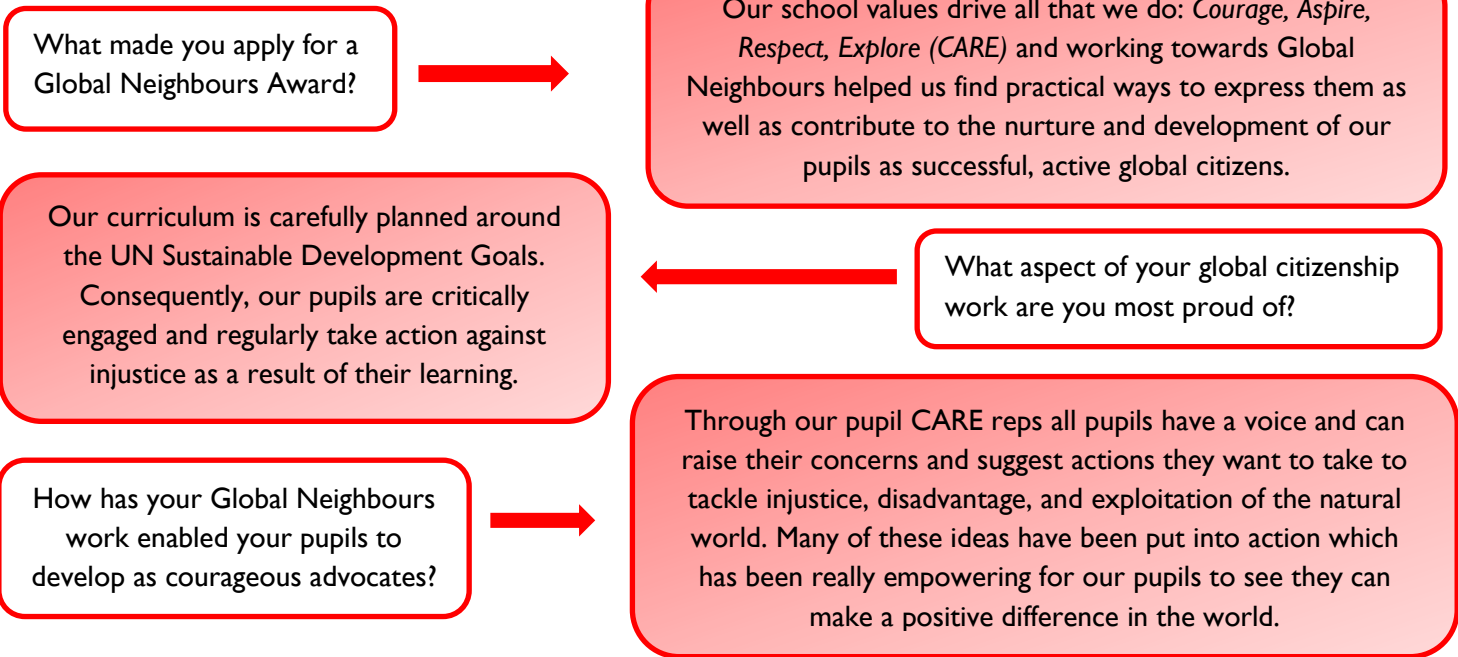


Global Neighbours Gold Award Case Study 3- Primary School



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 ensure that the whole of our curriculum has a global justice focus, in each subject area. The curriculum and our school life is further enriched by us actively seeking out and investing in links with 5 partner schools from around the world. All the schools involved share some curricula focus and action. We have a Global Citizen Education (GCE) policy in which we have agreed to only fundraise for issues/organisations if we are also able to be courageous advocates through engagement about that issue with influencers and those in power. Alongside this we also ensure that many other policies also reflect our commitment to GCE. Our governors have a review cycle where they compare our policies to practice through conversations with pupils and staff as well as learning walks. Through this we can evaluate the impact of our GCE work and amend where necessary. Every year we hold a GCE open week for pupils and staff from other schools to join us in various activities to share good practice with each other and where possible this includes (online) our partner schools.
Teaching and Learning	Often it is our pupils who lead the direction of the teaching and learning in class. They come with big questions about global issues that they want answering and we adapt the curriculum around these questions so that GCE is a key driver in our planning. We have an extensive range of voices contributing their thoughts and life stories to help pupils understand the lived experience of injustice from around the world. We draw these voices from our partner schools, through organisations such as Christian Aid and Islamic Aid and by tapping into those connected to our wider school community. We ensure that the curriculum is intentionally linked with actions taken so that pupils are able to put their GCE learning into practice. As a result, pupils are learning from real life as well as seeking out solutions to complex problems. This then spreads their learning beyond the school gate and is impacting on the wider community. A good example of this is the engagement our Year 5 class have with the local food bank. Through conversations with those who run it and some recipients, the pupils have begun to explore the possibility of supporting the launch of a community shop instead as they think this provides choice and dignity to the recipients more than handouts.

<p>Collective Worship and Spiritual Development</p>	<p>We have sought to make collective worship a time of inner resourcing. We are very conscious that our curriculum is so rich in global issues and our pupils are so keen to rise to the challenge of injustice that we want to create a daily time for refuelling and enthusing. We do this through the use of silence and reflection as well as by providing stories and ideas of hope and inspiration. The Bible is an important source for these as well as visitors and materials from all sorts of organisations. Through our Justice Team our pupils take a lead on this and give careful thought to the content and style