



A handbook for schools seeking Global Neighbours accreditation

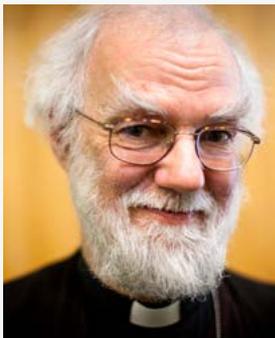
Empowering children to be active global citizens



Accreditation for primary schools by
Christian Aid in partnership with the
Church of England Education Office

Foreword

Dr Rowan Williams, Chair of Christian Aid



Good schools and good teachers are capable of being surprised and encouraged by what their students grasp. It's always immensely enriching to see how a young

person can instinctively get the point about something we thought might be a bit difficult or challenging. One of the saddest things that can happen in education is when expectations are lowered and the instinctive eagerness of intelligence discouraged or unvalued.

Children in primary schools seem to have no problem grasping the meaning of 'global belonging': they see the connections that link all human beings together. They see the beauty and fragility of our natural environment. They understand how greed and selfishness undermine everybody's wellbeing in the long run. And if education is really

about growing in human maturity and compassion, not just about jumping through various publicly required hoops, this capacity is indescribably precious. Working with it is working with the grain of human nature at its best and clearest.

Christian Aid longs to see all our educational communities at every level work in this way, and the booklet in front of you is one of the ways in which we hope we can resource this 'going with the grain'. We have been consistently cheered and inspired by the way children respond to challenges around poverty, disease and insecurity in our world, and we'd love to do more to nurture this. We hope our Global Neighbours scheme opens new doors for you, and we welcome every possibility of responding to your comments and working more closely with you – for the sake of that 'more just and joyful world' for which Christian Aid works, in the light of the faith we hold; the world that our children seem so ready to embrace.

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1

Introducing Global Neighbours



‘Schools provide a much-needed safe space in which children can begin to make sense of the world they are encountering’

Serving children, schools and the common good

Christian Aid's Global Neighbours accreditation scheme is first and foremost about children: their needs and aspirations, their character, and their hopes for the world in which they are growing up.

There is an increasingly globalised and interconnected world in which everyday lives and local communities cannot be fully understood without reference to a wider global picture. On the one hand, it is full of wonder and the possibilities and opportunities afforded by technology. On the other, it is marked by division, extreme inequality, injustice, and poverty, conflict and environmental crises. We know it to be near impossible to shield children from such issues. Even the youngest in our schools bring with them knowledge of injustice, disadvantage and conflict, gleaned through the media, and often, direct personal experience. With that very partial knowledge, they also bring into school a complex set of questions, concerns and emotions.

The good news is that our schools can, and often do, provide a much-needed safe space and structure in which children can begin to make sense of the world they are encountering and explore their place within it. They can also nurture the values, attitudes, understanding and skills their pupils will need if they are to realise their hopes and aspirations for a more just and sustainable world in which we live well together, at local, national and global levels. Some have already gone a long way in this work through curriculum development, fundraising and social action, and initiatives such as international school partnerships, Philosophy for Children (P4C), the Eco-Schools programme, the Fairtrade Schools Award and the Rights Respecting Schools Award, to name but a few.

Some may call this global citizenship, global education, or global learning. The Church of England Education Office calls it 'courageous advocacy'. At Christian Aid, we have our own preferred terms, but we also join teachers



Schools can nurture the values and attitudes of their pupils.

who would simply call it good education, because it:

- broadens the horizons of the mind
- provides real-life contexts for learning and opportunities for pupils to explore topical issues
- cultivates the essential skills and values (from empathy to self-awareness and respect for all people) that prepare pupils for living well with their fellow human beings
- contributes to improved outcomes across the curriculum and in pupils' personal development, through enhanced skills in critical and creative thinking, reasoning and communication.

Serving children, schools and the common good (continued)

The Global Neighbours accreditation scheme is Christian Aid's way of supporting, recognising and celebrating all that primary schools in England are doing to provide such an education. It has been developed by Christian Aid in partnership with the Church of England Education Office with the needs and aspirations of church schools in mind, but it will also appeal to community schools wishing to develop, and be recognised for, their provision in this important area.

The Bronze, Silver and Gold award structure means that wherever your school is on its global citizenship journey, Global Neighbours will help guide your next steps.

Courageous advocacy and global citizenship

You may be familiar with the terms global citizenship, global learning, global education or development education, all of which relate to issues of social justice and sustainability. In the Christian Aid schools team, we favour the terms 'global citizenship' and 'courageous advocacy'. We are content to use these interchangeably as, for us, they both convey an approach to education that embodies an ethos of action-taking, challenging injustice and becoming agents of change in the transformation of ourselves, our relationships and our communities from the local level to the global.

'We are globally connected in a myriad of ways: socially, economically, spiritually, culturally, politically. This applies to everyone from the youngest child in Reception to the most senior teacher. From the clothes we dress in, the music on the radio, the fuel in the car or bus, our worries and our joys: our global connections are part of our everyday life. Just as the global affects us, so our decisions have their global impacts.'

Every Child of God Matters Everywhere: Global Education in Church Schools, Bradford and Ripon & Leeds Diocesan Education Team, 2008



Courageous advocacy in Church of England schools

Many church schools have been at the forefront of equipping pupils for their role as global citizens in inspired ways, realising the distinctive contribution they can make. Church schools have a ready-made link into the community in their local church, providing scope for working together on issues of injustice with great mutual benefits. They are also able to draw on Christian perspectives that contribute to the development of pupils (and staff) as 'dreamers', able to employ new energies to change our society, grounded in honesty, hope and love:

'A challenge of our times is how to teach about issues of global injustice, environmental degradation and climate change in a way which is real and honest, yet which still nurtures hope. It is all too easy to adopt a token approach, giving children the impression that it will all be okay if they simply buy a Fairtrade chocolate bar from time to time, wear a red nose once a year, and remember to not leave the TV on standby. On the other hand, it would be possible to terrify them so much at the vision of famine, disease, floods, droughts, hurricanes and wars as to paralyse them by fear, guilt and hopelessness into despair or denial. Christian perspectives offer church schools a fresh wellspring from which to draw resources, which help teachers and pupils, of all faiths and none, respond to this challenge, not with over-easy optimism or arrogance, but in a spirit of true hope and love.'

Every Child of God Matters Everywhere: Global Education in Church Schools Bradford and Ripon & Leeds Diocesan Education Team, 2008

This is fulfilling the Church of England's vision for education being 'deeply Christian, serving the common good'. It is a vision encompassing the whole human community and its environment, calling for the opening of horizons and the promotion of human flourishing for all. It necessitates uncovering the scandal of poverty and injustice and inspiring the challenging of systems that deny life in all its fullness.

The four basic elements that run through the Church of England's vision are:

- educating for wisdom, knowledge and skills
- educating for hope and aspiration
- educating for community and living well
- educating for dignity and respect.

These are also key elements of what it means to equip pupils to be courageous advocates for the common good, locally and globally. There is, then, a natural fit between global citizenship and the Christian ethos of a church school, as reflected by the clear focus on courageous advocacy in the framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS). Global Neighbours aims to help church schools take their next steps in courageous advocacy and to share their journey with other schools, churches, community groups, parents and carers – or a SIAMS inspector.*



Global advocacy broadens the horizons of the mind.

'We are only persons with each other: our humanity is "cohumanity", inextricably involved with others, utterly relational, both in our humanity and our shared life on a finite planet. If those others are of ultimate worth then we are each called to responsibility towards them and to contribute responsibly to our communities.'

Church of England Vision for Education, 2016

*Global Neighbours supports the SIAMS requirements for character development: hope, aspiration and courageous advocacy, along with aspects of community and living well together and the collective worship requirements.

A scheme for all primary schools

The Global Neighbours scheme supports any aspiring primary school, community school or church school to:

- develop global citizenship/courageous advocacy
- advance the spiritual, moral, social and cultural (SMSC) development of its pupils
- strengthen its promotion of 'fundamental British values'
- enhance its religious education (RE)
- promote critical thinking across the curriculum
- strengthen links with the local community.

Working towards the Global Neighbours accreditation criteria involves schools developing most aspects of SMSC defined by Ofsted, especially pupils':

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- willingness to reflect on their experiences
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
- use of a range of social skills in different contexts
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- knowledge of Britain's democratic parliamentary system
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.



