



A handbook for primary schools seeking **Global Neighbours accreditation**

Empowering children to be
courageous advocates for justice



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



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

1 Introducing Global Neighbours



"It has been an amazing experience participating in the Global Neighbours accreditation scheme, and to have finally achieved the accreditation has made it all worthwhile. As a school, we have grown by embracing the role of courageous advocates for change and we are delighted that our hard work has been recognised."

Marie Taylor, RE Lead at
St Margaret's CE Primary School, Warrington

“We are only persons with each other: our humanity is ‘co-humanity’, 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 is an accreditation scheme which recognises and celebrates all that schools are doing to empower their young people to become active global citizens. It was developed by Christian Aid in partnership with the Church of England Education Office with the particular needs and aspirations of church schools in mind. However, the scheme is open to all schools in England regardless of faith affiliation. Whatever your context, a Global Neighbours award represents an outstanding commitment to global citizenship education.

The scheme helps children understand the connection between their lives and that of their global neighbours.



From charity to courageous advocacy

“How does [the school’s] culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?”

SIAMS Framework 2023

The term ‘courageous advocacy’ has become familiar to Church of England and Methodist schools in recent years, not least because it features prominently in Inspection Question 5 of the 2023 Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework. This term is important because it recognises that simple ‘charity’ is not a sufficient response to global injustice. Charitable giving is not in itself wrong, but it is rarely a long-term solution and fails to address the root causes of poverty and injustice.

Effective global citizenship education should therefore empower young people to use their voices as advocates for change. Advocacy involves speaking out alongside and on behalf of another and this can take courage, hence the term ‘courageous advocacy’. At its best, courageous advocacy involves young people directly engaging decision makers (who could be in school and the community, as well as business and political leaders), learning that they have agency and can use their voice to bring about change.

“[Courageous advocacy is] the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard. Speaking out, at whatever level this takes place, requires an element (and sometimes a great deal) of courage! Becoming a courageous advocate for change, therefore, must involve being informed about an issue and it must move beyond simply knowing, to saying and doing. Educating for courageous advocacy must embody 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.”

Caroline Weir ‘Courageous Advocacy’, The Church of England Education Office/Christian Aid, 2021



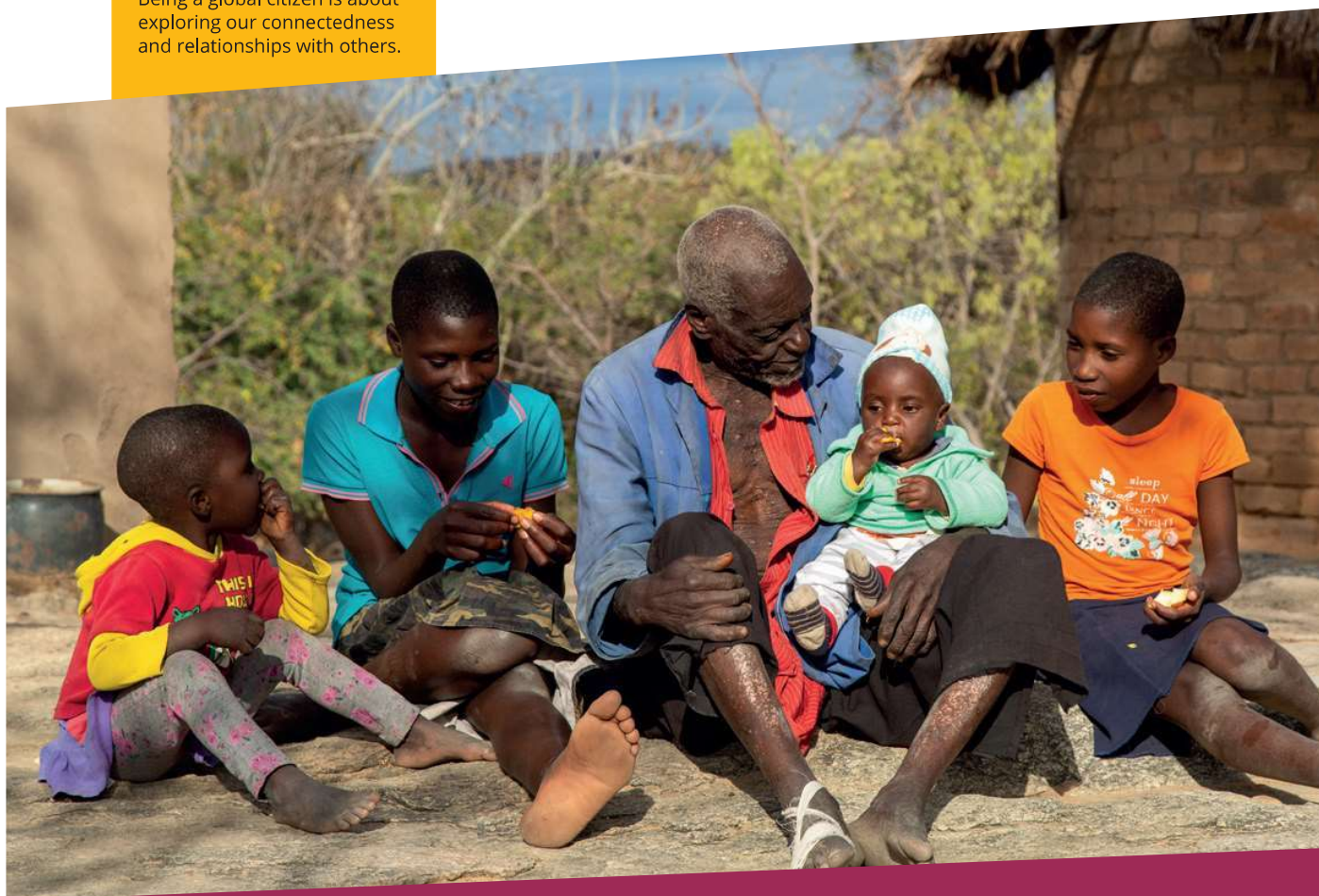
A culture of courageous advocacy in school helps children learn that their voices are powerful and can make a positive impact on the world.

