



Global Neighbours Bronze Award Exemplar Evidence Form



This evidence form has been written to show you the sort of evidence that we are looking for when a school applies for a bronze Global Neighbours Award. We have made comments in blue giving reasons why this evidence is helpful.

School Evidence

Framework Area – School Leadership

Criterion a:

Leaders ensure that the school vision, aims and development plan reflect a commitment to global citizenship/courageous advocacy and treating all people with dignity and respect

Global Citizenship Education (GCE) is a priority for the SLT:

- School vision based on the **Good Samaritan** and how we are world wide neighbours.
Clear link between school vision and Global Neighbour work.
- Investing in Global Citizenship **library books** to help address our fairly monocultural school community sees themselves as part of multicultural world.
This is a leadership decision about use of school budget and showing how it is investing in GCE.
- Governors monitor how we are growing global citizens – termly feedback from link **Global Neighbour (GN) governor** who joins the GN council once a term.
Governors are a key part of the school leadership and therefore it is good to have evidence that they are monitoring this work.
- Established a **Global Neighbours Council** with 2 reps from each class, enabling pupil voice and support in becoming courageous advocates.
This is the goal of the Global Neighbours scheme. It moves pupils from just doing charity to challenging the unfair systems in the world. However, at bronze level having a group who spearhead the work is useful but for the school to develop and progress towards silver, the majority of pupils need to be involved in planning and decision making.
- Curriculum based on enquiry with debate and discussion encouraged, making use of **P4C** to look at global issues. Pupils then decide on the actions they want to take.
It is important that pupils are empowered and enabled to lead this work rather than simply joining in with an adult's good idea. It is good pupils are making the decisions about actions taken.
- **Dignity and Respect Charter** developed with pupils, parents, staff and governors and linked to our vision. Displayed throughout the school and regularly referred to in lessons, at governors' and parents' meetings and in collective worship.
Linking vision with behaviour expectations provides a strong foundation for all GCE work.

- Exploring a **partnership with a school** in another country through Connecting Classrooms. This is not a requirement for a bronze award but shows the school is pursuing activities that stand them in a good position to eventually apply for a silver award.

Criterion b:

Leaders create and commit to implementing an action plan to extend engagement with global citizenship/courageous advocacy across the life of the school.

- Our action plan is the result of staff and governors working through the GN **self review tool**. This is an important step as it is a good way of evaluating what the school is already doing well and what are the areas that need more work. It is good to see the Global Neighbours work is owned and understood by the whole school community rather than just one keen teacher.
- Our GN action plan is part of our **School Development Plan** with the SLT overseeing its implementation. By including the GN action plan in the School Development Plan the leadership has shown that it is not just an add on but part of the school's core work with the SLT ensuring this work is taking place.
- GN Council is working **on a child friendly version** of action plan. Pupil voice is being given status.
- SLT appointed **GN lead** member of staff who meets with SLT each term and has this as part of their performance management. A leadership decision indicating the importance of the GN work. This is further supported by the termly meetings so responsibility and vision for this work is shared.
- In response to request from teachers we had an adviser from the Development Education Centre lead an initial staff meeting and we now have **termly staff meeting** with a GCE focus. This shows the leadership's commitment to supporting the professional development of staff through training and time.
- Long and medium term **planning show clear links** to global issues. This is evidence that GCE is being implemented by the whole staff and across the school.
- Subject leaders are beginning to **monitor planning** for links to GCE and courageous advocacy. As above.

Framework Area – Teaching and Learning

Criterion a:

Pupils have age-appropriate opportunities to begin exploring similarities and differences between their lives and the lives of people in various communities around the world.

- **Overhauled our Geography curriculum** so each year group studies a different country in depth (similarities and differences). It is really useful to hyperlink references like this so that relevant documents can add to the evidence base GN assessor has to work from.
- Annual **One World Week** – every class learns about another country and shares learning with each other at end of week.

Geography is often a good subject to focus on when starting to introduce GCE systematically into the curriculum. This can begin to be rolled out to other subjects as well through holding something like a One World Week.

Criterion b:

Pupils have age-appropriate opportunities to begin identifying some ways in which their lives are connected with the lives of other people in places across the globe.