The Global Neighbours scheme supports schools to promote critical thinking across the curriculum.

Global Neighbours can also make a significant contribution to the promotion of ‘fundamental British values’:

Department for Education guidance states that schools should promote fundamental British values by helping young people to gain:	These criteria could be met through the Global Neighbours scheme by:
an understanding of how citizens can influence decision-making through the democratic process	developing political literacy and learning how to become advocates of change as active global citizens in a democratic society
an acceptance that others having different faiths or beliefs to oneself (or none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	learning the importance of mutual respect and that all people are our global neighbours and deserve a good quality of life regardless of nationality, gender, religion or race
an understanding of the importance of identifying and combating discrimination.	learning that gender, physical characteristics or the community into which someone is born should not exclude them from living a full life.

‘Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils’ SMSC development.’

Department for Education advice for maintained schools

2 Accreditation criteria for Bronze, Silver and Gold awards



Accreditation criteria for Bronze, Silver and Gold awards

Please note:

- Fulfilment of the criteria in each section should not be regarded as necessarily additional and separate to work carried out in other sections. For example, work undertaken under pupil participation in active global citizenship may arise from, or form part of, classroom learning activities under teaching and learning, and may include activities suggested under community engagement.
- These are minimum criteria for each level of award. Christian Aid recognises that, at

any one time, a school may be working at a more advanced level in some areas of the framework than others; the school may, for example, exhibit some elements of the Silver award criteria in its application for a Bronze award.

- More detailed commentary on the expectations in relation to these criteria, with examples of how schools might address them, can be found in the guidance for each section of the accreditation framework on pages 14-25.



Category	Bronze award criteria	Silver award criteria <small>(assumes ongoing fulfilment of the criteria for Bronze)</small>	Gold award criteria <small>(assumes ongoing fulfilment of the criteria for Bronze and Silver)</small>
<p>School leadership</p> <p>See pages 15-16 for further guidance.</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • 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 • create and commit to implementing an action plan to extend engagement with global citizenship/courageous advocacy across the life of the school. 	<p>Leaders ensure:</p> <ul style="list-style-type: none"> • regular opportunities for all pupils to learn about and reflect upon global issues and participate in active global citizenship across several curriculum areas, and through collective worship • a culture of collaboration with other organisations in this work (eg, with the local church, diocese, and/or other schools) • provision of time, space and development opportunities for staff to develop their thinking and practice on global citizenship/courageous advocacy • the school's vision and aims in relation to global citizenship inform decisions on spending, fundraising, social action and charity and community links. 	<p>Leaders ensure:</p> <ul style="list-style-type: none"> • systematic coverage of global justice issues across the whole school curriculum, with appropriate progression and suitable opportunities to participate in active global citizenship • school policies and their implementation reflect the vision of the school, with clear consideration given to our global neighbours and the implications for ethical leadership • monitoring and evaluation of the impact of the school's global citizenship provision in relation to pupils' learning and spiritual, social, moral, and cultural development outcomes • opportunities for sharing practice and inspiration/ activities with other schools as they invite them to share in the global learning journey.

Category	Bronze award criteria	Silver award criteria (assumes ongoing fulfilment of the criteria for Bronze)	Gold award criteria (assumes ongoing fulfilment of the criteria for Bronze and Silver)
<p>Teaching and learning</p> <p>See pages 17-18 for further guidance.</p>	<p>Pupils have age-appropriate opportunities to begin:</p> <ul style="list-style-type: none"> exploring similarities and differences between their lives and the lives of people in various communities around the world identifying some ways in which their lives are connected with the lives of people in places across the globe exploring 'big questions' about suffering, inequality and justice discussing concepts and issues of injustice and disadvantage and exploitation of the natural world encountering relevant voices and stories that aid understanding of poverty and injustice identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world. 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world engage with voices and stories that aid understanding of poverty and injustice, not least from people and communities directly affected by poverty and injustice explore Christian perspectives on poverty, disadvantage and injustice explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world. 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> ask and explore possible answers to a range of 'big questions' of suffering, inequality and justice in relation to global issues engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions apply biblical and ethical teaching to matters of poverty, inequality, charity and justice explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice.
<p>Collective worship and spiritual development</p> <p>See pages 19-20 for further guidance.</p>	<p>All pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> reflect on issues of global poverty and injustice and exploitation of the natural world on a few occasions during the academic year reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world learn the importance of considering, valuing and treating all people with dignity and respect. 	<p>At an age-appropriate level, all pupils will frequently:</p> <ul style="list-style-type: none"> reflect upon, and respond to, global issues in collective worship or other prayer and reflection time reflect on the relevance of faith in people's lives and consider the impact it has on the lives of believers with regard to injustice reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world, and consider changes they may make as a result contribute to the planning of collective worship surrounding global issues. 	<p>At an age-appropriate level, all pupils will frequently:</p> <ul style="list-style-type: none"> reflect upon, and respond to, global issues in prayer and reflection time and form their own prayers/ responses on matters of poverty, injustice and their role as agents of change take considerable responsibility for the planning and leading of collective worship surrounding global issues encourage and inspire each other to challenge injustice and inequality, leading each other in courageous advocacy articulate how their experience of school inspires and supports them to challenge injustice and confront poverty.

Category	Bronze award criteria	Silver award criteria (assumes ongoing fulfilment of the criteria for Bronze)	Gold award criteria (assumes ongoing fulfilment of the criteria for Bronze and Silver)
<p>Pupil participation in active global citizenship</p> <p>See pages 21-22 for further guidance.</p>	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> participate in an activity that involves taking informed action, having learned about the issue being addressed and considered various ways of responding 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice actively participate in planning and taking action against poverty and for a more just and sustainable world – and be able to explain why this action is important. 	<p>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> confidently challenge and confront injustice and inequality as articulate advocates of change make decisions about appropriate actions after learning about an issue and critically evaluating options for responding share responsibility for planning and implementing activities that involve taking action against poverty and for a more just and sustainable world engage others in the wider school community with their learning and action evaluate the effectiveness of the action taken and reflect upon the skills and insights they have gained.
<p>Community engagement</p> <p>See pages 23-24 for further guidance.</p>	<p>All pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> share their learning and action in global citizenship with the wider school community, including parents/carers. 	<p>At an age-appropriate level, all pupils will frequently:</p> <ul style="list-style-type: none"> encounter fresh perspectives on global issues through the use of visitors and community links (eg, international development agencies, church representatives, diocesan companion links, other school links or diaspora communities) begin to communicate their concerns and ideas in relation to issues of poverty, injustice and exploitation of the natural world with decision-makers at local, national or global levels work with a church, community group or international organisation to raise awareness of issues surrounding global injustice and take action together in ways that engage the whole school, parents/carers and wider community. 	<p>At an age-appropriate level, all pupils will frequently:</p> <ul style="list-style-type: none"> develop their advocacy skills through directly engaging decision-makers (eg, political representatives, business leaders, school governors and faith leaders) deepen their understanding of global citizenship and global issues and the work of people of faith in this area through sustained and effective use of visitors and community links (eg, development agencies, church representatives, diocesan companion links, other school links or diaspora communities) participate in mutually beneficial global partnership links with schools/communities in different parts of the world encourage others in their community (family, school, neighbourhood, locality) to think globally and consider how our lifestyles and actions can impact upon our global neighbours for better or for worse.

3

Guidance on meeting award criteria with practical examples



School leadership



Key principles

Leaders, teachers and pupils must work together to create a culture of global citizenship, but the extent to which it bears fruit in pupils corresponds closely to the degree of support and promotion from the school leadership (in this context, the head teacher, senior management team and governors, while recognising that leadership is not confined to these areas).

School leaders:

- set and communicate the vision and aims of the school
- allocate time, training and resources to support the development of teachers and their practice, and decide what is measured, monitored and evaluated
- create, implement and review school policies, for example, how a school expresses care for people and planet (through its use of resources; its purchasing and banking; its behaviour management; its links with the community and charities) transmits messages about its ethos in powerful and long-lasting ways.

Progression and expectations across Bronze, Silver and Gold

The overall direction of travel from Bronze to Gold is towards a systematic whole-school approach.