Effective global citizenship education recognises that there are not simple solutions to complex problems. When considering what actions pupils might take as a result of their learning, you are encouraged to think beyond just fundraising. 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

To gain a deeper understanding of the principles underpinning the Global Neighbours scheme, please see the 'Important reading' section, starting on page 22.

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



AREA 1: Leadership, vision and values

Key questions: To what extent are global citizenship education and courageous advocacy prioritised by school leaders? Are they reflected in the school's vision and values?

Leaders, teachers and pupils must work together to create a culture of global citizenship, but the extent to which it bears fruit in pupils' lives corresponds closely to the degree of support and promotion from the school leadership (in this context, the headteacher, senior management team and governors, while recognising that leadership is not confined to these areas). This section is best considered in collaboration with your headteacher or another senior school leader.

The overall direction of travel from Bronze to Gold is towards a firm understanding among leaders at all levels of the importance of global citizenship education, and of their role in helping young people grow as courageous advocates.

Progression

At **Bronze level** the requirement from the outset is that the school's vision, aims and development plan explicitly 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. The school will clearly be committed to regular monitoring and evaluation of the outcomes of its provision in this area, with the drive to share learning and practice with other schools.



		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
<p>Leaders...</p> <ul style="list-style-type: none"> A ensure that the school vision, aims and development plan explicitly reflect a commitment to global citizenship/courageous advocacy and treating all people with dignity and respect B create and commit to implementing an action plan to extend engagement with global citizenship/courageous advocacy across the life of the school C are working to establish a culture of anti-racism throughout the school. This is a long-term priority and is demonstrated by specific commitments in both the Global Neighbours action plan and school development plans. 	<p>Leaders...</p> <ul style="list-style-type: none"> A ensure regular opportunities for all pupils to learn about and reflect on global justice issues and participate in active global citizenship across several curriculum areas, and through collective worship B invest in providing time, space and development opportunities for staff to develop their thinking and practice on global citizenship, courageous advocacy and anti-racism. Such opportunities actively challenge approaches to aid/development/charity which reinforce harmful stereotypes C have established a culture of anti-racism in the school and have made specific commitments to maintaining this work. There are clear examples of the positive impact this is having in the school community D make sure the school's vision and aims in relation to global citizenship inform decisions on spending, fundraising, social action and charity and community links E ensure a culture of collaboration with other organisations in this work (eg, with the local church, diocese, multi-academy trust and/or other schools). 	<p>Leaders ensure...</p> <ul style="list-style-type: none"> A systematic coverage of global justice issues across the whole school curriculum, with appropriate progression and suitable opportunities to participate in active global citizenship B 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 C there is a strong and well established culture of anti-racism in the school and investment is in place to allow this to continue in the long-term. Staff have a firm understanding of anti-racist principles and are united in their commitment to being an anti-racist school D ongoing monitoring and evaluation of the impact of the school's global citizenship provision in relation to pupils' learning and spiritual, moral, social and cultural (SMSC) development outcomes E opportunities are created for sharing practice and inspiration/activities with other schools as they invite them to share in the global learning journey.

