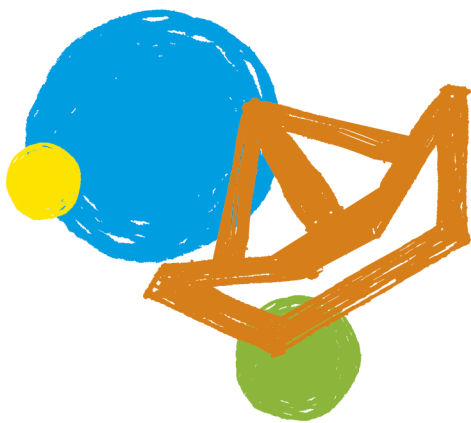




# World citizenship & Sustainability Policy 2024-2025



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**OPTIMIST  
INTERNATIONAL  
SCHOOL**



## INTRODUCTION

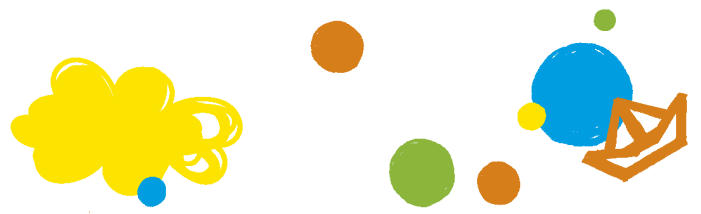
At our international school, where diversity and global perspectives thrive, citizenship education is more than just a curriculum topic—it is a foundation for shaping future global citizens. It prepares students to navigate complex societal challenges with confidence and integrity, empowering them to actively contribute to making the world a better place.

In alignment with Dutch law, citizenship education:

- **Emphasizes** respect for the fundamental values of democracy—freedom, equality, and solidarity—and promotes acting in accordance with these values within the school.
- **Encourages** students to develop social and civic competencies for active participation in a pluralistic society.
- **Promotes** understanding and respect for differences in religion, belief, political affiliation, origin, gender, disability, or sexual orientation.

Our school serves as a vital space for students to cultivate the skills needed for future societal engagement while fostering a safe and inclusive environment.

This document outlines our goals for world citizenship (Chapter 3), rooted in our context and population analysis (Chapter 1) and our school vision (Chapter 2). We detail our learning continuum in Chapter 4, approaches in Chapter 5, and how we monitor progress in Chapter 6. Professional development is addressed in Chapter 7, and next steps are summarized in Chapter 8.



## 1. OUR CONTEXT, POPULATION & IDENTITY

Our families seek unimpeded development opportunities for their children worldwide while residing temporarily in the Netherlands. Many of our students are considered ‘third culture’ kids, spending significant portions of their developmental years outside their parents’ passport countries. These students often develop a unique cultural identity that integrates elements of multiple cultures, offering them a distinctive perspective on the world. However, a key challenge for third culture children is establishing a strong sense of personal and cultural identity.

Our students are global citizens—generally globally competent, socially conscious, and responsible learners. They speak multiple languages and are predominantly non-native English speakers.

Parents are typically knowledge workers, highly educated, and earning above-average incomes. They generally have high expectations for their children’s academic performance and future opportunities. Upon arriving in a new culture, families value community, safety, and well-being as essential priorities.

While some international families plan to stay short-term in the Netherlands, others intend to remain long-term, though many are uncertain about their plans upon arrival. Some families integrate into Dutch society, but we observe that most international families remain within an international bubble. Feedback from many students indicates challenges in assimilating into Dutch society and forming genuine connections with Dutch peers. These difficulties often stem from language barriers, differences in norms and values, and challenges in embracing diversity. Additionally, there is minimal interaction between our international school and neighboring Dutch schools.





## 2. OUR VISION

### Empowering Global Citizens

At our international school, we empower students to become future global citizens, equipping them to tackle societal challenges with confidence and integrity while inspiring them to make a positive impact on the world. Our students are encouraged to explore their academic and personal identities in an environment that respects and values diversity, multiculturalism, and multilingualism.

### Key Values

OIS is committed to cultivating the following key values:

1. **Inquisitive Minds:** Promoting exploration across diverse cultures and addressing global challenges, such as environmental sustainability.
2. **Communicative & Collaborative Learners:** Fostering communication skills that empower students to engage in global dialogues.
3. **Internationally-Minded Citizens:** Nurturing an appreciation for diversity by actively exploring and celebrating cultures, recognizing their unique strengths, and fostering empathy, global awareness, and a sense of responsibility.

### How We Achieve Our Vision

We accomplish this by:

- Offering the International Primary Curriculum (IPC), which focuses on academic, personal, and international-mindedness goals.
- Delivering Personal, Social, Health Education (PSHE) through Jigsaw to promote active citizenship, respect for diversity and equality, and the development of moral awareness.
- Using inquiry-based classroom practices and self-reflection to foster student engagement, critical thinking, and ownership of learning.
- Supporting multilingualism and being recognized as an Ambassador [Language Friendly School](#).
- Celebrating diversity by respecting and appreciating the various cultures represented in our school.

### Tailored Learning Pathways

Recognizing the diverse pathways our students may take and their varied needs for integration, we provide two tailored learning pathways:

1. **International Programme:** Prepares students to continue their education anywhere in the world while enabling participation in Dutch society.
2. **Dutch Enrichment Programme (DEP):** Bridges home cultures to Dutch culture, empowering students for a seamless transition into Dutch society and education.



## Our Stakeholders

- **Students:** Active contributors to their own learning journey.
- **Parents/Guardians:** Essential partners who support learning at home, volunteer in school events, and help foster community relationships.
- **Teachers/Staff:** Dedicated professionals designing engaging curricula, supporting academic and personal development, and focusing on teaching for learning rather than simply being teachers of learning.
- **School Leadership:** Sets clear, strategic goals aligned with fostering international-mindedness, embracing global perspectives, and cultivating a school culture that values diversity, innovation, and inclusion.
- **Community Members:** Local organizations and volunteers offering resources, expertise, and support for experiential learning and extracurricular activities.
- **Governing Body (Floereer):** Provides oversight of the school's performance, policies, and strategic direction.