The requirement from the outset is that the school vision, aims and development plan reflect a commitment to global citizenship/ courageous advocacy and treating all people with dignity and respect, backed by an action plan for developing this across the school. At Silver level, there is clear evidence of the school vision and aims around global citizenship translating into specific outcomes in school and support for staff developing their practice.

By the time a school reaches the Gold standard, it will be evident to all who set foot in the school that a commitment to ethical global citizenship infuses its life and ethos, evident commitment to regular monitoring and evaluation of the outcomes of the school's provision in this area, and a drive to share learning and practice with other schools.

Suggested evidence

The starting point for all Global Neighbours award levels will be the action plans submitted as part of a school's application, along with documents setting out its vision, aims, development plan and policies. On visiting the school to verify a Silver or Gold award, an assessor will want to see how the school's focus on global citizenship is reflected and communicated through curriculum planning, relationships within and beyond the school community, collective worship and pupil participation.

School leadership (continued)

Example actions school leaders can take to develop a culture of global citizenship:

- incorporating aspirations for global citizenship into the school vision, aims and development plans
- appointing a global citizenship or courageous advocacy coordinator and/or representatives (pupils, staff, governors, parents, local community representatives) to oversee and drive the school's work on global citizenship
- considering the school's aspirations in global citizenship in staff performance management targets
- reviewing how school policies on matters such as behaviour management, collective worship, equal opportunities and estate management reflect commitment to caring for people and planet and fostering a culture of treating all people with dignity and respect
- investing in environmentally friendly technologies (especially in any new building projects)
- consulting and collaborating with pupils, staff and other community leaders on the school's global citizenship work
- ensuring staff have time and professional development opportunities to reflect on what the school's focus on global citizenship means for their practice
- regularly communicating with parents/carers and the local community about the school's work in global citizenship, with prominent coverage on the school's website
- establishing strong links with other local schools (including secondary schools) to share learning and practice
- reviewing the school's choices in its ethical procurement of food, banking services and energy
- ensuring the impact of the school's work in global citizenship on pupils' understanding, attitudes and behaviour is appropriately monitored and evaluated.



Teaching and learning

Key principles

Qualities

Good practice in educating for global citizenship/courageous advocacy:

- explores connections – between pupils' lives and those of others around the world, and different issues
- incorporates multiple perspectives, including those from the Majority World and those experiencing poverty and injustice
- encourages pupils to ask questions and develops critical thinking
- is participatory and experiential; affective as well as cognitive
- challenges assumptions and stereotypes, fostering self-awareness, permitting learners to acknowledge in themselves a range of motivations/attitudes, and to question the way they think
- is balanced, acknowledging the reality of poverty and inequality and exploring the causes, while offering positive images of Majority World peoples and cultures
- includes opportunities for pupils to respond and make a positive contribution.

(Guidelines derived from a summary of the features of good global education in *Every Child of God Matters Everywhere: Global Education in Church Schools*, Bradford and Ripon & Leeds Diocesan Education Team, 2008)

'Majority World'

Majority World is an alternative term for Developing World/Countries, Global South or Third World. It generally refers to countries in Africa, Asia, South and Central America and the Caribbean in a way that is both more geographically accurate and less pejorative than other terms.

RE and the wider curriculum

The Global Neighbours accreditation criteria expects development across the full curriculum in a school's journey through the award levels. However, there is an emphasis on the contribution of RE and the role of faith. This does not mean taking an unquestioning view of the role of religion in global issues. Many



Courageous advocacy begins with basic skills, values and concepts.

people of faith acknowledge diversity of views within their faith tradition, and that some views held by religious people and organisations have, in many eyes, perpetuated rather than challenged injustice.

Foundations in the early years and Key Stage 1

A school's coverage of global citizenship and courageous advocacy begins with basic skills, values and concepts (for example: sharing, collaboration, empathy, respect and care for people and environment) in the Early Years and Foundation Stage of formal education. The construction of these building blocks may not always have a particularly 'global' feel about them in Reception and Key Stage 1 (although they should be set in a global context wherever appropriate). *Oxfam's Education for Global Citizenship: A guide for schools* contains a useful curriculum for global citizenship charting the possible development of these aspects from the age of three. Download it at: oxfam.org.uk/education

Progression and expectations across Bronze, Silver and Gold

Accreditation criteria (pages 11-13) may look similar across Bronze, Silver and Gold categories; however, progression is more in terms of degree, both in breadth and depth.

Bronze: the emphasis is on pupils beginning to engage with global citizenship themes through at least one curriculum area. All pupils will have these opportunities as they progress through the school, although they may not yet feature prominently in every year group or in more than one or two areas of the curriculum.

Teaching and learning (continued)

Silver: a marked change in the depth of engagement (from 'encountering' and 'discussing' at Bronze level to 'engaging with' and 'developing understanding of' at Silver level, with pupils able to explain their thinking), supported by a broader engagement across pupils' educational experience. Requirements will be evident as recurring themes, and most pupils will be encountering these issues, questions, ideas and perspectives through the curriculum of a given school year.

Gold: systematic coverage across the breadth of the curriculum and year groups, with appropriate progression, and evidence of greater critical thinking in relation to the key ideas and perspectives. Schools will continue to broaden the range of perspectives with which pupils are engaging (for example, considering the teachings of at least two different faiths on issues of injustice).

Q Suggested evidence

Evidence presented to an assessor verifying a Silver or Gold award would normally comprise short-, medium- and long-term curriculum plans, plus samples of pupils' work (in any form). Assessors will also discuss the work with pupils and staff (and other community representatives as appropriate).

Examples

Pupils could:

- study faith-based organisations working to

tackle poverty (eg, Christian Aid and Islamic Relief – see Christian Aid's Beliefs and Actions in the World resource)

- analyse different scriptural texts that inspire visions of justice
- investigate the lives of people of faith who have taken action against poverty and injustice (those with a national or international profile and those from the local community)
- learn about traditions of protest and advocacy for justice within faiths and the role of people of faith (from different countries and backgrounds – including people in Majority World countries) in campaigns to cancel international debt or tackle climate change
- apply the 'Parable of the Good Samaritan' to pupils' understanding of who our neighbours are and what it means to be a good neighbour, possibly using art, drama and Philosophy for Children
- explore biblical teaching, the work and motivation of a faith-based organisation and the causes and effects of injustice through studying climate change with the support of Christian Aid's Crazy Climate resources
- design campaigns to spread the message of faith-based organisations working to end poverty, injustice and exploitation of the natural world.

Wider than RE

Pupils could:

- use Christian Aid's Global Explorers interactive online resource to compare their lives with those of children around the world
- use circle time, Philosophy for Children or reflection time to explore answers to 'big questions' about injustice, using appropriate stimulus material (eg, stories from Christian Aid's work in Christian Aid Week)
- learn about the challenges and journeys faced by refugees through playing Christian Aid's Safe Place Ludo game, leading to discussion about current refugee situations, promoting acceptance and welcome. An alternative entry point (for example, in Key Stage 1) to issues of asylum and migration could be through the stories of Paddington Bear
- play simulation games (such as Christian Aid's Paper Bag Game and the Chocolate Trade Game) which highlight global connections and injustice
- explore the use of music in protest and as a force for social change – including instances of this within faith traditions
- develop creative ways of presenting their views and learning about global concerns and faith-based perspectives via poetry, dance, music, drama or art, thereby linking to expressive arts subjects in the school curriculum.

Collective worship and spiritual development



Pupils should take increasing ownership of planning and leading collective worship.

Key principles

Pupils should have opportunities to engage with global themes such as injustice and poverty during collective worship throughout the school year, rather than in one term only, so that they grow in their awareness of global issues over time.

As well as using regular dates in the calendar, schools should be responsive to current affairs and sudden events, being mindful of those that do not command lots of media attention. Pupils should take increasing ownership of planning and leading collective worship.

Progression and expectations across Bronze, Silver and Gold

To meet Bronze criteria, it should be evident that all pupils have opportunities to engage with these themes and ideas through collective worship on at least a termly basis. As schools engage more deeply with Global Neighbours, we expect to see collective worship featuring engagement with global citizenship themes, a concern for justice and the promotion of courageous advocacy with increasing regularity. There will also be evidence of pupils taking greater ownership of planning and leading globally-themed collective worship and articulating their own responses, reflections or prayers as part of their own spiritual development.