of collective worship. They lead a whole school collective worship at least once a week and many pupils and staff comment on how uplifting and encouraging these are. There are regular opportunities through our collective worship Global Pledges made by pupils and staff to be courageous advocates, speaking up for those without a voice. These are collated and reflected on throughout the year. Parents have been inspired by this and at their own request many are now also making and sharing pledges.</p>
<p>Pupil Participation</p>	<p>Each class has a dedicated time each fortnight to discuss what action they want to take as a result of their learning and to evaluate how their campaigns are going. Sometimes these campaigns are school wide such as the time we worked towards finding accommodation, clothing, and equipment for a refugee family moving into our catchment area. By starting with small plans and actions in Reception and moving onto larger scale endeavours by Year 6, our pupils see themselves as people who can make a difference and they gain confidence in speaking up against injustice. Year 2 class have been deeply concerned about single use plastic and planned some action they could take in their own community. This involved a mixture of letter writing to local shops as well as a visit to Morrisons to meet with the manager to talk about the changes they would like to see. They also wrote a proposal to our governors about how the school can cut down on the use of plastic such as no more laminating for displays. Our Year 4 pupils discussed their concern about the proposed closure of the local library which would impact on those who don't have access to their own computer nor have money to buy their own books. They planned and held a meeting outside the library to raise awareness to which they invited the local press. They then sent a pupil delegation to speak at a county council meeting and we have just learnt that a famous author has accepted an invitation to meet and to discuss with the pupils how they can lend support to the campaign.</p>
<p>Community Engagement</p>	<p>As a result of their learning about life in Bangladesh, our Year 6 pupils invited our MP into school for an afternoon to discuss their concern over climate justice and their wish to see financial support from our government given to majority world countries. The vicar was also invited for the afternoon and subsequently the pupils attended a PCC meeting of the local church to ask if they would consider working with the school to campaign for climate justice. Representatives of the PCC and pupils (and hopefully our partner school in Bangladesh) are meeting this term to plan further action. Each half term our Justice Team generate content for the school website, Tweets and Facebook page with updates of how various campaigns are going and how the wider community can join in. Currently our Global Pledges are receiving a lot of enthusiastic interest and we have even seen the number of cars at school drop off time reducing with parents pledging to use their cars less! Added to this a local bakery has pledged to find alternative packaging to plastic for their produce.</p>