### 3. SCHOOL CITIZENSHIP GOALS

Considering our context and population, we have identified three key goals for citizenship. These are outlined below under **What**, followed by an exploration of **Why** these goals are important and **How** we aim to achieve them.

#### What: Our Citizenship Goals

1. **Cultural Understanding**  
Students leave our school with a strong respect for their own language and culture, as well as those of others, including the Netherlands as their host country. Our multicultural students are equipped to navigate the complexities of identity, belonging, and intercultural competence.
2. **Diversity & Inclusivity**  
In a vibrant, inclusive environment, every student feels valued and heard. By embracing and celebrating differences, students engage in open dialogue and demonstrate mutual respect. This creates a space where individual stories enrich the collective learning experience.
3. **Multilingualism**  
We foster a love for languages, building a multilingual foundation. Students become proficient in English, their mother tongue, and Dutch, enabling them to express complex ideas effectively.

#### Why: The Importance of These Goals

- **Integration into Dutch Society**  
Many international families remain in an international bubble, making it challenging to integrate into Dutch society. Bridging this gap supports meaningful connections and mutual understanding.
- **Leveraging Diversity**  
Our diverse population offers a unique opportunity to use these rich experiences to drive positive global change. Encouraging active participation promotes sustainability, resilience, and cooperation in an interconnected world.
- **Global Sense of Belonging**  
Developing a strong sense of personal and cultural identity is crucial for third-culture children. A global perspective enables students to find belonging rooted in their multicultural experiences, rather than a specific location.



## How: Achieving Our Goals

- **Cultural Awareness and Belonging**  
Through our curriculum and daily interactions, we educate students about their own cultures and those they encounter, fostering a deeper understanding of both.
- **Modeling Values & Conflict Resolution**  
Staff model respect, empathy, and open-mindedness in daily interactions. They guide conflict resolution and help build healthy, respectful relationships.
- **Engaging Learning Activities**  
Structured discussions, debates, and projects encourage curiosity and expose students to diverse perspectives. These activities promote critical thinking and empathy.
- **Collaborative Learning**  
Teamwork is an integral part of daily learning, allowing students to explore diverse topics while respecting others' ideas, challenging assumptions, and asking questions.
- **Facilitating Connections**  
Programs like bilingual after-school care (Unikidz), local and global activities, and charity initiatives encourage social responsibility, compassion, and community involvement.
- **Involving Parents**  
Parental involvement strengthens the home-school connection, enhances educational experiences, and fosters a supportive school community.
- **Supporting Cultural Engagement**  
Participation in cultural events builds appreciation for diverse traditions and creates a vibrant school community that celebrates and respects diversity.



## 4. LEARNING CONTINUUM

This chapter outlines our learning continuum and specific objectives, aligned with the Dutch key citizenship pillars.

### Key Areas of Focus

The learning continuum is reflected in:

- a. **IPC and IEYC**
- b. **School-Wide Health & Well-being Program: Jigsaw**
- c. **Further Enriching Experiences**

#### a. IPC and IEYC

Thematic units in the IPC engage students' natural curiosities across subjects such as Geography, Art, Science, History, Music, and Technology. This interdisciplinary approach connects topics and incorporates core democratic values like freedom of expression and equality.

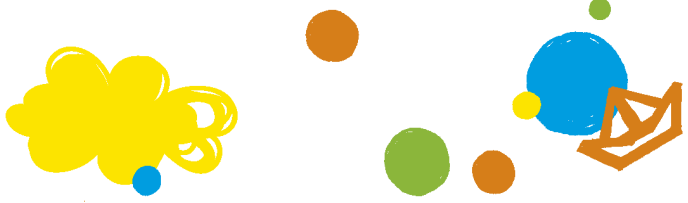
In addition to academic goals, the IPC also focuses on:

- **International Mindedness and Global Competence:** Teaching students to evaluate information critically, navigate online environments responsibly, and use technology ethically.
- **Personal Goals:** which are:
  - **Adaptable:** Approach all tasks with an open mind.
  - **Collaborator:** Take responsibility for contributions to group goals.
  - **Communicator:** Use appropriate verbal & non-verbal communication.
  - **Empathetic:** Support others' learning when possible.
  - **Ethical:** Do the right thing even when unnoticed.
  - **Resilient:** Apply oneself to improving needed skills.
  - **Respectful:** Treat others as desired in return.
  - **Thinker:** Analyze issues locally and globally.

All goals are explicitly taught using the What, Why, and How framework, focusing on knowledge, skills, understanding, and attitude (e.g., “know,” “recognize,” “use language”).

A detailed overview of IPC objectives, organized by citizenship pillars and mileposts, can be found in **Attachment 1**. A visual of the coverage of goals on international mindedness and global competence can be found in **Attachment 2**.





These goals align with global themes such as sustainability, cultural heritage, and migration. Highlights include:

1. **Knowledge of Democratic Values:** Units like *Champions for Change* emphasize democratic principles.
2. **Social & Community Competencies:** Topics like *Climate Control* build social awareness and cooperation.
3. **Rule of Law:** Units like *Going Global* introduce foundational democratic values.
4. **Civic Responsibility:** Themes such as *Active Planet* explore disaster responses and community support.
5. **Sustainability:** Units like *What Price Progress* analyze the impact of technological and industrial advancements.
6. **Media and Digital Education:** Units like *ICT Computing* teach students to evaluate information critically and use technology responsibly to connect globally.

## b. School-Wide Health & Well-being Program: Jigsaw

The Jigsaw program supports students from Early Years to Group 8, promoting personal, social, and emotional development. It emphasizes six key themes:

1. Being Me in My World
2. Celebrating Differences
3. Dreams & Goals
4. Healthy Me
5. Relationships
6. Changing Me

Jigsaw's goals overlap with IPC personal goals, emphasizing global citizenship awareness. **Attachment 3** provides a detailed breakdown of Jigsaw's objectives and their alignment with IPC learning goals.