Suggested evidence

Collective worship plans show:

- regular inclusion of global issues for all pupils (at least once every half-term)
- responsiveness to unexpected global events (such as humanitarian crises) in collective worship
- use of testimony or case studies of how faith motivates people to confront poverty and global injustice
- pupils in multiple year groups creating prayers or reflections in response to global issues
- pupils recording or sharing their own pledges/resolutions in response to issues explored
- pupil participation in the planning, preparation and leading of collective worship focused on global issues.

Please note:

evidence presented to an assessor visiting a school could include examples of participating in and leading collective worship (in any form, including photographs or film), plus samples of pupils' reflections and prayers. An assessor may also discuss the work with pupils, staff and other community representatives as appropriate.

Collective worship and spiritual development (continued)

Examples

- The global citizenship calendar on pages 36-37 provides focal points for reflection and ideas for adding a global perspective to key dates in your school calendar, such as Harvest or Christmas (visit christianaid.org.uk/schools for resources).
- Highlight significant global events that affect those living in poverty during reflection time and allow flexibility for reflection or prayer around unexpected global events; pupils could form their own responses or prayers.
- Christian Aid and Prayer Spaces in Schools have jointly created six prayer activities called The Justice Series, including case studies and opportunities to respond. (Search for 'Christian Aid' under Prayer Activities in the Resources section at prayerspacesinschools.com).
- Ask visitors from local churches to explain how their faith motivates them to confront poverty and global injustice; invite a Christian Aid Teacher to come and speak.
- Use Christian Aid's films and resources to show how faith motivates Christians to stand against poverty.
- Encourage pupils to create 'pledges' in response to issues presented. They may wish to discuss these with one another and record their thoughts in reflection journals or the class floor book.
- Members of the school council or collective worship council could highlight global issues to consider during collective worship or reflection time, perhaps acting as class representatives and garnering the opinions of other pupils to inform their planning.
- Individual classes may take responsibility for planning collective worship around a particular issue they have been learning about.



Christian Aid resources are available at caid.org.uk/schools

Pupil participation in active global citizenship

Key principles

Educational, empowering and ethical

It is natural that when pupils learn about issues of injustice they want to act to change things, and it is important to support them in working this out in practice. The old saying 'think global, act local' helps demonstrate how local action and global issues are interconnected.

The most important principles here are that:

- taking action should be a deeply educational and empowering experience involving reflection and critical thinking
- pupils should be involved in decision-making and have a sense of ownership and understanding of why they are taking a particular action; for example, a class thinking through how it would like to respond collectively, voting on different options
- pupils should be encouraged to think critically through the full range of options and how they help address the causes and symptoms of a particular situation
- pupils should be supported to think through the possible consequences of their actions and to take account of the law, school policies and ethical and safety considerations
- an important part of the learning process is to reflect on what has been learned through taking action.

Age-appropriate

Assessors expect the practice reflecting these principles to be more fully formed in Key Stage 2 than in Key Stage 1 and the Early Years and Foundation Stage. The important phrase here is age-appropriate. They would not expect five-year olds to have thought through the causes and effects of climate change and the wider implications of a range of options! Work with younger pupils may focus more on basic concepts, skills, values and attitudes than in-depth analysis of issues, although the principle of encouraging even the youngest pupils to consider how they might act in the light of their learning still stands. The pen portraits of schools on pages 26 - 31 demonstrate some ways of doing this in an age-appropriate way.



Charity in context

Fundraising for charities can make a huge difference to people's lives. It can also be a powerful expression of concern and solidarity as well as a means for developing skills in courageous advocacy. As such, it should be undertaken thoughtfully. This involves ensuring pupils learn about the work of a charity they are supporting in ways that respect the dignity and agency of the people the charity seeks to support. It also means setting fundraising in context.

Christian Aid, for example, considers poverty to be about disempowerment, with the fundamental cause being the misuse and inequality of power. Fundraising – on its own – is unlikely to solve underlying injustices, which is why Christian Aid and its partners are at the forefront of important movements to overturn the structures and systems that perpetuate poverty and injustice. Therefore, Global Neighbours assessors will be interested in both the active participation and decision-making of pupils in fundraising and the ways in which pupils are also thinking more broadly about how they can be agents of change.

'When I give food to the poor, they call me a saint, when I ask why the poor have no food, they call me a communist.'

Dom Helder Camara, Brazilian Archbishop

Pupil participation in active global citizenship (continued)

➔ Progression and expectations across Bronze, Silver and Gold

The overall direction of travel from Bronze to Gold is one of depth and breadth of engagement across the school, with criteria reflecting pupils' increasing participation, ownership, leadership, critical thinking and reflection.

Bronze: evidence of some pupils actively involved in projects and activities that combine learning, decision-making and action during the school year. This means all pupils will have such opportunities as they progress through the school, although they may not yet feature prominently in more than one or two year groups.

Silver: the majority of pupils will be involved in projects or activities that involve them in learning and action at some point during a school year. These will commonly involve pupils planning actions in relation to their understanding of the causes and effects of the issues they are addressing and considering a range of options. This approach will be evident as a recurring theme through most pupils' journeys through the school.

Gold: all pupils will have age-appropriate opportunities for reasoned decision-making action during the school year. There will be evidence of pupils initiating activities and

sharing responsibility with others for organising their implementation, as well as evaluating their actions and learning.

🔍 Suggested evidence

Evidence presented to an assessor to verify a Silver or Gold award could include records of projects and events showing pupils' participation, plus feedback from partners in the community or charities (in the form of documents, photographs or film). Curriculum plans will show how the action is rooted in teaching and learning. An assessor may also discuss the work with pupils and staff (and other community representatives as appropriate).

Examples

Pupils could explore the potential of a wide range of actions, including:

- raising money for a charity addressing the issue they are investigating

- participating in an existing campaign – or starting their own
- communicating their views to their local councillor, MP or business representatives
- raising awareness in the wider community through expressive arts, the media and digital technology, writing for school or community publications or staging a stunt or play
- making changes to their personal lifestyles and consumer choices – and encouraging others to do likewise.

Schools have found creative ways to combine several ideas simultaneously. In staging a single event, pupils might: raise awareness of an issue among an audience of parents and carers, community groups and local political representatives; encourage attendees to take action; raise money through ticket sales or refreshments; reach a wider audience through local media coverage.



Community engagement



Being a global citizen is about exploring our connectedness and relationships with others.

Key principles

Being a global citizen is about exploring our connectedness and relationships with others – locally, nationally and globally – and playing a full part in one’s own community. It is important to help pupils realise they can be part of a wider movement for change in our world, and that change happens when people join together in a common cause – sometimes through unlikely ways and alliances.

Fulfilment of the criteria for community engagement should not be viewed as separate, or necessarily extra, to work on other sections. Community engagement should form an integral part of teaching and learning, collective worship and pupil participation for active global citizenship.

The reference to pupils having age-appropriate opportunities to participate in mutually beneficial partnership links with schools/communities around the world reflects the value that well-planned links can add to pupils’ global understanding and to communities involved. However, we recognise that this is

challenging, and in applications for a Gold award, assessors will not look for perfection but evidence of the school rising to meet the opportunities and challenges with their partner schools.

Mutually beneficial international school partnerships

‘Linking ideally involves people-to-people contact, leading to equal, mutually beneficial relationships across cultures, with the aim of understanding the reality of each other’s lives, and thereby contributing to changes in both of their societies.’

UK One World Linking Association, 2006

Guidance on achieving these ideals is provided by Oxfam’s guide to Building Successful School Partnerships (oxfam.org.uk/education) and from the British Council via schoolsonline.britishcouncil.org

Community engagement (continued)

➔ Progression and expectations across Bronze, Silver and Gold

Bronze: pupils should have age-appropriate opportunities to share their learning and action with the wider school community, including parents and carers (for example, through regular school newsletters).

Silver: schools will be expected to demonstrate good use of community links and visitors to support and enrich pupils' engagement with global citizenship themes and issues, with a focus on helping pupils to engage with decision makers (councillors, local MPs, local church leaders or their school governors) in simple ways. There will be clear evidence of the majority of the school's pupils each year having meaningful involvement with these links and opportunities in one way or another.

Gold: evidence of the full range of opportunities described within the Gold criteria in the life of the school, with all pupils having regular opportunities to engage in one or more of these ways.

