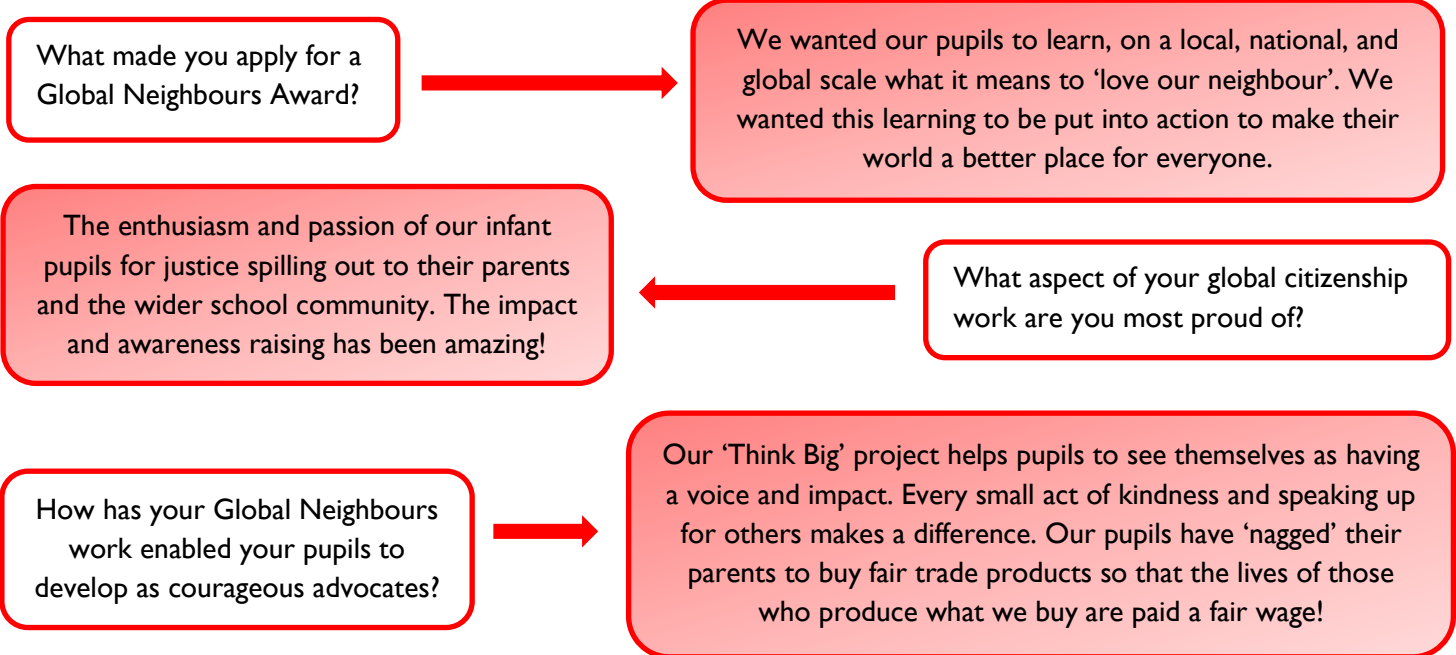


Global Neighbours Bronze Award Case Study 2- Infant School



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

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| Leadership | We have carefully linked our school vision of 'Love one another' to our Global Citizenship Education (GCE) work. Pupils develop love for local, national, and global communities. Ongoing staff training ensures a clear understanding of the Global Neighbours scheme, and this is reinforced by making GCE part of our staff's performance management. Our governors have made important contributions to our Global Neighbours action plan by devoting a whole governors' meeting to discuss the criteria of the award and to consider how we fulfil them. Governors ensure that the school sources sustainable, recyclable, or renewable resources wherever possible. They have invested in new LED lighting for the school in order to reduce our carbon footprint. We have a partner school in Tanzania, and we have started to develop shared topic work as well as social action such as litter picking, recycling, and water conservation. |
| Teaching and Learning | Courageous advocacy work extends across several areas of the curriculum which is enriching the curriculum. We challenge all pupils to explore big questions of injustice and inequality at an appropriate level as they consider the difference between wants and needs. Our Think Big approach has really helped staff and pupils to see the link between thinking globally and acting locally. We have devised a Reverse Advent Calendar for the last couple of years which has sparked many good conversations with pupils, staff and parents, enabling all view Christmas in a different light. Pupils are challenged to be stewards of God's creation as they support our local church in their journey to Eco Church status. This has included consideration of how the church grounds are maintained and used. Pupils are helping to monitor an area which has been allowed to rewild and have been delighted to find specimens of rare orchids growing in the unmown grass. Pupils have insisted on applying this learning and we are now looking at rewilding a part of our own grounds – many numeracy, literacy and science skills are being learnt! Pupils have also written letters to the council asking for verges around the town not to be cut until late summer. They are sharing this learning with |

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| | our partner school in Tanzania who are also looking into finding an area of land they can rewild and monitor. |
| Collective Worship | Through careful planning collective worship provides many opportunities each term for pupils to consider how their global learning is related to biblical teaching. Our medium-term plans have been adapted to include key dates from the global citizen calendar in the Global Neighbours handbook. Pupils are very keen to pray for issues and places where inequality and injustice are found. As well as having times of spontaneous prayer, pupils can also write prayers in our Prayers for the World book if they so wish. We learn about Christians who have fought poverty and injustice and link this to how the actions we take can make a difference to people around us and the wider world. Our vicar leads a weekly collective worship looking at Christianity around the world. Through this our pupils are gaining an insight into life lived differently to themselves as well as 'meeting' Christians from many countries who are working hard to make the world a fairer place. |
| Pupil Participation | Resulting from our learning our school Eco Council has carried out an audit of how we use our energy and they issue Eco Awards for classes who turn off lights and taps when not in use. They have also organised a litter pick in the local area. Pupils were keen to support the church in their fundraising for Toilet Twinning with Uganda, with pupils choosing to run a cake sale and making informed posters to advertise their event. The Church raised more than they needed to twin all their toilets and it was decided that they would give us their surplus money so we as a school could also twin our toilets. Staff decided to donate money to this too instead of giving each other Christmas cards and we are thrilled now to have twinned 3 toilets. We have made sure that we link this action with learning about water and homes so that pupils learn with a real purpose and connection to the wider world. |
| Community Engagement | Pupils have had a chance to share their learning and action in both planned and spontaneous ways. We have half termly community meetings in the school hall during the school day with the sole purpose of pupils being able to do just this. As a result of the enthusiasm shown by the pupils when they shared their work on the Toilet Twinning project, a local business leader posted on social media that 10% of their profits for a particular product would go to toilet twinning. Pupils also shared their learning about how we need to care for our planet and asked parents and community members to join them in sending green hearts as part of the Climate Coalition #showthelove campaign, to our MP. The green hearts showed what we love about our world and need to look after. Spontaneous litter picks involving parents have taken place outside school hours as a result of pupil pressure! |

Making complex issues accessible to Infant aged pupils and enabling them to see the global community which they are part of.

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?

Working in partnership with our local church is continuing to develop and is impacting on other community groups as well such as the local housing scheme for refugees.



It has helped us work for justice more cooperatively with our obvious partners and makes us stronger as a result as well as have a greater impact on our wider community.

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