## C. Further Enriching Experiences

Our school enhances citizenship education through a variety of enriching experiences, including:

- **Mother Tongue Day and Reading Sessions:** Celebrating native languages and cultural traditions, shared by students and parents.
- **Yearly Intercultural Day:** Showcasing diverse cultures through workshops, interactive booths, traditional food, performances, and storytelling.
- **Cultural Celebrations:** Celebrating festivals and traditions relevant to the cohort, often involving parents.
- **Dutch as an Additional Language (DAL):** Supporting students in learning Dutch culture, traditions, and societal norms (e.g., national holidays, historical events). Activities like *Jeugdjournaal* discussions link language learning with real-world citizenship topics.
- **School Camps and Sports Tournaments:** Building intercultural communication, empathy, and a sense of shared values through outdoor activities.
- **Learning Celebrations:** Students present achievements confidently in a community setting, fostering collaboration between families and the school.
- **Charity:** Initiatives aligned with the curriculum to foster awareness about poverty, sustainability, and health.
- **Excursions and Guest Speakers:** Providing real-world insights and strengthening connections with local organizations and diverse community members.
- **Global Connections and Events:** Participation in international summits and collaborative activities with Dutch schools.



## 5. OUR APPROACH - "SCHOOL AS PRACTICE SPACE"

We employ various methods to teach effectively, fostering student engagement while creating opportunities for practical application of citizenship skills.

### Creating Practice Spaces for Engagement

We incorporate practice spaces for dialogue, discussions, and debates into daily activities. Current events, such as conflicts around the world, often serve as starting points (aligned with our [policy on world crises](#)). The diverse backgrounds of our students mean some may have personal connections to these regions, enriching discussions.

### Collaborative and Reflective Learning

- **Group Projects and Activities:** Students work together on tasks that naturally require sharing perspectives, such as debates, role-playing scenarios, and problem-solving activities related to global or local issues.
- **Diverse Resources:** We use texts, stories, and resources representing various cultures, traditions, and viewpoints.
- **Personal Connections:** IPC themes are linked to students' diverse backgrounds, encouraging them to share personal or family experiences.
- **Reflective Practices:** Journaling and group discussions follow teamwork activities, helping students evaluate what worked, what could improve, and how diverse perspectives were respected.

### Fostering Respectful Dialogue with the Jigsaw Charter

To create a safe and open environment for discussing sensitive topics, we follow the **Jigsaw Charter**, which includes:

- **Respect:** Everyone listens without interruption and takes turns speaking.
- **Right to Pass:** Students can choose not to participate if they feel uncomfortable.
- **Confidentiality:** Personal stories and thoughts are not repeated outside the lesson.
- **Supportive Environment:** No put-downs; all opinions and feelings are valued.
- **Appropriate and Kind Language:** Ensures a positive and respectful atmosphere.
- **Active Participation:** Encourages engagement while respecting boundaries.

Protocols like "Think-Pair-Share" guide discussions, ensuring all voices are heard and respected.



## Teachers as Role Models

Teachers demonstrate and encourage:

- Teamwork and collaboration.
- Involving students in decision-making and collaborative goal-setting.
- Respectful communication using inclusive and empathetic language.
- Curiosity and open-mindedness by challenging assumptions and stereotypes.
- Providing constructive feedback and celebrating progress.
- Lifelong learning and reflection.

## Connecting Language Learning to Citizenship

Language learning is integrated with global citizenship education by:

- Exploring topics such as sustainability, social justice, and global conflicts in the target language.
- Applying language skills in real-world contexts (e.g., pen pal letters or persuasive writing).
- Enhancing emotional expression and awareness through vocabulary related to feelings.
- Practicing respectful questioning techniques, polite forms, and functional language structures (e.g., for opinions or hypotheses).
- Discussing cultural nuances like formal vs. informal speech, gestures, and idiomatic expressions.
- Using diverse, authentic materials (e.g., music, news articles, fiction, and non-fiction) to expose students to multiple perspectives.

## The Role of the Mother Tongue

We view the mother tongue as a powerful resource for:

- Promoting inclusivity and confidence in a multilingual learning environment.
- Enabling emotional expression and fostering connections with peers.
- Ensuring no one feels excluded due to language barriers.

The **Multilingual Team** collaborates with teachers to integrate languages into the curriculum. As an **Ambassador for Language Friendly Schools**, we actively engage the community in fostering multilingualism.

## Encouraging Reflective Learning Journeys

In all classes, reflective learning journeys help students:

- Think critically about their learning processes and progress.
- Develop self-awareness, empathy, and resilience.
- Take ownership of their learning.



## Student Leadership and Responsibility

The establishment of a **Student Council** provides students with opportunities to:

- Represent their peers in school initiatives.
- Collaborate with external organizations like ECIS for professional development.
- Develop responsibility and advocacy skills while contributing meaningfully to their community.

## Home Learning Connections

Home learning promotes:

- Responsibility, self-discipline, and reflective practices.
- Discussions with family members on global issues, cultural traditions, and ethical values.
- Exploring class topics in their preferred language to deepen understanding through a cultural lens.

A **home learning policy** is currently under development.



## 6. RESULTS - ASSESSMENT METHODS & QUALITY CYCLE

To comprehensively evaluate student progress and ensure effective monitoring of citizenship education outcomes, we employ the following strategies:

### 1. Reflective Learning Journeys

Students actively participate in their learning process through **Reflective Learning Journeys** in all classes. These journeys:

- Visualize progress on specific objectives.
- Highlight behaviors and emotions related to learning.
- Encourage self-awareness, going beyond a focus on behavior alone.

### 2. Learning Ladders

**Learning Ladders** assesses progress against IPC citizenship objectives (attachments 2 and 3), which include the skills, knowledge, and understanding students are expected to achieve. This approach involves:

- Continuous teacher observations and assessments to determine where students are in their learning journey.
- Interviews and class conversations to uncover understanding levels and encourage articulation.
- Personalized assessments focusing on what a child has mastered and identifying areas for improvement.
- Rubrics to clarify assessment criteria and guide planning for individualized support.

