers in cultural events and learning opportunities that celebrate global heritage.
- Our wider community contributes to the development of global citizenship, including through partnerships with local organisations and global networks.
- We welcome visitors from different cultural backgrounds and countries to share experiences and build connections with our students.
- We maintain and grow partnerships with international schools to foster shared learning and intercultural collaboration.

## **Monitoring and Evaluation**

We review our International Policy annually to:

- Ensure it reflects the evolving needs of our students and current global issues.
- Assess the effectiveness of our approaches to developing international-mindedness.
- Align our practices with the IB Programme Standards and Practices.
- Inform strategic planning and the continued growth of our international ethos.

## **Conclusion**

At Leigh Academy Hugh Christie, international-mindedness is an essential part of who we are. It is reflected in our teaching, our curriculum, our relationships, and our values.

We prepare our students not just to understand the world, but to act within it, shaping a future that is inclusive, sustainable, and peaceful. Through our commitment to the IB ethos, we ensure that our students leave the Academy as confident, principled and caring individuals, ready to contribute meaningfully to the global community.

The staff and governors recognise that:

- Focus on the international dimension is reflected both in our students' attitudes and values, the ethos of the Academy and the curriculum.

- Global issues are an important and everyday part of our students' lives.
- Through social media and access to the Internet in particular, students have unlimited opportunities to learn about the world around them; through news stories, sporting events and even direct communication with people.
- Students' understanding of globalisation leads to an appreciation of the impact of increasing interdependence of countries all over the world.

## Glossary of IB Terms

Term	Definition
<b>International-mindedness</b>	A mindset that recognises the interconnectedness of the world and values empathy, respect, and responsibility toward others.
<b>IB Learner Profile</b>	A set of ten attributes that promote the development of globally aware and principled individuals.
<b>Service as Action</b>	A core part of the MYP where students apply what they learn to real-world service experiences.
<b>Global Contexts</b>	Themes that help students explore concepts through an international and real-world lens.