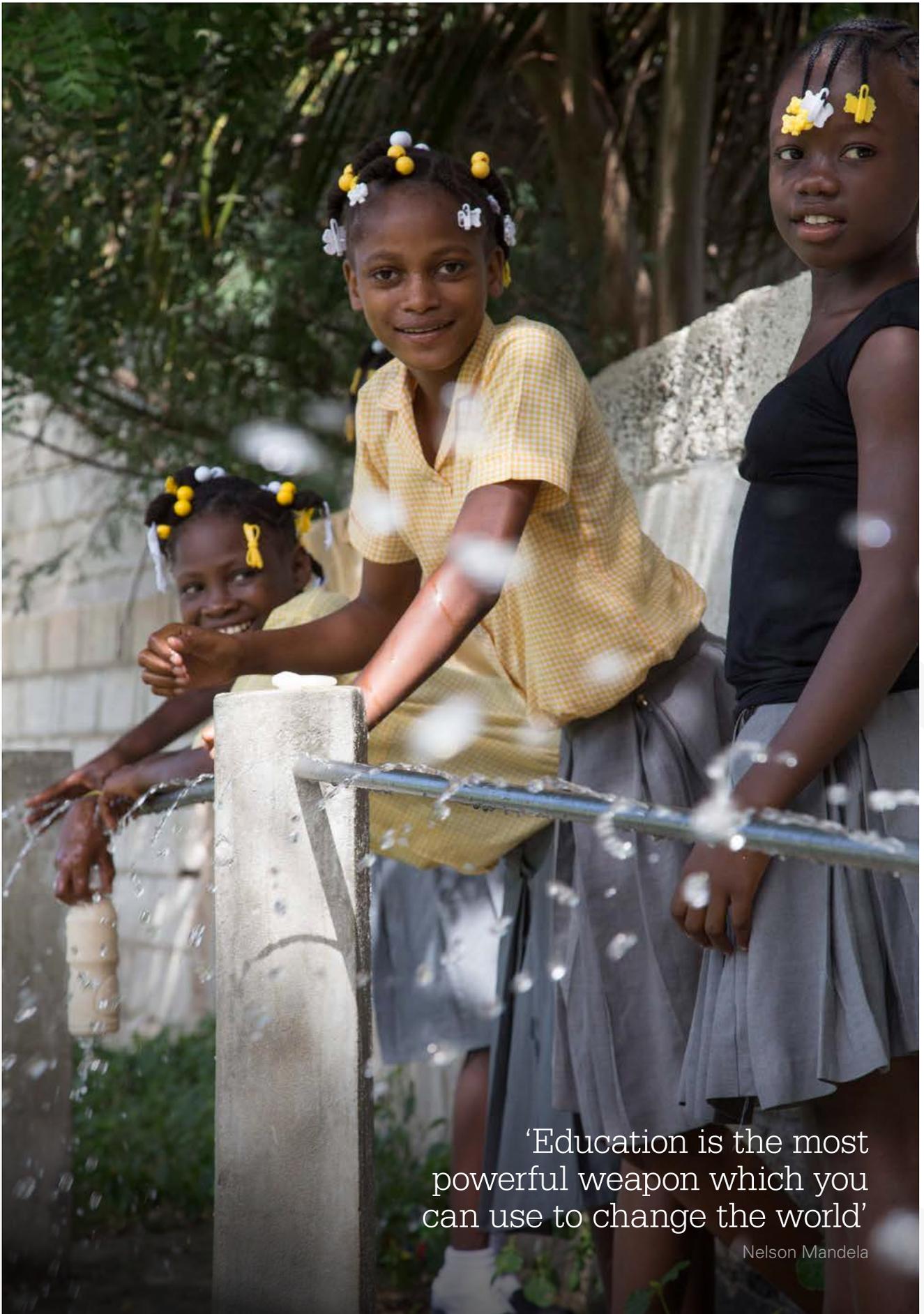
Q Suggested evidence

Evidence presented to an assessor could include records of projects and events showing the participation of pupils, plus feedback from partners in the community or charities (in the form of documents, photographs or film). Curriculum plans will show how the action is rooted in – and supports – teaching and learning. An assessor may also discuss the work with pupils, staff and other community representatives as appropriate.

Examples

Community engagement could include pupils:

- writing for school and community newsletters, magazines and websites about their engagement with global citizenship themes (blogging or vlogging)
- inviting parents and carers to occasions in school where they are sharing and reflecting upon their learning and action (in collective worship, exhibitions of pupils' work and other events)
- participating in community events or acts of worship in local churches
- sharing learning with pupils in other schools locally, nationally and globally through curriculum projects and school partnerships
- meeting their MP to present concerns and requests on a particular issue
- presenting their work in an exhibition in a local community centre, church, or library
- staging community fundraising or awareness-raising events in relation to global issues or related charities
- learning about their Diocese's Companion Links and engaging with schools in partner dioceses as part of those links
- meeting and interviewing representatives of a charity working globally.



'Education is the most powerful weapon which you can use to change the world'

Nelson Mandela

4

Pen portraits of schools
earning Bronze, Silver
and Gold awards



Pen portraits of schools earning Bronze, Silver and Gold awards

These are not prescriptive but illustrate the quality, extent and reach of the work within and beyond the school at each award level, highlighting the diversity of approaches.

Bronze: On the journey

School A

The school's geography and RE coordinators felt pupils were not learning enough about important global issues. Although fundraising events such as Red Nose Day touched on global poverty and injustice, these were rarely followed up. Consequently, they have:

- extended a current Year 2 unit on water to explore children's access to, and use of, water in different countries. This involves identifying similarities and differences and empathising with their global peers, making pledges relating to their own use of water, and fundraising to support clean water projects
- expanded an existing unit on healthy eating in Year 3 to explore where their food comes from, combining RE and geography to highlight global interdependence and explore ethical questions around food production and consumption, using Philosophy for Children. This has led to pupils running an awareness campaign on healthy and ethical food choices around the school and in communications with parents
- planned globally-themed collective worship for World Water Day and World Food Day in which pupils' work is shared with the wider school community and parents.

The school teaches a Christian Faith in Action unit as part of its RE programme for Year 5 pupils, exploring how people are inspired by their faith to improve people's lives. The RE coordinator added a strong global dimension by incorporating the Exploring Christian Aid schools resources from the Christian Aid website, plus the work of CAFOD and church mission agencies.

In meeting the criteria for a Bronze award, the school has committed to an action plan for

developing this work across all areas of the Global Neighbours accreditation framework, including a plan for achieving a Silver award.

School B

The school has introduced a global citizenship dimension to its RE with an annual unit of work for Year 4 exploring what it means to be a good neighbour, locally and globally, based on the Parable of the Good Samaritan. This involves studying the work of Christian Aid and their local foodbank. The school has also made this 'good neighbour' theme, and the work of the foodbank and Christian Aid, a focus of its collective worship over the first half-term of the school year (encompassing Harvest Festival which supports the local foodbank and World Food Day). It called upon a volunteer Christian Aid Teacher to share how Christian Aid works to ensure people have access to the food they need.

The global food theme is also taken up in an existing Year 2 topic on food where pupils explore where their food comes from to highlight our global interdependence.

All pupils encounter global issues and Christian perspectives at least once every term through celebrations of international days, weeks and festivals in collective worship. These include Fairtrade Fortnight, International Women's Day, and Christian Aid Week when pupils choose a challenge that responds to what they have learned.

The school has presented an action plan for developing this work across all areas of the Global Neighbours accreditation framework to achieve a Silver award.

Silver: Deepening and widening engagement

School C

The school shares its rationale for global citizenship with parents and on its website. Its School Development Plan prioritises courageous advocacy and global citizenship, and staff have participated in continuing professional development (CPD) sessions supported by a local Development Education Centre (see 'Further resources and support' on pages 38-39). Many have become involved in developing or teaching curriculum units or supporting collective worship and community engagement in relation to the global citizenship programme.

The school's collective worship calendar ensures reflection on a global issue at least once every half-term with the regular involvement of a Christian Aid Teacher, but there is also space for leaders to respond to topical global matters. In some instances, pupils lead aspects of collective worship with support from staff, especially in Christian Aid Week when pupils choose ways of getting involved. Through its use of Christian Aid material, in conjunction with the national Understanding Christianity resources and collective worship, the school is demonstrably ensuring progression in pupils' understanding of the relationship between biblical teaching and matters of poverty, injustice and exploitation of the natural world across Reception, Key Stage 1 and Key Stage 2.