### 3. PASS Test (Pupil Attitudes to Self and School)

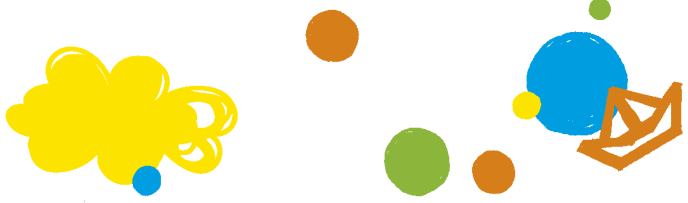
The **PASS test** by GL evaluates students' attitudes toward themselves, their learning, and their school environment. This assessment:

- Identifies factors such as self-confidence, engagement, and feelings of belonging.
- Addresses barriers to participation and collaboration through targeted interventions.
- Fosters positive attitudes that support teamwork, respect, and active participation.
- Benchmarks performance against children of the same age (using UK-based standards) to assess typical progress.

### 4. Jigsaw PSHE Assessments

Assessments in the **Jigsaw PSHE program** align with its goals of fostering personal, social, and emotional growth, contributing to citizenship education. These focus on:

- **Self-Reflection:** Students evaluate their understanding of empathy, teamwork, and respectful communication, promoting accountability.
- **Practical Application:** Activities and discussions assess how students apply skills like active listening, conflict resolution, and ethical decision-making in real or simulated scenarios.

- 
- **Peer and Teacher Feedback:** Collaborative tasks provide insights into how students work with others, value diverse perspectives, and contribute to group goals.

## 5. Ongoing Observations and Portfolios

- Qualitative insights into classroom engagement are gathered through **ongoing teacher observations**.
- **Portfolios** showcase students' work and personal skill development, providing a comprehensive view of their progress.

## 6. Scholen met Succes Satisfaction Survey

The **Scholen met Succes** survey is administered annually to students, covering social safety and well-being. It helps to:

- Assess students' feelings about their school environment, promoting inclusivity and a positive school culture.
- Encourage civic engagement through questions about involvement in school activities.
- Explore relationships among students, teachers, and parents, emphasizing respect, teamwork, and diverse perspectives.



## 7. PROFESSIONALIZATION

We prioritize professionalism within our learning environment as a commitment to continuous development. By equipping educators with the knowledge, skills, and strategies to foster global awareness, inclusivity, and critical thinking, we enhance the learning experience for all students. Workshops, conferences, and training programmes encourage collaboration among staff, enabling the sharing of best practices to improve outcomes.

### Key Areas of Professional Development

1. **Intercultural Competence and Global Issues Training**
  - Helps teaching staff understand and celebrate cultural diversity, reduce biases, and integrate cultural perspectives into the curriculum.
  - Creates inclusive classrooms where all students feel represented.
  - Examples of participation in the recent past:
    - Leadership Conference 2023 (*Culture and Change, Managing and Embracing Conflict, Curricular Design & Leadership, Building & Leading Teams, Effective Differentiation for the 21st Century, Living Your Mission* – all ECIS).
    - *Creating Global Citizens* and *The Pedagogy of Hope, Imagination, and Possible Futures* (through DIPS).
2. **Inclusion and Diversity Initiatives**
  - Participation in the DIPS working group on *Inclusion and Diversity*, which organizes events like the yearly Inclusion Day.
  - Collaboration with the DIPS working group on *Sustainability*.
3. **Training on Facilitation and Coaching**
  - Developing skills for facilitating dialogue and debate.
  - Building coaching techniques to better support students and colleagues.
4. **Social and Emotional Learning (SEL)**
  - Workshops and training to enhance the implementation of the Jigsaw program.
  - Focus on fostering emotional intelligence, empathy, and effective communication.
5. **Digital Literacy and Media Education**
  - Preparing staff to educate students on evaluating information critically and navigating online environments responsibly.
6. **Citizenship Curriculum Development**
  - Guiding teachers in designing lessons and projects that embed world citizenship concepts into existing subjects.





## 8. NEXT STEPS

Our goal is to remain authentic and accountable while consistently engaging in meaningful, enriching activities that support both local and global communities.

### Future Objectives

1. **Alignment with UN Sustainable Development Goals (SDGs):**
  - Explore projects that integrate the SDGs into the current curriculum.
  - Link with local summits to foster broader connections and global awareness.
2. **Trauma-Informed Training for Staff:**
  - Provide professional development in trauma support to address and mitigate the emotional challenges faced by families within our school community.
3. **Strengthening Community Connections:**
  - Create more opportunities to give back to the broader community through charitable initiatives.
  - Build relationships with local organizations, such as *Ons Tweede Huis* and elderly homes, to foster community engagement and compassion.
4. **Development of a Digital Literacy Policy:**
  - Draft and implement a policy that reflects our school's context and supports students in navigating the digital world responsibly.

## ATTACHMENT 1: IPC GOALS CATEGORIZED PER CITIZENSHIP PILLAR

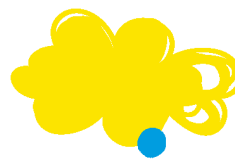
Below all IPC goals can be found, categorized per citizenship pillar as per [curriculum.nu](https://curriculum.nu). Goals of personal learning are included. All MP's are colour coded:

MP1: groups 2 and 3

MP2: groups 4 and 5

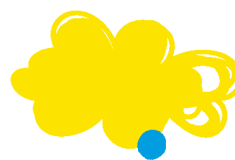
MP3: groups 6, 7 and 8

| * Primary education   | * First three years, Secondary Education  |
|---|---|
| * Freedom and equality  |   |
| <p>* Pupils learn from, through, and about the values of democracy. This begins with rules/arrangements in their own living environment and extends to the public space and society.</p> <p>* MP3:</p> <p>* Ethics in school and my local Environment: 3.21 do the right thing even when no one is watching</p> <p>* Ethics in the world (and subject learning): 3.22 learn about the moral/ethical issues associated with particular subjects. 3.23 learn about which ethical/moral codes form the rules in my life.</p> <p>* Decision making – ethical Choices: 3.24 be selfless rather than selfish when making ethical decisions.</p> <p>* MP2: ethical</p> <p>* Ethics in school and my local environment: 2.21 recognise the dilemmas of what someone wants to do and what the right thing is, Ethics in the world (and subject learning): 2.22 learn about when I can contribute to improving and developing rules, 2.23 learn about rules related to different cultures, religions and families, Decision making - ethical choices: 2.24 be informed to help me make my own ethical decisions</p> <p>* MP1:</p> <p>* 1.19 recognise some of the differences and similarities between my own life and that of others</p> <p>* 1.21 recognise that rules are there to help us</p> <p>* 1.23 learn about rules related to different cultures</p> | <p>* Students reflect on the functioning of a democratic constitutional state and its meaning in the lives of citizens. They orient themselves with basic values and the tensions between them.</p> <p>*</p>      |
| * Power and participation   |   |
| <p>* Pupils learn ways in which they can influence decision-making processes in a peaceful way. They become familiar with power and authority and the way in which this is organized at different levels.</p> <p>* MP3:</p> <p>* Communicator General: 3.9 use verbal &amp; non-verbal communication that is appropriate to the situation, purpose and audience.</p> <p>* Communicator digital /social media: 3.10 use social media and/or online platforms positively</p> <p>* Communicator Multilingualism: 3.11 select the appropriate language for the situation.</p> <p>* Communicator Integrity: 3.12 think carefully before speaking in order to be considerate of others; 3.13 reflect on the clarity of my messaging and aim for improvement.</p> <p>* Communicator Clarity: 3.14 seek clarification when I am unsure of what is being communicated.</p>   | <p>* Students develop an understanding of the workings of a democratic constitutional state. They analyze social issues</p> <p>* in which power relations and decision-making processes play a role.</p> <p>*</p> |



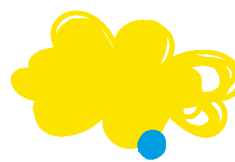
|  |   |
|--|---|
| <ul style="list-style-type: none"><li>* Environmental communication (anything in the world around us that communicates a message): 3.15 interpret information considering authority of the source.</li><li>* MP2: communicator</li><li>* 2.9 use verbal &amp; non-verbal communication that is appropriate to the situation, purpose and audience, Digital /social media: 2.10 IPC state they have aimed to consider age restrictions for the use of social media accounts and therefore start this strand at MP3. We are aware that some schools have internal systems such as Google Classroom and Seesaw and may need to begin this learning earlier. <b>Jigsaw does address this.</b>, Multilingualism:</li><li>* 2.11 use different languages in different situations, Integrity: 2.12 think before I speak to avoid hurting others' feelings, Clarity: 2.13 be clear, relevant and confident.,2.14 attentively focus on what is being communicated considering tone and facial/body language, Environmental communication (anything in the world around us that communicates a message): 2.15 seek information from a range of sources to gain a deeper insight.</li><li>* MP1: 1.7 fulfil the role of leader or group member as and when directed</li><li>* 1.13 be clear and relevant</li><li>* 1.24 make positive choices when given the opportunity</li><li>* 1.34 identify and consider issues in local and global contexts</li><li>* 1.36 reflect on my own strengths and weaknesses to inform next steps in learning</li><li>* 1.38 imagine solutions to problems</li></ul> |   |
| * 3  | * Democratic culture IPC International 107, 207, 307  |
| <ul style="list-style-type: none"><li>* Pupils learn that their voices will be heard and that their input matters in decision making processes in the classroom. They experience that other persons may also be heard and discover similarities and differences between people.</li><li>* MP3: Respectful to others: 3.29 treat others as I would like to be treated; 3.30 critically engage with opinions different to my own; 3.31 be considerate of others' rights and cultural norm; 3.32 value diversity and question prejudice and bias.</li><li>* Respectful to the environment: 3.33 apply strategies to manage the use of concrete and abstract resources</li><li>* MP2:respectful</li><li>* Others:2.29 treat others as I would like to be treated, 2.30 consider the opinions, views, cultures and traditions of other people, 2.31 be considerate of others' personal space, their things and feelings, 2.32 recognise and appreciate differences, Environmental: 2.33 reuse and/or repurpose resources taking responsibility for waste.</li><li>* MP1:</li><li>* 1.6 appreciate how everyone's activities combine to achieve a goal</li><li>* 1.17 recognise feelings and emotions in others</li><li>* 1.19 recognise some of the differences and similarities between my own life and that of others</li><li>* 1.26 appreciate that not everything can go my way</li><li>* 1.30 accept that others have different opinions to me</li></ul>   | <ul style="list-style-type: none"><li>* Students learn to express a well-grounded opinion and to persuade others through discussion, debate or dialogue. They also discover how differences of opinion, values beliefs, interests and emotions cannot always be – or even need to be - bridged.</li><li>*</li></ul> |
| * 4  | * Identity  |
| <ul style="list-style-type: none"><li>* Pupils discover their primary and secondary emotions, ambitions, talents, and developmental points. They become aware of identity formation aspects and reflect on traditions, celebrations and rituals.</li></ul>   | <ul style="list-style-type: none"><li>* Students explore their ambitions and future expectations. They investigate with which group(s) they feel connected to and why.</li></ul>  |