AREA 2: Teaching and learning

Key questions: How well does the school make use of teaching and learning opportunities to engage with global citizenship themes? How well does the school's curriculum prepare pupils to make a positive impact in the world?

The Global Neighbours accreditation criteria expect development across the full curriculum in a school's journey through the award levels. However, there is an emphasis on the contribution of religious education (RE) and the role of faith. This does not mean taking an unquestioning view of the role of religion in global justice issues. Global citizenship education 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 foundation stage of formal education.

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. (You can download it at: oxfam.org.uk/education)

Progression

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

The emphasis at **Bronze level** is on encountering and engaging with global citizenship themes and learning about a range of responses.

At **Silver level** there should be a marked increase in the breadth and depth of engagement compared to Bronze. Teaching and learning will reflect the complexity of global justice issues and will encourage critical reflection on ways in which we can respond to problems facing the world.

At **Gold level** assessors will expect to see 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.



		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
<p>Pupils have age-appropriate opportunities within the curriculum to begin...</p> <ul style="list-style-type: none"> A exploring similarities and differences between their lives and the lives of people in various communities around the world B identifying some ways in which their lives are connected with the lives of people in places across the globe C exploring 'big questions' about suffering, inequality and justice D discussing concepts and issues of global poverty and climate justice E encountering relevant voices and stories that aid understanding of global poverty and climate injustice F identifying some key Christian teachings which inspire Christians to tackle poverty and injustice. 	<p>In the curriculum, at an age-appropriate level pupils will...</p> <ul style="list-style-type: none"> A explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world B ask and explore 'big questions' about suffering, inequality and justice with reference to particular global justice issues and climate C discuss and develop an understanding of the nature, causes and effects of global poverty and climate injustice D engage with voices and stories that aid understanding of global poverty and climate injustice, not least from people and communities directly affected E explore Christian perspectives on poverty, disadvantage and injustice F explain key Christian values and biblical teaching which inspire Christians to tackle global poverty and climate injustice. 	<p>In the curriculum, at an age-appropriate level pupils will...</p> <ul style="list-style-type: none"> A ask and explore possible answers to a range of 'big questions' of suffering, inequality and justice in relation to global justice issues and climate B engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by global poverty and climate injustice C think critically about causes and effects of global poverty and climate injustice – and their solutions D apply biblical and ethical teaching to matters of poverty, inequality, charity and justice E explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice.

AREA 3: **Collective worship and spiritual development**

Key question: How well does the school give pupils the opportunity to consider global citizenship themes in relation to their own spiritual development?

The emphasis in this section is on spiritual development: how well schools give pupils the opportunity to engage with global justice issues on a deeper level, beyond formal teaching and learning. Pupils of all faiths and none should have the chance to reflect on and express their emotional response to issues of global poverty and climate justice. Beyond just learning about global justice issues, they should be given the opportunity to consider how these issues relate to their understanding of themselves, the world around them and (for some) their religious faith. Engaging with such issues on a deep level should naturally inspire action.

Best practice will involve making explicit links between global justice issues and the school's values. 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 justice issues over time. As well as using regular dates in the calendar (see pages 34-35), schools should respond 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

To meet the **Bronze criteria**, it should be evident that all pupils have opportunities to engage with these themes and ideas in the context of SMSC/collective worship on at least a termly basis.

At **Silver level** there should be clear and obvious examples of how spiritual engagement with global citizenship themes has inspired action. Themes will feature with increasing regularity compared with Bronze, and there will be pupil involvement in planning.

At **Gold level** there should be a natural relationship between the school's values, SMSC and collective worship, and global citizenship themes. The criteria for Silver will be fully embedded. Planning for collective worship enables and involves student leadership, and places a high value on student voice.