- In **World Book Week** we ensure a range of books celebrating different cultures focussing on issues of injustice and exploitation e.g. Y3 *The Great Kapok Tree* by Lynne Cherry – causes and consequences of deforestation. Researched palm oil in foods and **wrote to local supermarket manager** asking them to change what they stock; Y5 *Trash* by Andy Mulligan.
It is worth hunting out good quality texts which support learning. Good to see learning being put into action especially when it involves engaging with a decision maker.
- Fairtrade Week – Y6 now run **fairtrade café** for parents and community; **Y4 visited supermarket to audit** fairtrade products and **met with manager**.
It is good that the learning about our interconnectedness is leading to actions so the pupils make use of their learning.

Criterion c:

Pupils have age-appropriate opportunities to begin exploring 'big questions' about suffering, inequality and justice.

- **Curriculum overview** shows most topics now have a GCE focus e.g:
 - EYFS – How can we look after our wonderful world? (exploitation of the natural world)
 - Y1 – Where does our food come from? (justice)
 - Y2 – What makes a home? (disadvantage, injustice)
 - Y3 – Should trees ever be cut down? (exploitation of the natural world)
 - Y4 - Why do people remember Mary Seacole? (injustice)
 - Y5 – Is water more precious than gold? (exploitation, disadvantage, injustice)
 - Y6 – Kolkata and us: miles apart or global neighbours? (climate justice).A curriculum overview is a required part of the evidence you need to submit. Ensure that you have clearly shown on your overview in which subjects/topics and Year Groups GCE is addressed. Make it clear what the specific GCE focus is.
It is really helpful here to have some of the topics listed so it is clear that all age groups have the opportunity to ask big question.
- Staff have worked together to incorporate **big questions** into weekly plans. This encourages pupils themselves to ask questions about suffering, inequality and justice e.g. in the Y2 topic on Homes pupils asked why not everyone has a home. A **speaker from Crisis** came to speak to the class resulting in pupils wanting to raise money through a **cake sale** for Crisis. This coincided with Cyclone Amphan hitting Kolkata leading to many people being made homeless. This led to **the GN Council organising a sponsored walk** round the school grounds after school raising £400 for the Christian Aid appeal.
Great to have evidence of the whole staff team being involved in setting the big questions. It is also good to have an example of a specific big question that has been explored along with the impact on pupils. They were motivated to raise money in support of two charities. The next step would be to take some form of action as courageous advocates and not just fundraisers.

Criterion d:

Pupils have age-appropriate opportunities to begin discussing concepts and issues of injustice and disadvantage and exploitation of the natural world.

- Make use of **P4C** to enable pupils to discuss issues of injustice, disadvantage and exploitation. Making use of strategies of various strategies such as P4C will help support pupils on their journey to become courageous advocates.
- Had a visit from a **Christian Aid teacher** in the Autumn term to lead a morning about harvest and global food poverty. This led to pupils wanting the school to become a **collection hub for our local foodbank**. Y5 pupils **invited MP into school** to be interviewed and asked what she could do to raise the issue of food poverty in parliament. Good to have evidence of how the pupils' learning is leading to action and in this case it has gone beyond charity to advocacy and influencing decision makers.

Criterion e:

Pupils have age-appropriate opportunities to begin encountering relevant voices and stories that aid understanding of poverty and injustice.

- We have tried to match topics with **examples of people who have taken action** around the issue. Finding examples of historical or national/international figures are important to show various ways people have been courageous advocates in their times and settings.
- Invite **local people** in to school who take action e.g.
 - 2 retired teachers who litter pick in the local area every Wednesday visited EYFS
 - Y5 had the dad who works for the Environment Agency in flood prevention and gives his time to Water Aid in supporting their work abroadIt is great to have live and local examples of people who want to change their world for the better. Their voices can be particularly relevant to your school.

Criterion f:

Pupils have age-appropriate opportunities to begin identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world.

- **RE** Units of Work e.g.
 - Y2 How should we care for the world and why it matters?
 - Y5 How and why Christian Aid and Islamic Relief try to make a difference in the world?**History**
 - Y4 Victorians (look at some courageous advocates who were inspired by their Christian faith e.g. William Wilberforce, Florence Nightingale, and William Booth)It is good to see some connections being made to the impact of Christian teaching in other subject areas besides RE.

Framework Area – Collective Worship and Spiritual Development

Criterion a:

All pupils have age-appropriate opportunities to reflect on issues of global poverty and injustice and exploitation of the natural world of a few occasions during the academic year.