|  |  |
|--|--|
| <ul style="list-style-type: none"><li>* MP3: Adaptable Flexibility: 3.1 approach all tasks across all subjects with an open mind; 3.2 select roles, ideas and strategies appropriate to the situation.</li><li>* Adaptable Metacognition – supporting learning through managing emotions: 3.3 apply strategies to self-regulate my own feelings.</li><li>* MP2: Adaptable Flexibility: 2.1 approach a range of tasks across all subjects with an open mind, 2.2 explore various roles, ideas and strategies, Metacognition – supporting learning through managing emotions: 2.3 apply strategies to manage my own feelings and respond appropriately, 2.4 reflect on where values and opinions may have come from.</li><li>* MP1:</li><li>* 1.3 follow strategies to manage my own feelings</li><li>* 1.4 realise that my opinions may change over time</li><li>* 1.18 recognise that my words and actions have consequences</li><li>* 1.19 recognise some of the differences and similarities between my own life and that of others</li><li>* 1.35 give a reason for why I think Something</li><li>* 1.36 reflect on my own strengths and weaknesses to inform next steps in learning</li><li>* 1.37 reflect on where I have been successful in my learning</li><li>* 1.38 imagine solutions to problems</li></ul>   | <ul style="list-style-type: none"><li>* They learn about tensions between identity issues.</li><li>*</li></ul>   |
| <ul style="list-style-type: none"><li>* 5</li><li>* Diversity</li></ul>  |  |
| <ul style="list-style-type: none"><li>* Pupils learn to put what other people do and want into words and thereby discover similarities and differences. They learn to resolve conflicts peacefully. They make acquaintance with different viewpoints.</li><li>* MP3:</li><li>* Collaborator Group/team-work and Learning: 3.5 take responsibility for my own contributions to groups/teams to achieve goals; 3.6 offer support to others to help the group achieve shared goals.</li><li>* Collaborator Leadership: 3.7 develop leadership skills and strategies to capitalise on group/individual strengths</li><li>* Empathetic Emotions: 3.18 make decisions giving consideration to the impact on myself and others.</li><li>* Empathetic Compassion: 3.20 contribute to the welfare of others.</li><li>* MP2:</li><li>* Collaborator</li><li>* Group/team-work and learning: 2.5 contribute to various groups/teams to achieve goals,</li><li>* 2.6 consider how both my own and others' activities combine to achieve a shared goal, Leadership: 2.7 volunteer for leadership roles (Jigsaw lessons cited are applicable if child has chosen to take on leadership role)</li><li>* Empathetic</li><li>* emotions:2.18 anticipate the impact of my words and actions on others, compassion: 2.20 demonstrate fairness and kindness in words and deeds</li><li>* MP1:</li><li>* 1.17 recognise feelings and emotions in others</li><li>* 1.18 recognise that my words and actions have consequences</li><li>* 1.19 recognise some of the differences and similarities between my own life and that of others</li><li>* 1.23 learn about rules related to different cultures</li><li>* 1.30 accept that others have different opinions to me</li><li>* 1.31 be considerate of others' personal space and their things</li><li>* 1.32 recognise and accept that we are all different</li></ul> | <ul style="list-style-type: none"><li>* Students explore the diverse society in the Netherlands in the context of a globalizing world; whilst considering philosophical movements, values and beliefs.</li><li>*</li></ul> |





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| * 1.39 use others' ideas as inspiration   |   |   |
| * 6   | * Solidarity  |   |
| <p>* Pupils develop ways to represent their own and the interests of others; they learn to recognise and name exclusion, injustice, discrimination and unequal treatment.</p> <p>* MP3:</p> <p>* Collaborator Group/team-work and learning: 3.5 take responsibility for my own contributions to groups/teams to achieve goals; 3.6 offer support to others to help the group achieve shared goals.</p> <p>* Collaborator Leadership: 3.7 develop leadership skills and strategies to capitalise on group/individual strengths</p> <p>* MP2: collaborator</p> <p>* Group/ team-work and learning: 2.5 contribute to various groups/teams to achieve goals, 2.6 consider how both my own and others' activities combine to achieve a shared goal,</p> <p>* Leadership: 2.7 volunteer for leadership roles (Jigsaw lessons cited are applicable if child has chosen to take on leadership role)</p> <p>* MP1:</p> <p>* 1.16 recognise that others may have different learning needs to myself</p> <p>* 1.17 recognise feelings and emotions in others</p> <p>* 1.18 recognise that my words and actions have consequences</p> <p>* 1.23 learn about rules related to different cultures</p> <p>* 1.24 make positive choices when given the opportunity</p> <p>* 1.31 be considerate of others' personal space and their things</p> <p>* 1.34 identify and consider issues in local and global contexts</p> |   | <p>* Students develop insight</p> <p>* into issues of inclusion, exclusion, justice and solidarity, and how to</p> <p>* behave in the light of those issues.</p> <p>They recognize the principle of equality from Article 1 of the constitution and apply it.</p> |
| * 7   | * Digital coexistence IPC Health and Wellbeing-digital citizenship KSU goals 1.16, 2.16, 3.16 |   |
| <p>* Pupils learn about the effects of the online world on their identity, personal (online) life, and on the public sphere. They learn to think critically and creatively about media content and processes and act accordingly.</p> <p>* MP3:</p> <p>* Communicator digital /social media: 3.10 use social media and/or online platforms positively</p> <p>* Communicator Critical Thinkers: 3.34 analyse issues and evaluate solutions in local and global contexts. 3.35 use reasoning to support conclusions.</p> <p>* MP2:</p> <p>* communicator</p> <p>* Digital /social media:2.10 IPC state they have aimed to consider age restrictions for the use of social media accounts and therefore start this strand at MP3. We are aware that some schools have internal systems such as Google Classroom and Seesaw and may need to begin this learning earlier. <b>Jigsaw does address this.</b></p> <p>* Thinker</p> <p>* Critical thinkers: 2.34 analyse and predict effectiveness of solutions to issues, 2.35 give reasons for why I think something</p> <p>* MP1:</p> <p>* 1.9 use verbal &amp; non-verbal communication that is appropriate to the situation, purpose and audience</p> <p>* 1.15 interpret information from a range of sources</p> <p>* 1.21 recognise that rules are there to help us</p>   |   | <p>* Students develop insight</p> <p>* into their own media use and that of others. They learn that media</p> <p>* influences social and</p> <p>* political life and in what ways.</p> <p>* They investigate the reliability of sources.</p>                      |
| * 8   | * Sustainability  |   |






