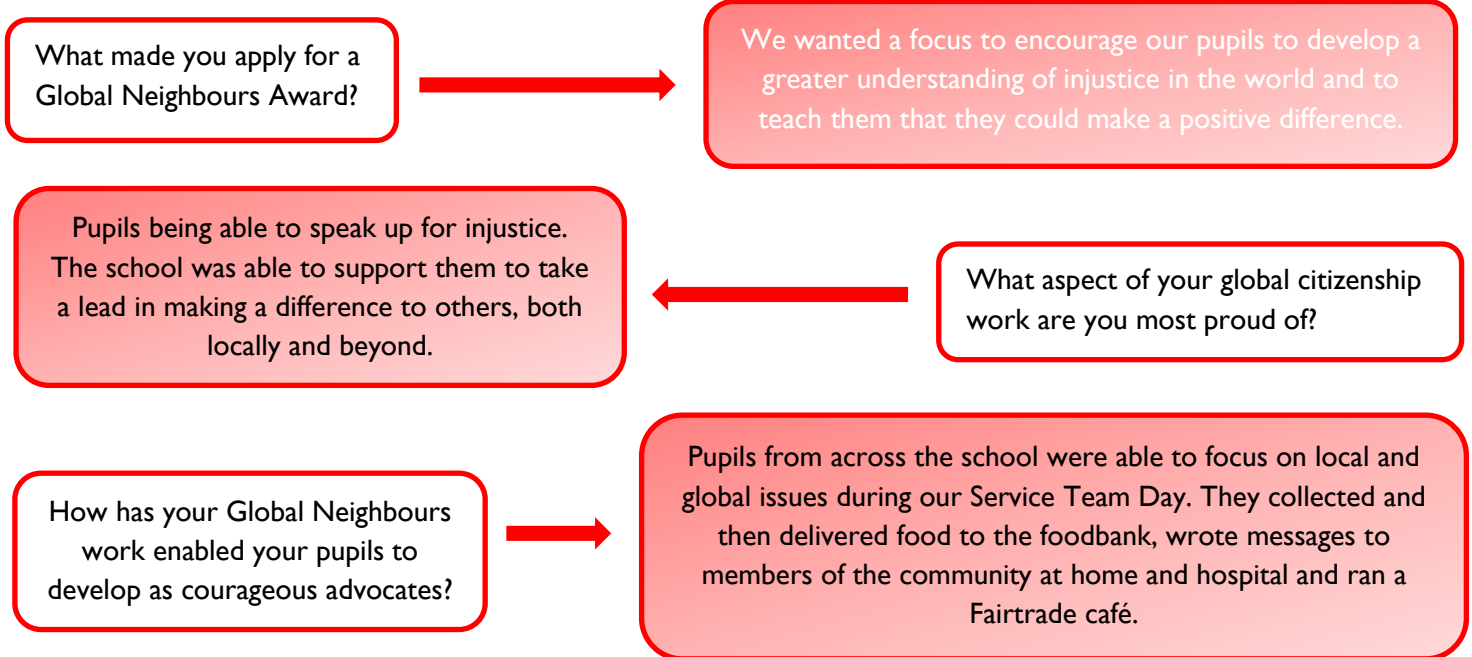


Global Neighbours Bronze Award Case Study I- Primary School



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 Bronze Global Neighbours Award	
Leadership	We have made sure that our school vision directly and obviously informs our commitment to Global Citizenship Education (GCE). We initiated this by holding a staff and governors' day looking at this together and we started working on our Global Neighbours action plan. We have a GCE lead teacher who has a meeting with the Head every half term to discuss plans and progress. We have half termly staff meetings to support teachers in their planning and a GCE target is included in all teachers' performance management reviews. Governors now have a Courageous Advocacy agenda item at each meeting which is enabling them to work through various school policies to see which need amending in light of our determination to support pupils in becoming good global citizens who are courageous advocates.
Teaching and Learning	Teachers have carried out a review of our curriculum to ensure that each year group has a global focus in RE and Geography and to start working on links with English and Science. We will extend this focus across all subject areas over the next two years. Due to a member of staff with family in Kenya we have made Kenya a focus for ongoing studies in both Key Stage 1 and 2 so that pupils really engage in exploring the similarities and differences between their lives. We have made good use of Philosophy for Children in enabling pupils to ask big questions and then to consider what actions they could take in response. As a result of this approach, we have seen pupils galvanised into action as they have learnt about the impact of climate change on Kenya. They have requested and then organised an energy audit of the school with the aim of reducing our energy consumption. Many have carried out an audit of their own homes and changed their behaviour as a result. We are inviting a growing number of people into school who have a deep concern for issues of justice locally, nationally, and internationally. This has particularly worked well in RE and collective worship where we have linked teachings from the Bible with visits from Christians who work hard to act on their beliefs in fighting poverty, injustice, and exploitation.

<p>Collective Worship</p>	<p>There is now a detailed plan for collective worship in which there are two dedicated weekly themes per term which focus on poverty, injustice, and exploitation of the natural world. As a staff we have worked with our vicar to build up a bank of creative ideas to enable pupils to reflect on their own behaviour and attitudes. We also regularly allow for times of reflection on the joy and blessing we receive when we act and pray for a fairer world. One way we try to show respect and dignity of all people is through using a range of Christian stories, music, and artefacts from different cultures. This has enriched all our collective worships, not just those with the deliberate global focus. With support from our vicar and collective worship coordinator, the pupil Worship Crew, have responsibility for planning and leading a half termly collective worship which focuses on different Christian organisations who work towards making the world a better place for all. It has been pleasing to see the range that have been chosen from well-known ones such as Christian Aid to lesser-known ones such as Hope into Action which seeks to provide homes and support for ex-offenders.</p>
<p>Pupil Participation</p>	<p>Year 4 and 5 pupils have been running a fortnightly Fairtrade café for the last 6 months. This was a result of learning about coffee production in Kenya and how workers are not always paid a fair wage. After much discussion the pupils decided that in encouraging the purchase of Fairtrade coffee amongst their parents, they could help make a difference. They visited the local supermarket to see what other Fairtrade products were available and met with the store manager with the main idea of being courageous advocates in asking for changes to the stock to support farmers and producers in other countries. Their café now also serves Fairtrade sugar, coffee, biscuits and has Fairtrade flowers on the tables. The staff have followed their example and now only have Fairtrade tea and coffee in the staff room.</p>
<p>Community Engagement</p>	<p>Each class takes it in turn to write, film, or record material for our half termly online community newsletter with a focus on a global issue they have been learning about and the action they have taken in response. We have some budding journalists and promoters who have then gone on to contact the local press which has resulted in several articles being included in the paper and radio. The Fairtrade Café has grown into a key community event with members of our wider school community being invited. This has become an opportunity for pupils to further share their learning and action. Reception class provided a wonderful short drama on why we need to look after the insects in our gardens and shared the bug hotels they had made. Year 3 produced informative leaflets about water availability and use in the UK and Kenya with links to JustGiving for contributions towards buying a well in a rural part of Kenya.</p>

Allowing enough time and planning to enable pupils to be truly involved in all aspects of the work. Otherwise, there is a danger that it just comes from the adults.

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?

All aspects of this work have been embedded into our school practice. Raising awareness of injustice has enabled pupils to be more aware that they can advocate change.



It has broadened our pupils' horizons and given them a core purpose and courage to challenge injustice. It massively enriches the curriculum already on offer.

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

