



Wood Lane Primary School
"Dare to Dream, Believe & Achieve"

Working Together Learning Together



Dare to Dream. Believe and Achieve

Inspiring Learning for Life

A partnership between Hurst Knoll St James' CE Primary School (Tameside LA) and Wood Lane Primary School (Co-operative Trust School part of Sir Thomas Boughey Co-op Learning Trust). <http://woodlane.staffs.sch.uk/>

Partnership with pupils from Year 4/5 (HKSJ) and Year 3/4/5/6 (WL)

Rationale

Wood Lane Primary School is a village school with surrounding countryside in Wood Lane, Stoke on Trent, Staffordshire. In contrast Hurst Knoll St James' Primary School is in an urban area close to Ashton town centre. Because of these contrasting settings the children of both schools will have had similar, but also many different, 'life' experiences. It was therefore seen to be the perfect link to expand the cultural experiences of our children.

Both schools firmly believe in the need for OUR children to develop the skills of dialogue, to be able to communicate across different boundaries and to develop an understanding of a shared world for the 21st century.

Aims

1. To develop and deepen children's knowledge and understanding of:
 - **Identity (self and others)**
 - **Diversity**
 - **Community (wider community outside Greater Manchester and Staffordshire)**
 - **Equality**
 - **National awareness of their own country.**
2. To develop skills of:
 - Enquiry
 - Critical Thinking
 - Reflection
 - Communication
 - Independence
3. To develop:
 - Trust
 - Empathy
 - Awareness
 - Respect
4. To provide opportunities for children to:
 - Meet
 - Build New Relationships
 - Work Together
 - Contribute to the Wider Community
5. To provide opportunities for adults who work with children to:
 - Share Good Practice
 - Increase Understanding of Issues of Identity and Community
 - Broaden Perspectives

4 Key Questions to be Discussed and Challenged -

taken from www.schoolslinkingnetwork.org.uk

Identity - Who am I?

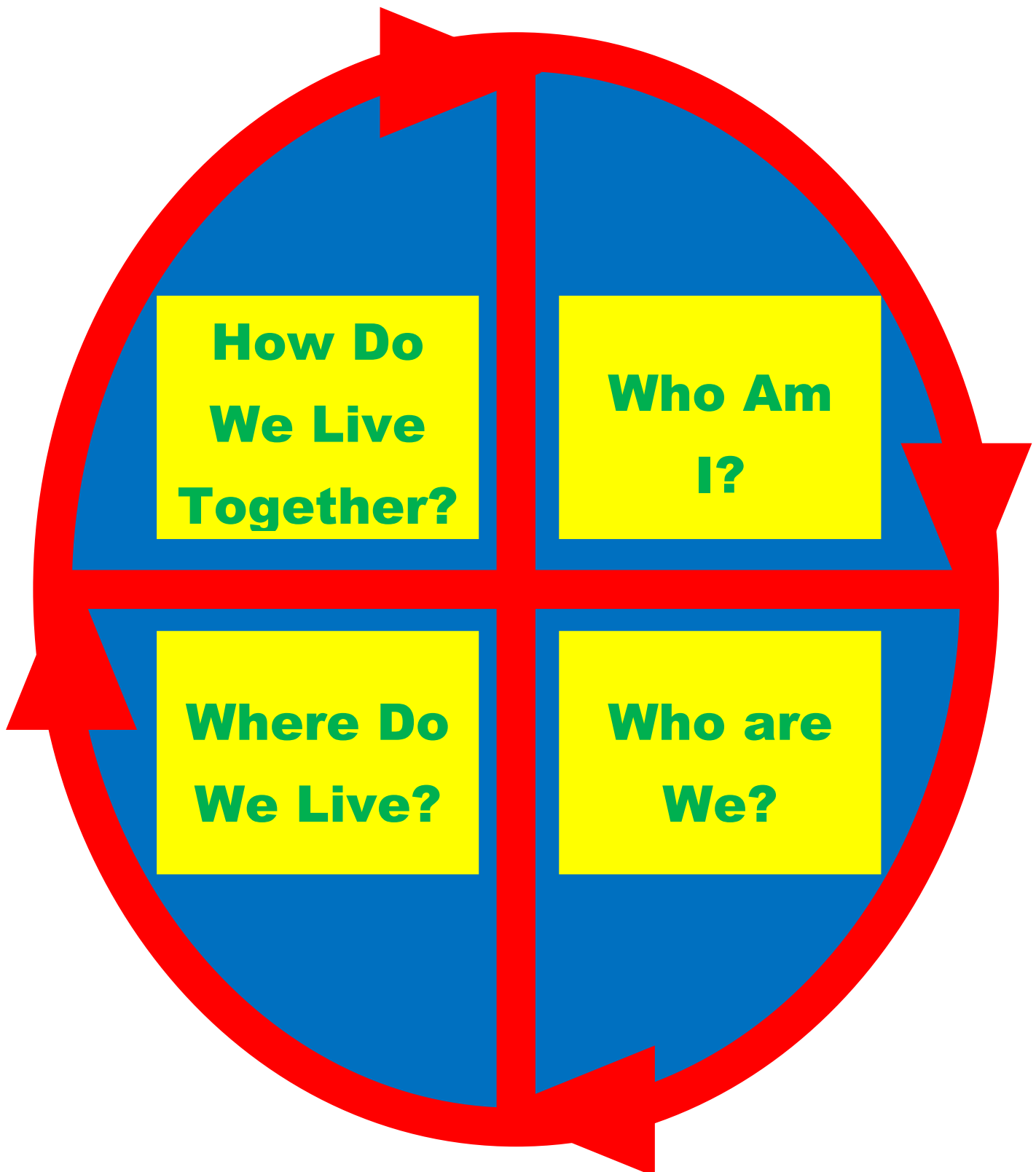
Diversity - Who are we?