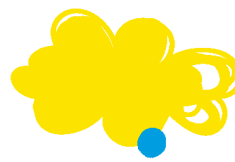
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| <ul style="list-style-type: none"><li>* Pupils learn about sustainability issues, about the different values and interests involved and the consequences for the living environment, now and later. They learn to recognize sustainable choices and to reflect on their own behaviour.</li><li>* MP3:</li><li>* Ethics in the world (and subject learning): 3.22 learn about the moral/ethical issues associated with particular subjects. 3.23 learn about which ethical/moral codes form the rules in my life.</li><li>* Ethics in Decision making – ethical choices: 3.24 be selfless rather than selfish when making ethical decisions.</li><li>* Empathetic Emotions: 3.18 make decisions giving consideration to the impact on myself and others.</li><li>* Empathetic Compassion: 3.20 contribute to the welfare of others.</li><li>* MP2</li><li>* Ethical</li><li>* Ethics in the world (and subject learning): 2.22 learn about when I can contribute to improving and developing rules, 2.23 learn about rules related to different cultures, religions and families, decision making - ethical choices: 2.24 be informed to help me make my own ethical decisions</li><li>* Empathetic</li><li>* Emotions: 2.18 anticipate the impact of my words and actions on others, compassion: 2.20 demonstrate fairness and kindness in words and deeds.</li><li>* MP1:</li><li>* 1.29 treat others as I would like to be treated</li><li>* 1.33 use less, share resources and help maintain shared environments</li></ul> | <ul style="list-style-type: none"><li>* Students learn about the tensions between the values and interests associated with</li><li>* People, Planet and Prosperity and which affect the environment both near and far, now and later, and to look critically at our own choices.</li><li>*</li></ul> |
| <ul style="list-style-type: none"><li>* 9</li><li>* Globalization IPC International 102, 202, 302</li></ul>   |  |
| <ul style="list-style-type: none"><li>* Pupils explore how they, their classmates and other people in the Netherlands are connected with other parts of the world and learn about international cooperation.</li><li>* MP3:</li><li>* Communicator General: 3.9 use verbal &amp; non-verbal communication that is appropriate to the situation, purpose and audience.</li><li>* Communicator Multilingualism: 3.11 select the appropriate language for the situation.</li><li>* Communicator Integrity: 3.12 think carefully before speaking in order to be considerate of others; 3.13 reflect on the clarity of my messaging and aim for improvement.</li><li>* Communicator Clarity: 3.14 seek clarification when I am unsure of what is being communicated.</li><li>* Environmental</li><li>* communication (anything in the world around us that communicates a message): 3.15 interpret information considering authority of the source.</li><li>* MP2:</li><li>* communicator</li><li>* Leadership: 2.9 use verbal &amp; non-verbal communication that is appropriate to the situation, purpose and audience, multilingualism: 2.11 use different languages in different situations</li><li>* Integrity: 2.12 think before I speak to avoid hurting others' feelings</li><li>* Clarity: 2.13 be clear, relevant and confident, 2.14 attentively focus on what is being communicated considering tone and facial/body language,</li></ul>   | <ul style="list-style-type: none"><li>* Students develop an understanding of</li><li>* the interconnectedness and interdependence of countries and territories, migration and issues of distribution; the role of the EU and UN and their possible influence.</li><li>*</li></ul>                    |





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| <ul style="list-style-type: none"><li>* Environmental communication (anything in the world around us that communicates a message): 2.15 seek information from a range of sources to gain a deeper insight</li><li>* MP1:</li><li>* 1.11 appreciate that people are able to use languages at different levels</li><li>* 1.16 recognise that others may have different learning needs to myself</li><li>* 1.30 accept that others have different opinions to me</li></ul>   |   |
| <p>10 * Technological citizenship</p>   |  |
| <ul style="list-style-type: none"><li>* Pupils learn about the influence of technological developments on themselves and their living environment. They learn to recognize ethical issues and discuss different perspectives, which they may adopt themselves.</li><li>* MP3:</li><li>* Ethics in school and my local Environment: 3.21 do the right thing even when no one is watching</li><li>* Ethics in the world (and subject learning): 3.22 learn about the moral/ethical issues associated with particular subjects. 3.23 learn about which ethical/moral codes form the rules in my life.</li><li>* Decision making - ethical</li><li>* Choices: 3.24 be selfless rather than selfish when making ethical decisions.</li><li>* MP2</li><li>* Ethical</li><li>* Ethics in school and my local environment:2.21 recognise the dilemmas of what someone wants to do and what the right thing is, Ethics in the world (and subject learning:2.22 learn about when I can contribute to improving and developing rules, 2.23 learn about rules related to different cultures, religions and families, Decision making - ethical choices: 2.24 be informed to help me make my own ethical decisions</li><li>* MP1:</li><li>* 1.18 recognise that my words and actions have consequences</li><li>* 1.24 make positive choices when given the opportunity</li></ul> | <ul style="list-style-type: none"><li>* Students learn to analyze issues around technology</li><li>* and form opinions about them.</li><li>* They are aware of the influence of technological developments on their own lives, the lives of others, on politics and society.</li><li>*</li></ul>                         |
| <p>11 * Ways of thinking and acting</p>   |  |
| <ul style="list-style-type: none"><li>* Pupils learn critical thinking and action, develop empathy, ethical reasoning and communication. These ways of thinking and acting are applied together with the knowledge and understanding gained in the other building blocks.</li><li>* MP3:</li><li>* Critical Thinkers: 3.34 analyse issues and evaluate solutions in local and global contexts. 3.35 use reasoning to support conclusions.</li><li>* Metacognitive thinking: 3.36 reflect and act on ways of developing my strengths and overcoming my weaknesses.</li><li>* Empathetic Learning: 3.16 support others' learning when I am able.</li><li>* Empathetic Emotions: 3.18 make decisions giving consideration to the impact on myself and others.</li><li>* Empathetic Compassion: 3.20 contribute to the welfare of others</li><li>* MP2</li><li>* Thinker</li><li>* Critical thinkers: 2.34 analyse and predict effectiveness of solutions to issues, 2.35 give reasons for why I think something, Metacognitive thinking :2.36 reflect on my own strengths and weaknesses to help goal setting</li><li>* Empathetic</li></ul>   | <ul style="list-style-type: none"><li>* Students learn critical</li><li>* thinking, ethical reasoning,</li><li>* communication and develop empathy. These</li><li>* ways of thinking and acting are applied in conjunction with the knowledge and understanding gained in the other building blocks.</li><li>*</li></ul> |





