

## Global Neighbours Silver Award Case Study 3- Primary School

What made you apply for a Global Neighbours Award?

Global citizenship is at the heart of our school and is a practical representation of our school Christian values of respect, trust, hope, wisdom, perseverance, and friendship. The SIAMS guidance prompted us to reflect on global citizenship in school and the Global Neighbours award gave us a framework by which to plan and evaluate the ways we embed global citizenship throughout school life.

Termly 'Big Question Afternoons' are enjoyed by everyone in the school. They are a way to come together, to discuss, to engage, to reflect, to respond and inform choices and action going forward.

What aspect of your global citizenship work are you most proud of?

How has your Global Neighbours work enabled your pupils to develop as courageous advocates?

Each year we hold a 'Global Action Week' which coincides with Christian Aid Week. In this week, time is set aside to research and develop ideas allowing for informed courageous advocacy.

### How has your Global Neighbours work impacted on your school community?

Below are just some selected examples of ways in which this school met the criteria for a Silver Global Neighbours Award

<p><b>Leadership</b></p>	<p>Each year we use the Christian Aid self-assessment tool to inform Global Neighbours action planning in the five areas of the scheme. The overarching objectives are included in the school improvement plan. Developments in global citizenship form a part of the termly agenda for the school's Foundation Governor meeting and the global citizenship lead teacher meets each term with the named global citizenship governor. Termly whole-school updates are shared at school INSET days, enabling the whole school family to contribute to global citizenship developments and planning. Global citizenship is central to all areas of development in the school and forms a part of internal evaluation and subject monitoring. Each term we have a staff meeting dedicated to global citizenship providing time for staff CPD and reflection and contribution to the planning of global citizenship across the school e.g. sharing the Church of England Education Office and Christian Aid's <a href="#">Courageous Advocacy</a> document.</p>
<p><b>Teaching and Learning</b></p>	<p>In addition to termly Big Question afternoons, all subject medium-term plans have global citizenship links. We continue to develop and embed the use of the Christian Aid Classroom Ideas for RE, EYFS, KSI and KS2. Another valuable resource that we have used is the Christian aid Global Explorers <a href="https://www.globalexplorers.org.uk/scrapbook">https://www.globalexplorers.org.uk/scrapbook</a> During Global Action Week, we have time for more detailed research and reflection to inform critical thinking and an informed decision-making process. In planning for global citizenship activities, we are also guided by Oxfam's curriculum for Global Citizenship which can be found in <a href="#">Education for Global Citizenship – A Guide for Schools (OXFAM)</a>.</p>

<p><b>Collective Worship and Spiritual Development</b></p>	<p>The global citizenship calendar found in the Global Neighbours Handbook and self-evaluation tools have helped us to plan a broad range of opportunities for reflection. The vicar leads one school worship each week and we also have visitors from local charities and a Christian Aid volunteer link teacher who is also involved in our work around Fairtrade. We have a worship committee in school who plan whole-school worships in church where we ensure there is a global perspective, and we enjoy sharing these times with parents who are able to join us. Following the Global Action Week and Big Question afternoons, the children plan and present worships around the themes that they have been exploring. In recent times these have been shared by using video recordings. Children in school love to take time out in the reflection area. This is a central focus of the school and children often leave their own prayers and thoughts on the prayer boards. Once a week we have a classroom-based worship which has a global citizenship focus. These worships are planned by our global citizenship lead teacher, but also provide opportunities for the pupils and staff to respond and take the lead in planning and delivering their own worships.</p>
<p><b>Pupil Participation</b></p>	<p>Each time we revisit Big Questions, worships, charity events and Global Action Weeks, the children grow in their level of participation. Some of our courageous advocates take their responses beyond the school and have written to local and national leaders, also appearing on local radio and television. Some are involved in local groups e.g. litter picking groups. The school council representatives are also the school's global citizenship ambassadors and they are currently prompting the school community to find ways to use fewer single-use plastics. These pupils have been involved in establishing the school as a collection point for the local foodbank. Children in school have also been involved in writing letters to local leaders about the injustice around the need for foodbanks to exist. The children have been involved in many ways in developing links with our partner school in Kenya and have especially enjoyed discovering the similarities that they have with children from far away. There are a number of groups and clubs in school which are central in growing the school's role as global neighbours. These include Eco Beavers, Gardening Club, Junior Travel Ambassadors, and Values Ambassadors.</p>
<p><b>Community Engagement</b></p>	<p>Much of what we do is shared through the school's website and weekly newsletters giving a platform for pupils to share their learning and challenge the local community into action. Through the pupil worship committee, global citizenship learning is shared with the church and wider community. Consequently, our wider school community including parents, the church, and governors, are involved in helping to shape the steps we make in growing as global citizens and supporting the pupils as they engage with the leaders of our local community. The vicar is instrumental in helping to take the school's passion for challenging injustices into the wider community. One inspiring example is how the pupils planned and led, along with the vicar, their most recent harvest festival. This challenged all who watched to be more thankful for, and take greater care of, the world that we live in. The local MP attended a climate change workshop with pupils and was '... impressed by their engagement'. Home learning brought some unexpected but welcome opportunities for reaching out further across our school community and we hope to continue to build on these relationships as we return to the possibilities beyond the virtual world that we have all embraced in recent years. Some of the projects that have reached out to our wider school community include: Eco Bricks, Soccer Aid (collecting and sending on football kit), designing and selling recycled water bottles, Modeshift (focusing on alternative methods of transport to cards) and support for Fairtrade.</p>

Getting to grips with the breadth of the Global Neighbours scheme and ensuring that evidence was provided for each criterion in each section.

What took the most time or was the most challenging aspect for your school as you worked towards Global Neighbours accreditation?

What aspect of your global citizenship work has continued to develop and grow since you received your award?

Global citizenship continues to be an ongoing focus in all areas of school development. We look towards providing greater opportunities for pupil-led responses and widening opportunities for community engagement.

It has provided diverse opportunities to learn about, discuss and reflect on experiences beyond the children's everyday life. The Global Neighbours scheme has given the children (and adults) the vocabulary to identify and challenge both poverty and injustice and base their reasoning around a range of voices and sources.

What difference has engaging with Global Neighbours made to your school community?

What one piece of advice would you give to a school who is soon to have an assessor visit their school?

Identify and save your evidence under the five headings, that way your gaps will be apparent early on. Some things belong in more than one section, and they are all inter-linked. The guidance documents are incredibly helpful in directing planning for global citizenship.