Community - Where do we live?

Equality - How do we all live together?

These four key questions have been chosen to structure the linking journey. They should stimulate debate and encourage students to reflect on how they see themselves, how they communicate with one another and how they picture themselves as participants in a local, national and global context.

The Linking Process



Who am I?

Identity is fluid, dynamic and dependent on many things, including family, friends, religion, nationality and a whole range of interacting factors in our lives. Identity evolves and the way we think of ourselves may change at different points in our lives in relation to our age, social situation, relationships and culture.

Providing opportunities for children and young people to explore and articulate how a sense of identity is constructed and what it means in our daily lives, is powerful and essential to underpin successful school linking. One of the aims of linking is to enhance this understanding by considering the question: **Who am I?** in relation to: **Who are we?**

The question: **Who am I?** is a natural entry point to exploring the complexity of identity and can be the beginning of the journey of awareness of our uniqueness, our commonalities and with our differences from others. The question **Who am I?** opens up possibilities and leads to many more questions, such as:

- Why is my name special to me?
- How much does my appearance define my identity?
- What makes me unique?
- What is important to me?
- Who is special in my life?
- What stories make up my history?

Who are we?

When exploring the question: **Who am I? it's soon apparent that we do not exist in isolation and that our relationships with others are fundamental to our understanding of self. Because of this, exploring the question: **Who are we?** becomes a natural progression for identity work, leading to exploration of how we belong to many different, sometimes overlapping and sometimes distinct communities.**

Discussions can quickly develop around similarities and differences, raising awareness of our uniqueness, our commonalities with others and our sense of connecting and belonging within the diverse world in which we live.

Reflecting on what we learn from this can be a good opportunity to discuss how we sometimes (pre)judge and stereotype people, and how, if we take time to find out about people, we can often be surprised about what we learn and discover.

- What groups/communities do I belong to? What unites these communities?
- What do we have in common?
- What are our differences?
- Does everyone have the same rights and responsibilities?

Where do we live?

Where we come from, feel we belong, feel safe, like to go, are all important factors, when thinking about defining ourselves. Our environment plays a large part in our identity.

Asking the question: **Where do we live?** Introduces the idea of geographical identity.

Discussions about our sense of belonging and identity in relation to place, include: the local community in which the school is located, the city or district in which we live, the UK community and the global community.

Increasing our understanding of our place in the world in our various communities and the places we associate ourselves with, strengthens the foundations of healthy citizenship

- Who are my neighbours?
- Do people get along in my community?
- What do I like/dislike about where I live?
- Do I feel safe where I live?
- How does where I am affect my identity?
- Do I feel/think/behave differently in different places?
- How does where I live connect with other places? (local, national, global)

How do we live together?

The aim of school linking is to be able to tackle the question: **How do we all live together? With confidence.**

It is important to strengthen our understanding and appreciation of interdependence, with a strong focus on how our actions and choices impact on others (locally, nationally and globally).

We need to know that our contribution is valued in order to feel that we can take action towards building a shared future.

Discussions within linking projects can develop around human rights, equality, sustainability and how we can become active citizens with a critical voice and the ability to contribute to a cohesive society.

- Does everyone have the same rights? Is this the reality?
- Are all communities the same?
- Do all communities need the same thing?
- Why is a sustainable future important?
- What is my role and responsibility in creating a shared and sustainable future?