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| <ul style="list-style-type: none"><li>* Learning:2.16 act in a way that does not hinder others' learning, emotions:</li><li>2.18 anticipate the impact of my words and actions on others, compassion:</li><li>2.20 demonstrate fairness and kindness in words and deeds</li><li>* MP1:</li><li>* 1.24 make positive choices when given the opportunity</li><li>* 1.34 identify and consider issues in local and global contexts</li><li>* 1.35 give a reason for why I think something</li><li>* 1.9 use verbal &amp; non-verbal communication that is appropriate to the situation, purpose and audience</li><li>* 1.14 attentively focus on what is being communicated</li></ul> |  |
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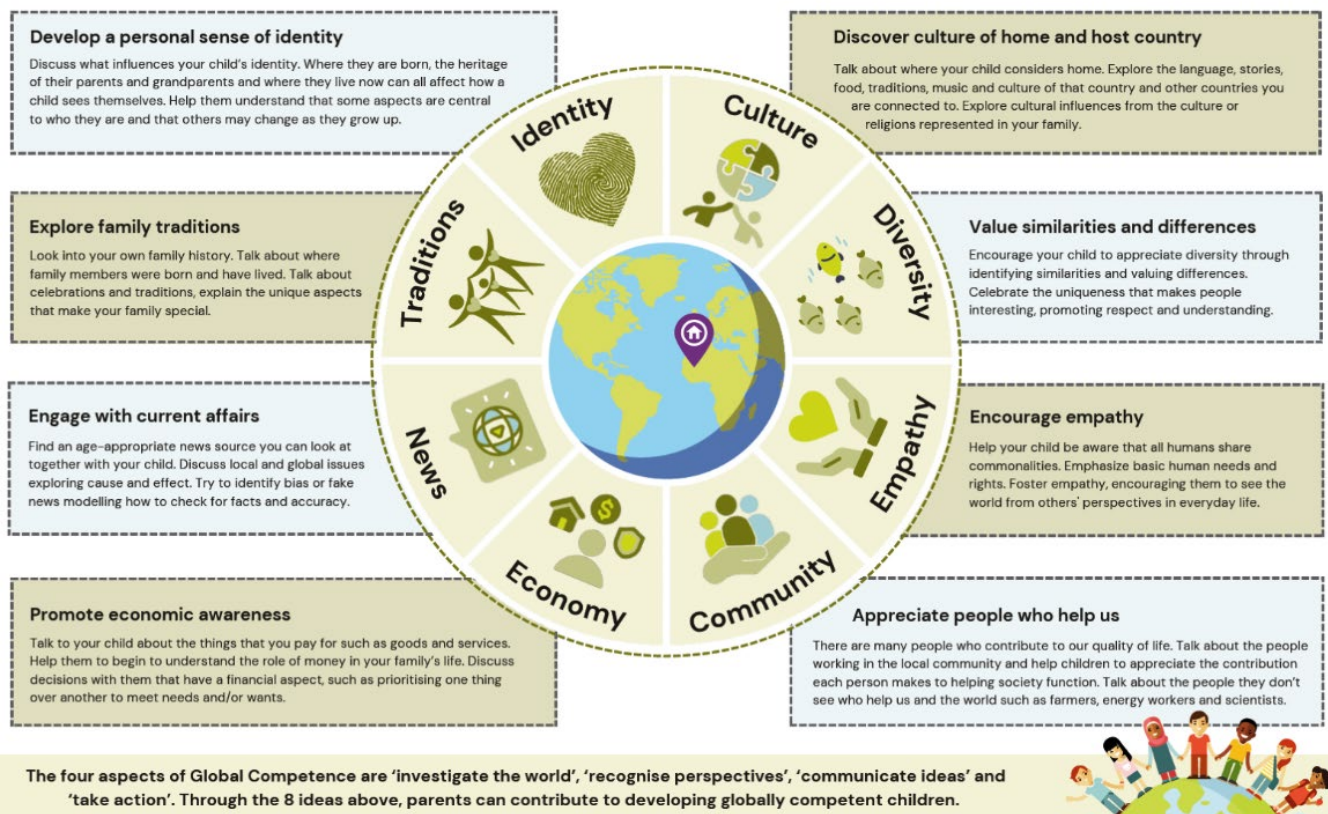


## ATTACHMENT 2: INTERNATIONAL MINDEDNESS AND GLOBAL COMPETENCE IN IPC

IPC has specific goals on International Mindedness and Global Competence. A visual of the coverage and different areas can be found below.

### Developing International Mindedness and Global Competence at Home and in the Wider World

Children should spend time developing a sense of self and their place in the world as well as a sense of other. Being confident in their own identity and taking an interest in others are the foundations for international mindedness and global competence. Engaging with the eight ideas below will support your child with International Learning and Health & wellbeing.





## ATTACHMENT 3: JIGSAW GOALS LINKED TO IPC PERSONAL GOALS

Jigsaw also overlaps with IPC personal goals emphasizing global citizenship awareness among students. In the overviews in Attachment 3 the unit coverage of Jigsaw goals can be found, linked to IPC personal learning goals, divided in strands such as: flexibility, integrity, environmental communication, digital literacy, compassion, ethics in local environments. There is an overview per Milepost.  
To be added from these files:

[MP1 - IPC PLGs KS1 mileposts and Jigsaw PSHE.pdf](#)

[MP2 - IPC PLGs Lower KS2 and Jigsaw PSHE.pdf](#)

[MP3 - IPC PLGs Upper KS2 and Jigsaw PSHE.pdf](#)