- Collective Worship (CW) coordinator worked with vicar to **redesign our 2 year rolling programme** 'All Are Loved' to reflect GCE, linking with our Dignity and Respect Charter. Made use of **Global Citizenship Calendar** in Global Neighbours Handbook and added our own concerns e.g. Earth Day, Homelessness, Black Lives Matter.
It is good to see the school link its collective worship so clearly to its vision and values which in turn are clearly linked to GCE.
- **CW overview** shows how and when our school values support GCE focus e.g.
 - Autumn Term – Thankfulness linked to caring for the planet and each other
 - Spring Term – Justice looks at Biblical teaching and how Christians have worked for justice
 - Summer Term – Courage seen in the Bible and when when people have needed it to make the world a better place for everyoneA CW overview has to be included in the application showing explicit links to GCE – what are the GCE foci and when do they happen? This is helpful for those who lead collective worship as well as for a Global Neighbours assessor! It is also helpful to have a few examples included in the evidence form.
- Used Christian Aid's **Letters for Creation** enabling pupils to reflect on and respond to climate justice in a variety of ways – silence, writing prayers, journal writing and poster design.
The variety of ways that pupils are enabled to reflect is important and mirrors general good practice in CW.
- Weekly global CW led by staff or pupils and based on Drink From the Well (Christian Aid)
Making use of resources produced by Christian Aid is not only time saving but it helps to give a wider perspective.
- Vicar leads half termly CW exploring biblical roots of working for justice.
A helpful reinforcement of what is being learnt in the curriculum especially in RE.

Criterion b:

All pupils have age-appropriate opportunities to reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world.

- Trialling **Global Neighbours Journal** so pupils can record their reflections in CW
This looks like an innovative and interesting way to enable pupils to reflect on issues of global poverty and injustice.
- **20:20 time** in class allows time to share from GN Journals and is showing enthusiastic engagement from pupils who are growing in confidence in voicing their concerns and initiating actions e.g:
 - International Day of Education focus GN Council investigated an action we could take and now we are part of **Send My Friend** campaign.
 - Y1 led CW based on their learning about food and all pupils given opportunity during CW to make **pledges** about not wasting food.
 - Y6 decided to write to **Health Secretary and Prime Minister** about Covid vaccinations equity as a result of a CW focussing on thankfulness.This is really supporting the aim of Global Neighbours in developing pupils who see themselves as agents of change with varied ways they can reflect on their own behaviour, values and

attitudes.

Criterion c:

All pupils have age-appropriate opportunities to learn the importance of considering, valuing and treating all people with dignity and respect.

- 'All Are Loved' long term plan ensures our **school values are clearly linked with our GN focus** and that dignity and respect are central.
- Pupils talk about being good neighbours in the local and global context and are excited to find ways of living this out in action and campaigning (See Pupil Participation section).
The school has clearly put dignity and respect at the heart of its school life as is evidenced by the Dignity and Respect Charter already mentioned to which this collective worship overview is linked.

Framework Area – Pupil Participation

[Please explain the **learning journey** and **decision making process** that took place with pupils to lead to the chosen action(s)]

Criterion a:

Pupils have age-appropriate opportunities to participate in an activity that involves taking **informed action having learned about the issue** being addressed and **considered various ways of responding**.

- **GN Council** members are elected class representatives (R-Y6) supported by staff GN lead.
This is one way of enabling all pupils have a way of participating. However, the decision making sits with the small group that makes up this council and to move towards silver the majority of pupils need to be involved.
- GN Council provides focus for pupil participation resulting from both **learning in the curriculum and pupils' own concerns** e.g:
 - Spearheaded school's response to floods in Kolkata by researching the impact of the floods and making suggestions of how to help. A **sponsored walk** was decided upon as it could involve pupils, staff and parents. They led a CW on the issue and the planned walk and they wrote a **letter to parents** inviting them to join in.
This is evidence of informed action as well as some investigation into various ways of responding.
 - One GN Council member watched 'Ade on the Frontline' on TV looking at Bangladesh. As a result all council members **wrote to the Prime Minister and the State Secretary for the Environment** about what the UK can do to combat climate change.
Great to be engaging with national decision makers!
 - Took lead on exploring possible responses to our CW International Education Day with **Send my Friend campaign** being the chosen. This has helped the council learn about campaigning.
Campaigning is one way of being a courageous advocate so it is good to see this school is starting this journey.
- Curriculum based learning resulting in action e.g:
 - EYFS planted **bee friendly flower beds** around school as part of 'How can we care for our

wonderful world?’ topic.