		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
<p>All pupils have age-appropriate opportunities to...</p> <ul style="list-style-type: none"> A reflect on issues of global poverty and climate justice on a few occasions during the academic year B reflect on their own behaviour, values and attitudes surrounding issues of global poverty and climate justice C 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"> A reflect on, and respond to, global justice issues in collective worship or other prayer and reflection times B 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 C reflect on their own behaviour, values and attitudes surrounding issues of global poverty and climate justice, and consider changes they may make as a result D contribute to the planning of collective worship surrounding global justice issues. 	<p>At an age-appropriate level, all pupils will frequently...</p> <ul style="list-style-type: none"> A reflect on, and respond to, global justice issues in prayer and reflection time and form their own prayers/responses on matters of poverty, injustice and their role as agents of change B take considerable responsibility for the planning and leading of collective worship surrounding global justice issues C encourage and inspire each other to challenge injustice and inequality, leading each other in courageous advocacy.

AREA 4: **Pupil participation in active global citizenship**

Key question: Are pupils able to take what they have learned and put it into action?

It is natural that when young people 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. Opportunities to take action on global justice issues might seem limited, but the old saying 'think global, act local' helps demonstrate how local action and global justice issues are interconnected. For example, taking action locally on reducing carbon emissions can be an act of global citizenship if it is the result of learning about the impact of the climate crisis on the world's most vulnerable communities.

In this section we are looking for examples of pupils taking action as a result of their learning. The best examples will be pupil-led, and involve them making active choices about the most appropriate responses to the issues they have learned about either in the curriculum or collective worship. The best examples will show that the school has a firm understanding of the difference between charity and courageous advocacy (see the Important reading section, starting on p22). Assessors will be looking for a breadth of participation (not limited to the oldest/most able/privileged). If you have any doubts about the appropriateness of your pupils engaging with political action, or topics that might be deemed political, please see our guidance on 'political engagement and impartiality' on page 26.




Progression

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.

At **Bronze level** there will be 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.

At **Silver level** most 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 school.

At **Gold level** all pupils will have age-appropriate opportunities to take action based on their learning 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.

		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
<p>Pupils have age-appropriate opportunities to...</p> <p>A participate in activities that relate to issues of global poverty and climate justice</p> <p>B take action as a result having learned about global citizenship themes. Pupils decide how to respond, having evaluated different options.</p>	<p>At an age-appropriate level, pupils will...</p> <p>A 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</p> <p>B make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice</p> <p>C 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>	<p>At an age-appropriate level, pupils will...</p> <p>A confidently challenge and confront injustice and inequality as articulate advocates of change</p> <p>B make decisions about appropriate actions after learning about an issue and critically evaluating options for responding</p> <p>C share responsibility for planning and implementing activities that involve taking action against poverty and for a more just and sustainable world</p> <p>D evaluate the effectiveness of the action taken and reflect on the skills and insights they have gained.</p>

Pupils at Breamore CE Primary School learned about sustainable fashion, and put on a fashion show of clothes they had restyled.



AREA 5: Community engagement

Key question: How well are pupils empowered to engage with decision makers in their communities, and share their global citizenship learning and action beyond the school gates?

Being a global citizen is about exploring our connectedness and relationships with others – locally, nationally and globally – and playing a full part in our own communities. 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. Fulfilling 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, SMSC/ collective worship and pupil participation in active global citizenship (it may be that some examples are relevant in more than one section). Community engagement is a two-way thing: pupils will both learn from and share their learning with the community beyond the school gates. At its best, engaging the local community will be characterised by pupils being active advocates for change, with a firm understanding of how the local and global communities are interconnected.

Progression

At **Bronze level** community engagement will be meaningful, but may be somewhat limited in range (eg, only involving certain year groups). It is likely that staff involvement will be greater than at Silver or Gold levels, but pupils should still be encouraged to take the lead. Examples at Bronze level might include class groups or year groups planning a shared activity as a result of their learning. Examples of community engagement may be relatively new initiatives and not yet fully embedded.

At **Silver level**, assessors will expect to see more widespread examples of community engagement compared to Bronze. 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 most of the school's pupils each year having meaningful involvement with these links and opportunities.

At **Gold level** community engagement will be sustained, meaningful and enriching for both the pupils and the communities of which they are a part. Assessors will expect to see 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.



The eco-committee at Holmer CE Academy worked closely with their local church.