While the RE curriculum and collective worship are at the heart of the school's global citizenship work, it has harnessed expressive arts and English for pupils to express their views and engage wider audiences within and beyond the school, especially in Key Stage 2 where pupils:

- submit entries for the Divine Chocolate poetry competition in a unit on global connections in Year 4 (this unit also involved pupils playing Christian Aid's Chocolate Trade Game, considering how they could engage their local community)



- use art to convey the teachings and insights of Christian faith on injustice and exploitation of the natural world in Year 5, exhibiting in the local church where they were a focal point in an all-age worship service (pupils were involved in making decisions about, and planning, these activities)
- practice persuasive writing through real-life letters to their MP about universal access to education in Year 6.

The school's action plan for a Global Neighbours Gold Award focuses on:

- strengthening opportunities for pupils to take action and develop advocacy skills
- making greater use of the Diocese's Companion Link in partnership with other schools in the diocese
- evaluating the impact of the school's provision on pupils' understanding, attitudes and skills in global citizenship and courageous advocacy
- reviewing how school policies and leadership can reinforce commitments to global neighbours.

Silver: Deepening and widening engagement

School D

Having consulted pupils, staff, parents, diocesan advisers and the local church, the school has developed three cross-curricular projects, delivered each academic year through a 'global citizenship focus fortnight'. Its 'collective worship outwards' approach introduces the theme during collective worship at the beginning of the fortnight. Pupils then pursue a programme of learning, active global citizenship and community engagement, bringing their learning, actions and reflections back into collective worship at the end of the fortnight.

The RE and geography coordinators provide CPD for staff around the theme they are involved in teaching, with support from a Christian Aid Teacher. Each project includes cross-curricular elements.

The Year 1 and 2 class focuses on water for life. Pupils consider water as a habitat for different living things and what it might be like to live somewhere where there is not much water, identifying similarities and differences between their lives and those of children in their developing link with a school in India. They investigate their use of water in their own homes, and the cultural and religious significance of water in the two contexts. They look at basic causes and effects of water pollution in India and the UK, and how and why some people around the world do not have access to clean water. After exploring biblical ideas about stewardship of the Earth, they consider how they could conserve water and enhance access to clean water, resulting in: pledges to reduce water waste; fundraising for a charity that supports communities in India claiming their rights to clean water and sanitation; participation in a toilet-twinning scheme.

The Year 3 and 4 class focuses on safe homes.

Pupils compare homes around the world, and investigate how earthquakes, flooding, hurricanes and conflict have destroyed homes and displaced large numbers of people in specific contexts. The difficult journeys that people make as refugees are explored using Christian Aid's Safe Place Ludo game, leading to exploration of biblical accounts of similar journeys and Christian teaching about welcoming our global neighbours. Last year, as well as fundraising for Christian Aid's work with refugees, pupils decided to make their school a School of Sanctuary, under a scheme operated by the City of Sanctuary network, presenting their work and ideas to the head teacher and governors to gain their support.

The Year 5 and 6 class focuses on links between climate change and poverty. Pupils investigate causes and effects of climate change, consider Christian teachings on caring for creation and poverty and injustice, and learn about the work of local and global faith-based and secular organisations tackling climate change. Pupils discuss and vote on a class action, dividing into groups to work on further action projects. The class invites their MP and representatives of the local church to a presentation of their work as part of the collective worship that draws the fortnight to a close.

The school has committed to an action plan to achieve the Global Neighbours Gold Award, which will: develop global citizenship themes and opportunities for participation and community engagement through the year; strengthen its Key Stage 1 coverage of key concepts, skills and values, with particular attention to learning in Reception; commit to working with its partner school in India to develop greater mutual benefits around the schools' respective curricula; embed principles of global citizenship and courageous advocacy in school policies.

Gold: Global citizenship deeply embedded across the whole school

School E

The school has used the UN Sustainable Development Goals as a framework for integrating global citizenship across all year groups within the school and for developing its provision across all areas of the Global Neighbours accreditation framework. Staff have designed a scheme of work for each year group centred around one of the goals, with each unit weaving together elements of RE, geography, maths (building on skills developed in earlier years).

The units involve learning about the work of international organisations and charities and people of various faiths and none, in relation to each of the goals. Some units make extensive use of a partnership with a school in Malawi. Within each unit, pupils make decisions about how they can act on the issues and engage the wider community. Pupils in each year group incorporate their learning and reflections into planning and leading collective worship, often inviting parents and representatives of local community organisations and churches. As a UNICEF Rights Respecting School and a Fairtrade School*, it has developed a culture and structure of pupil leadership, voice and participation and a rights-based framework to help pupils explore the justice-based dimensions of global issues.

Each year, this work is collated and presented in an annual exhibition in their local public library and local church where they also participate in an annual celebration service, offering reflections and prayers on the issues they want to share with the congregation. Last year, this resulted in the school and church working together on events to raise money for Christian Aid Week.

The school leadership has agreed an ethical purchasing policy with the school's governing body that considers the impacts of the school's spending on its global neighbours. The leadership team holds regular staff meetings to share best practice in global citizenship and courageous advocacy, and plan further development in each year group. This is increasingly informed by a rigorous approach to evaluating the impact of the school's global citizenship activities, using ideas from the 'How do we know it's working?' toolkit developed by the Reading International Solidarity Centre (see the 'Further resources and support' section on pages 38-39). School leaders also share learning and practice with other schools within its diocesan schools hub.

The school continues to plan for further development and improvement in relation to global citizenship each year.

* Holding other awards is not a precondition of achieving a Global Neighbours Gold award. However, where participation in other schemes demonstrably relates to the Global Neighbours criteria, this should form part of a school's self-evaluation and will be taken into account by assessors.

Gold: Global citizenship deeply embedded across the whole school

School F

The school has taken an evolutionary approach over several years with the support of a volunteer Christian Aid Teacher and the local Development Education Centre. In some year groups this has involved creating new units of work (for example, using Christian Aid's Crazy Climate resources to prepare pupils for an active global citizenship project involving the wider community on climate change). All pupils encounter learning from their school's link with a school in Ghana, through collective worship and also in a couple of Key Stage 2 units.

The most notable feature has been the way in which the school has creatively developed existing units to include opportunities for global learning, courageous advocacy and RE on global themes, together with reflection on Christian teachings on injustice and exploitation of people and planet, and perspectives of other major faiths. These permeate collective worship, the outdoor classroom, forest school, local community links and Philosophy for Children in each year group. In the Key Stage 1 curriculum, special attention is paid to nurturing foundational skills and values for global citizenship using Oxfam's Curriculum for Global Citizenship.

This approach has been shaped by the senior leadership team's view that global citizenship is less a series of discrete topics and more a way of teaching and being that informs, develops and enriches what is already being taught. It is something they have modelled in the development of school policies.

Every opportunity is taken to help pupils develop political literacy and practice advocacy skills by writing to, or meeting with, decision-makers. For example, pupils wrote to a supermarket asking it to reinstate products bearing the Fairtrade certification and met with their MP as part of the Send My Friend to School campaign. This 'courageous advocacy' has refocused the school's approach to fundraising with more attention paid to the underlying causes of problems charities are addressing.

Ten years ago, the school's annual global citizen focus week was its main strategy for covering global citizenship, but it now showcases pupils' work and engages the wider community and other schools in the multi-academy trust. It is within this context that the school works with others to plan for the development and improvement of its provision in relation to global citizenship each year.



5 How to apply for accreditation

STEP 1

Sign up

Register at caid.org.uk/globalneighbours
You will be sent a link to the Global Neighbours accreditation tools page.

STEP 2

Get the tools

Everything you need to apply for accreditation is on the Global Neighbours accreditation tools page (you will be sent a link to this when you first register). There you will also find details of your local Christian Aid office. They will be able to assist you with ideas, resources, and (subject to availability) volunteer Christian Aid Teachers who can visit your school.

STEP 3

Get started

Use this handbook for ideas on what you could do in each category, bearing in mind that these are not prescriptive or exhaustive.