- Y1 **met with the school cook** to about sourcing locally sourced food as well as using produce from schools’ allotment as part of ‘Where does our food come from?’ topic.
- Y3 **met with a local councillor** to ask for support to plant more trees around the community as part of their ‘Should trees ever be cut down?’ topic.

Really good to see **direct link between pupils' learning and their participation in varying forms of responding including meeting with local decision makers.**

- **Whole school Fairtrade Week** – each class looking at different aspects. Y6 suggested setting up a **fairtrade café**. They met with the Head Teacher asking for his support and spoke with the school cook. This resulted in a **small set-up budget**. They wrote to parents and made **posters** to advertise round the local community. They also wrote a piece for the **church magazine**. It is now a popular community event with between 10 and 20 people attending each time. Pupils made **leaflets** to put on the tables to promote support of fair trade back in people’s homes.
- **Christian Aid Teacher** visited school for our whole school RE day on Harvest. They helped pupils think about food poverty about the world. Pupils noted this was also experienced in this country and our own community. Y1 led our work on this with the decision to become a **collection hub for the local foodbank**. Y5 **wrote letters to our MP** inviting her into school to talk with them about the issue.

It is good to see that pupils are making the decisions about how they want to respond. Again they are engaging with a range of decision makers.

Framework Area – Community Engagement

[Please explain **what** global citizenship learning has been shared by pupils, **how** this was done, **with whom** and how the local community has been encouraged to join in]

Criterion a:

Pupils have age-appropriate opportunities to share their learning and action in global citizenship with the wider school community, including parents/carers.

- School website highlights our **commitment to GCE** – regularly updated and sometimes includes contributions from the GN Council.

This clear focus on GCE is what matters in this section. We are not looking for general community engagement which all good schools do anyway. We are wanting to know how pupils are able to share their learning about global citizenship and the actions they take. It is important to give evidence of pupils sharing their learning and action and not just staff putting content on the website.

- Weekly newsletters to parents outline the main topics of study for the week and the focus in CW with GCE being highlighted.
- **Pupils regularly engage parents/carers** with their learning and actions through:
- **Letters** about specific concerns such as fair trade and walk to school (Y6)
- Class **open mornings** every term for parents/carers to visit and talk with pupils about their learning. Pupils are particularly keen to share their learning about issues of justice and exploitation.

- Learning activities taken home e.g. EYFS taking **bee friendly plants** home that they grew themselves.
- Persistence! The **Walk to School Campaign** is a good example of the power this.

Open Mornings are a nice idea and can play an important part in involving the community. However, it may only be possible for a few parents to attend during the day. So, it is good to have other ways of engaging the community as well.

- Pupils engage with the **wider community** by:
 - Meeting with local litter pickers (EYFS)
 - Talking with school cook about sourcing food locally (Y1)
 - Setting up as a collection point for local foodbank (Y1)
 - Inviting Crisis into school and fundraising for that charity (Y2)
 - Writing to supermarket manager about palm oil (Y3)
 - Writing to local councillor seeking support for tree planting (Y3)
 - Meeting with church members about climate justice (Y3)
 - Visit Sainsburys store and met with manager to ask for more fair trade products (Y4)
 - Meeting with parent who works for the Environment Agency about climate change and flood prevention (Y5)
 - Inviting MP into school and then interview her about food poverty (Y5)
 - Meeting with church members about climate justice and planning a joint Letters for Creation art exhibition
 - Writing to Health Secretary and PM about vaccine justice
 - Holding Fairtrade café enabling presentations and information leaflets (Y6)
 - GN Council regularly contacts the local press to inform them of various activities e.g. sponsored walk for Bangladesh was photographed and reported in that week's paper
 - Displays at church on a designated board for our work on global issues and justice
 - Pupils often put up posters around the community promoting some of their ideas and activities – church, library, shops, lamp-posts!

Parents are the obvious starting point but also engaging the wider community in the learning and action is important. Working collaboratively with other organisations such as Christian Aid or the local church is a really good way to draw more attention to the issue of concern. There is a good range of examples here of pupils taking the lead in sharing their learning and the action that results from that learning. Even if it is not possible, for instance, for pupils to actually help put up the display in the church it would be good if they were involved in deciding what is shared and why.