		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
<p>All pupils have age-appropriate opportunities to...</p> <ul style="list-style-type: none"> A begin to communicate their concerns and ideas in relation to issues of global poverty and climate justice with decision makers at local, national or global levels B 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"> A engage with fresh perspectives on global justice issues through the use of visitors and community links (e.g., international development agencies, church representatives, diocesan companion links, other school links or diaspora communities) B 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 C encourage others in their community (family, school, neighbourhood, locality) to think globally and consider how our lifestyles and actions can impact on our global neighbours for better or for worse. 	<p>At an age-appropriate level, all pupils will frequently...</p> <ul style="list-style-type: none"> A develop their advocacy skills through directly engaging decision makers (eg, political representatives, business leaders, school governors and faith leaders) B deepen their understanding of global citizenship and global justice 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) C participate in mutually beneficial global partnership links with schools/communities in different parts of the world.



3 Important reading

The following pages outline some important principles underpinning the Global Neighbours award.

Terminology

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 'courageous advocacy' (discussed further below) and 'global citizenship'. 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.

'Global citizenship themes' is a term we use to refer to issues of global poverty, injustice and the exploitation of the natural world. Understanding ourselves as global citizens means recognising that these issues are interconnected, and that our lives are fundamentally interconnected with others around the world.

Avoiding stereotypes and getting the balance right

In 2020 Comic Relief decided to stop sending celebrities to African countries, choosing instead to have their fundraising appeals produced by local film-makers. This was a significant decision because it recognised the problematic and disempowering way that stereotypes of 'victim' and 'saviour' had been allowed to perpetuate. Such stereotypes are unhelpful because they often define people purely in terms of their poverty, they encourage pity rather than a shared understanding of our common humanity and are often rooted in the worst aspects of our colonial past. Christian Aid recognises that aid agencies have themselves sometimes perpetuated these stereotypes and that the international development sector has a responsibility to address this. At the same time, we recognise that wealthy countries such as the UK have significant power and resources and that we have a moral obligation to use these to help people in need. Therefore an appropriate and careful balance needs to be struck.

In school, the best global citizenship education will emphasise the interconnected nature of our world, and our shared humanity. It will avoid simple and unhelpful generalisations which reinforce worldwide power imbalances. Instead, good global citizenship education will empower young people to use their voice as courageous advocates for change, speaking out alongside and on behalf of people and communities experiencing injustice. It will recognise our moral obligation to use the power and resources we have in the right way, acknowledging the ways that our best intentions can and do cause harm.