STEP 4

Apply for accreditation

Apply for accreditation on the website.

Visit: caid.org.uk/globalneighbours

STEP 5a**Bronze award**

On the website, you will find an evidence form and can submit evidence about what you've done. An assessor will make a decision based on the evidence you provide (there is no assessor visit for a Bronze award).

STEP 5b**Silver or Gold awards**

On the website, you will find an evidence form and can submit a brief overview of what you've done. You can provide more information for the assessor when they visit your school.

STEP 6**Assessor visit**

An assessor will contact you to arrange a school visit. They will be looking for information and evidence about how your school has engaged with all five areas of the Global Neighbours framework. The assessor will either award your school or advise you on how to achieve an award next time.

STEP 7**Decision time**

You will be sent the assessor's decision and report. Hopefully, your school can celebrate its hard work with an award. If the assessor felt more work is needed, that will be outlined in the report.

**Celebrate**

There are tools to help you celebrate your success on the Global Neighbours portal page. These include a press release to inform the local media. Christian Aid will also send you your award notice and letterhead logo, plus a special certificate for Silver and Gold schools. The award lasts for up to three academic years. At the end of the award period, you will be able to re-apply.

**Try again**

If you were not successful in attaining an award this time, you can use the feedback to help you reapply.

6 Support and resources



‘Christian Aid supports learning about Christian perspectives on a range of global justice issues’

How Christian Aid can support your school

Christian Aid is well placed to support learning about Christian perspectives on a range of global justice issues from poverty and inequality to refugee movements and climate change. We also provide resources and opportunities to support young people in thinking through and implementing their informed choice of action.

caid.org.uk/schools

Our website for teachers offers resources, ideas and games for the classroom, plus support for collective worship.

Christian Aid Teachers

We have a small-but-growing group of volunteer Christian Aid Teachers who, subject to availability, can:

- guide teachers through the accreditation process and provide the encouragement and support of a critical friend
- highlight relevant Christian Aid resources and opportunities for teaching and learning
- offer workshops and lead assemblies for your pupils.

Our Christian Aid Teachers are experienced and skilled in working with teachers and young people; many have professional backgrounds in education or youth work and all are DBS-checked.

While we cannot guarantee a volunteer Christian Aid Teacher for every participating school, we know they add value and support so will do our best to help. The more flexible you can be on dates and times, the more likely it is we will be able to do so.

It is, however, totally possible to achieve accreditation at any level without the support of a Christian Aid Teacher.



To request support from a Christian Aid Teacher, contact your nearest Christian Aid office (visit christianaid.org.uk/get-involved-locally to find out how to contact your nearest Christian Aid office).

Global citizenship calendar



There are many dates in the calendar that can provide inspiration or a focal point for teaching and learning, collective worship and pupil participation in active global citizenship, for example:

Calendar dates for which Christian Aid produces its own relevant resources are highlighted in orange tint. Christian Aid resources mentioned in the calendar can be downloaded from caid.org.uk/schools You will also find a Disaster Strikes resource to help you respond to disasters and details of any emergency appeals.

Martin Luther King Jr Day	On or around 15 January	A day marking the life of the celebrated civil rights campaigner. Christian Aid has a Martin Luther King assembly at caid.org.uk/schools
Holocaust Memorial Day	27 January	Learning lessons from the Holocaust and subsequent genocides to create a safer, better future.
Show the Love	February	A chance for pupils to learn about climate change and show their concern for its impacts on people and planet. Details and resources at fortheLoveof.org.uk
Lent	February/ March	An opportunity for pupils to mark Lent by joining Christian Aid in 'Count Your Blessings'. Resources (and dates) available on the Christian Aid website.
International Women's Day	8 March	Christian Aid offers assembly material exploring gender inequalities.
Fairtrade Fortnight	Late February/ early March	Promoting the principles and products of fair trade. Check dates and Fairtrade Foundation resources at schools.fairtrade.org.uk Christian Aid Chocolate Trade Game and Christian Aid Fairtrade assemblies are available online.
World Water Day	22 March	Christian Aid assemblies on water are available online.
Divine Poetry Competition	March/April	Fairtrade poetry with a chocolate flavour: divinechocolate.com/uk/poetry
World Health Day	7 April 2018	Raising awareness of different threats to our health. Christian Aid assemblies on health available online.
Earth Day	22 April	Raising awareness of the challenges to the wellbeing of our planet and the life it supports. Christian Aid's Crazy Climate resource pack and assemblies on climate change and sustainability are available online.
World Malaria Day	25 April	Raising awareness of malaria as a curable and preventable disease. Christian Aid has an assembly on malaria, available online.

Send My Friend to School	April- July	Resources to support learning and action during the summer term on access to quality education around the world: sendmyfriend.org
Christian Aid Week	May	Resources for learning, fundraising and action are mailed out to schools on our mailing list, and are also available online. Check exact dates on the Christian Aid website, but activities could also take place outside of this week.
World Environment Day	5 June	Raising awareness of the need to preserve and enhance the environment. Christian Aid has lots of assemblies on climate change and sustainability.
World Day Against Child Labour	12 June	Highlighting the plight of children across the world who are forced to work: un.org/en/events/childlabourday
Refugee Week	June	Raising awareness of refugee experiences and celebrating the contribution of refugees to the UK. Check exact dates each year at refugeeweek.org.uk Christian Aid's Safe Place Ludo board game can be ordered through the Christian Aid website.
Nelson Mandela International Day	18 July	A call to action for people to take responsibility for making the world a better place, a small step at a time, as Nelson Mandela did. Christian Aid has an assembly on Nelson Mandela.
International Day of Peace	21 September	Declared by the UN General Assembly in 2001, the International Day of Peace calls on people everywhere to honour a cessation of hostilities throughout the day. Find out more at internationaldayofpeace.org Christian Aid has assemblies on conflict and peace.
Harvest	September	Christian Aid produces Harvest materials each year, available online from the start of September.
Black History Month	1 – 31 October	Celebrating and honouring the achievements, culture, and the history of Black people while campaigning to eradicate ongoing racism.
World Food Day	16 October	Raising awareness of food security and strengthening solidarity in the struggle against hunger. Christian Aid has assemblies on the issue of food and hunger. A Christian Aid Teacher workshop on food is also available.
International Day for the Eradication of Poverty	17 October	Promoting awareness of the need to eradicate poverty and destitution in all countries. Relevant resources are on the Christian Aid website.
Anti-Slavery Day	18 October	Raising awareness of modern-day slavery and human trafficking.
One World Week	October	One World Week encourages people to take action to build a just, more equal, inclusive and peaceful world. Visit oneworldweek.org for exact dates each year. Christian Aid's website will carry resources relevant to the chosen theme.
World Toilet day	19 November	Raising awareness of sanitation issues. Christian Aid has assemblies on water and sanitation. Plenty of inspiration at toilettwinning.org
Christmas	December	Christian Aid materials for Christmas are sent to schools on our mailing list and are available on the website.

Further resources and support

We are not expecting schools to rely exclusively on Christian Aid resources and support. Working in partnership with others is written into our DNA and we want to build upon support you access elsewhere. Everything your school does in support of the criteria for Global Neighbours accreditation can be brought together under this scheme.

Here are some of the sources of ideas and guidance that could help a school committed to developing global citizenship, in addition to those listed in the Global Citizenship Calendar on pages 36-37.

Common Everybody **commoneverybody.com**

A web platform to help your school enrich and strengthen international school partnership, pairing individual learners between classes at the two schools and enabling children to make friends and collaborate on projects together.

Development Education Centres (DECs)

globalclassrooms.org.uk/where-are-we for details of your nearest Development Education Centre.

The Consortium of Development Education Centres (DECs) comprises 23 members across England, each an independent local-based, not-for-profit organisation whose core work is the support and delivery of global learning to schools and communities.

Global Dimension website **globaldimension.org.uk**

A searchable guide of more than 1,000 reviewed books, films, posters and web



resources which support global learning across all age groups and subjects.

Global Learning Programme **globaldimension.org.uk/glp**

The Global Learning Programme is building a national network of like-

minded schools, helping teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3. It provides free support for whole-school approaches to global citizenship and professional development for teachers.

Every Child of God Matters Everywhere – the (then) Dioceses of Bradford and Ripon & Leeds

arcworld.org/downloads/everychildofgodmatters

Although referencing frameworks that no longer feature in official guidance to schools, this remains an excellent, comprehensive guide to developing global citizenship in church schools, containing reflection on theological rationale, tips and professional development activities for teachers.

How do we know it's working?

toolkit.risc.org.uk

This innovative toolkit provides 42 engaging classroom activities for pupils of all ages, plus case studies sharing ideas for using the activities in planning, teaching and evaluation. Devised by a network of teachers in the UK, Czech Republic, Slovakia and Ethiopia, it supports teachers in finding out what pupils think about global and local issues and provides tools for measuring the impact of their teaching.

Oxfam Global Citizenship Guides

oxfam.org.uk/education

Oxfam's series of Global Citizenship guides provide helpful, practical guidance for schools:

- *Education for Global Citizenship: A guide for schools* provides a detailed guide to development and progression in global citizenship across the 4-11 age range

- *Global Citizenship in the Classroom: a guide for teachers* provides lots of practical teaching ideas and curriculum development tools
- Building Successful School Partnerships gives guidance on developing mutually beneficial international school links and embedding these in the curriculum
- Separate Global Citizenship guides for maths, English and science provide many suggestions for developing pupils' understanding of global justice issues through those subjects.

RE Today Services

retoday.org.uk

Working nationally and internationally, RE Today Services is committed to the teaching of the major world faiths in RE and to an accurate and fair representation of their beliefs, values and practices in all its teaching materials. Its website features ideas for teaching activities.

RE with Soul

rewithsoul.co.uk

'RE with Soul' resources for Key Stage 2 use a 'citizenship-framed' focus for exploring Christianity and its diversity and values, through creative enquiry and live global partnerships.

Schools Online (British Council)

schoolsonline.britishcouncil.org

Access to classroom resources, professional development and opportunities to form relationships with schools across the world.

The Archbishop of York Youth Trust

archbishopofyorkyouthtrust.co.uk

The Archbishop of York Youth Trust Young Leaders Award is a unique active citizenship programme which empowers young people to make a difference in their local community, while growing leadership skills. The Key Stage 2 Award scheme provides interactive materials.

Christian Aid resources are available at caid.org.uk/schools

Frequently asked questions

Eligibility

Is this only for primary schools?

Yes, although we are open to developing this for secondary schools in the future.

Is the scheme only for primary schools in England?

We are currently only able to receive applications for accreditation from schools in England. Schools outside of England can still access all our resources at christianaid.org.uk/schools. If your school is in Scotland or Wales, please contact your national Christian Aid office (visit christianaid.org.uk/get-involved-locally for contact details). If your school is in Northern Ireland or Republic of Ireland, visit the Christian Aid Ireland website: christianaid.ie/resources/schools

The accreditation process

When will we be able to gain accreditation?

Schools can apply at any time. The first assessor visits to schools will take place from April 2018 with awards made shortly after.

How do we apply for accreditation?

The guide on pages 32-33 details how to apply for an award and the stages of the process. The key element is your submission of the Global Neighbours evidence form for schools, available to download from the Global Neighbours portal page. The process minimises the amount of evidence you need to send in support of your application beyond the evidence form. Rather than email, upload, or post large files, schools will be able to present (much more easily) the different forms of evidence when the assessor visits in person.

What are the costs of joining the scheme?

Registration is free, as are most resources. There is only a charge when a school applies for an award, to cover the basic costs of an assessor's time and travel, and of running of the scheme. Current costs are provided on our website (caid.org.uk/globalneighbours).

Do we still have to pay if our application is unsuccessful?

Yes. However, carefully following the guidance in this handbook should minimise the likelihood of this happening. In the case of an unsuccessful application for a Gold or Silver award, the assessor may recommend a lower-level-award (or if the school already has the lower level award, extend it for a further three-year period).

What will an assessor visit involve?

An assessor will visit the school for half a day at an agreed time. They will review evidence provided and meet relevant staff and pupils and other members of the local community as appropriate, to find out about their experiences, plans and learning. Full details on preparing for a visit will be sent on receipt of an application for an award.

What will we receive if we are successful?

Every accredited school will receive a certificate of accreditation and a licence to use the Global Neighbours award logo on school publications and letterheads. Accredited schools also receive guidance and resources to help share their success and learning, for example, through local media.

How long does accreditation last?

The Bronze, Silver and Gold awards expire at the end of the second full school year following the date of the award (a new award period opens in September each year and runs for the remainder of that school year and the following two years). Each award needs renewing between two and three school years from the date of the award, depending upon the stage reached in the school year when the award was made. For example, an award made in April 2018 will be due for renewal in July 2020. You will receive details of how to apply for renewal near the time when your award will expire.

How do you assure quality, consistency and fairness in the accreditation process?

The accreditation process is overseen by the Church of England Education Office which appoints and trains assessors and provides quality assurance.

Fit with other programmes

We have already done a lot of work to support global citizenship across the curriculum, with the support of other programmes and organisations. Will this count towards accreditation?

Yes, in so far as it helps demonstrate your school's fulfilment of the accreditation criteria and is work that is currently being implemented in your school.

How does this scheme relate to other accreditation schemes around global learning and sustainable development (eg, Eco-Schools, Rights Respecting Schools)?

The specific focus of this scheme is on the provision of opportunities for pupils to develop their understanding of global justice issues and become agents of change. In common with many other schemes, it encourages schools to develop global citizenship through multiple areas of the curriculum but it is distinctive in the place given to RE. For church schools, its distinctiveness also lies in its capacity to help them relate work on global citizenship to their Christian character and the framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS). Where your school's participation in other schemes supports the accreditation criteria, they can be used in support of an application for a Global Neighbours School Award.

Can a school be accredited without supporting Christian Aid?

Yes, but we hope you will find the opportunities provided by Christian Aid helpful.

Support, resources, and partnerships

Can Christian Aid send a speaker into our school?

Subject to availability, yes. See page 35 for further details about our volunteer Christian Aid Teachers.

Can our school continue to gain resources from Christian Aid even if we choose not to go for accreditation?

Yes. Our teaching and learning resources are freely available via our website, and our volunteer Christian Aid Teachers will still provide support subject to availability.

Can we work with other schools in the area, diocese or multi-academy trust?

Yes, we strongly encourage schools to share the journey to accreditation.

Does Christian Aid provide support for international school-linking?

Not directly, but there are many other organisations and schemes that do. See 'Further resources and support' on pages 38-39.

Getting in touch

How do we express our school's interest in participating?

Registration at caid.org.uk/globalneighbours is free and entails no commitment to apply for accreditation.

Who should I contact if I have a question or problem not covered by this handbook?

Email schools@christian-aid.org and we will respond as quickly as possible.



A close-up photograph of a person's hand holding a green leaf. The hand is dark-skinned and the leaf is vibrant green. The background is a soft, out-of-focus green, suggesting a natural setting. In the top left corner, there is a red graphic element containing the number 8 and the text 'Contact information'.

8

Contact information

'The world can and must be swiftly changed to one where everyone can live a full life, free from poverty'

Acknowledgements

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All Saints CE Primary School, Leeds; All Saints CE Junior School, Matlock; Christ Church CE Primary, Bootle; Knayton CE Primary School, Thirsk; Naburn CE Primary School, York; St Andrew's CE Primary School, Orford; St Peter's CE Primary School, Leeds; St Wilfrid's CE Primary School, Northenden; Tankersley St Peter's CE Primary School, Bury.

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Contact us

If you'd like to order teaching resources, book a speaker or find out more about Christian Aid's schools work, email schools@christian-aid.org



Christian Aid and the Church of England Education Office share a vision of education that enables all people to experience life in all its fullness.



Christian Aid is a Christian organisation that insists the world can and must be swiftly changed to one where everyone can live a full life, free from poverty. As well as providing urgent, practical and effective assistance where need is great, it works globally for profound change that eradicates the causes of poverty, striving to achieve equality, dignity and freedom for all, regardless of faith or nationality. It is part of a wider movement for social justice.

The Church of England Education Office works in a variety of church and educational settings and seeks to promote an education that allows children, young people and adults to live out Jesus' promise of 'life in all its fullness'. It believes this to be an education that enables every person to flourish in the widest sense: to grow in wisdom; to cultivate a wide-ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community.



We believe in life before death

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