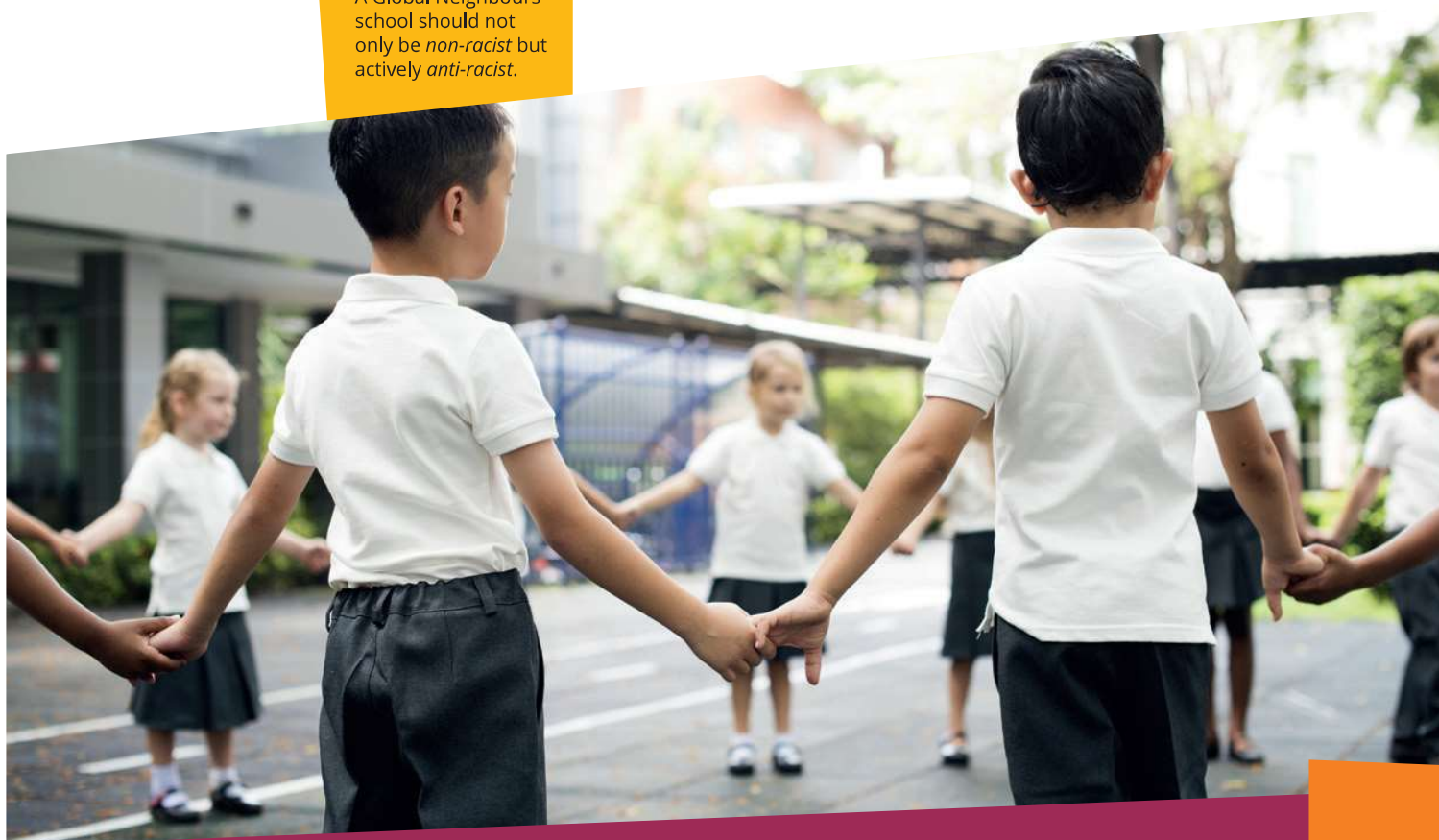
The importance of anti-racism

The stereotypes referred to above cannot be separated from an understanding of the prevalence of racism, be that explicit acts of racism or the more subtle ways it exists within the systems and structures of our society. A Global Neighbours school should not only be *non-racist* but actively *anti-racist*. This starts with a commitment from the school's leadership to prioritise anti-racist learning among staff, so that (in whatever the school's context) education champions dignity and equity for all. Like poverty, racism robs people of their dignity, power and voice. Its roots cannot be separated from the worst aspects of our colonial past and it should therefore be given proper consideration in relation to global citizenship education.

At Bronze level we expect to see a commitment to going on that journey and an indication in the action plan of how this will be achieved. At Silver and Gold level, it is expected that schools will have made significant progress in embedding an understanding of anti-racism among staff and pupils, and that this has a noticeable impact on the culture and practice of the school. The first criterion for the Bronze award includes a commitment to 'treating all people with dignity and respect'. Anti-racism is implicit within this, as is the importance of seeing everyone as being of equal value regardless of sexuality, gender and gender identity, ability and other protected characteristics.

We recognise that moving towards being a truly anti-racist school is a journey; it takes time and requires support. The Global Neighbours website contains further information, links and guidance to help you develop your practice.

A Global Neighbours school should not only be *non-racist* but actively *anti-racist*.



Climate justice

The challenge of a changing climate is undoubtedly one of the biggest that our world currently faces. The term 'climate justice' is used in the Global Neighbours criteria in preference to 'climate change'. This is because the term 'climate change' on its own is a neutral one, and doesn't convey the fact that the crisis facing our world is a matter of justice. Generally speaking, the people most affected by climate change have done the least to contribute to it; this is fundamentally unjust. Communities most vulnerable to drought and flooding are often those with the fewest resources to cope. Good global citizenship education will help pupils to make the connection between global poverty and climate justice, and to recognise the place that courageous advocacy has in responding to both. 'Climate justice' also implies that the exploitation of the natural world is itself a justice issue.

Avoiding 'eco-anxiety'

You may have heard the terms 'climate crisis' and 'climate emergency'. These can both be helpful in some contexts as they express the urgency of the situation and the need to act; however, we advise schools to be very cautious about using these terms with pupils. When discussing climate with young people it is very important to remember that this topic can be a cause of significant stress and anxiety. A careful balance needs to be struck between teaching with honesty about the seriousness of the situation, while at the same time not overburdening pupils with a sense of responsibility or dread. For this reason, we also avoid messaging like 'save the planet'. None of us can solve the world's problems on our own, and young people shouldn't feel that they must carry that full weight of responsibility.

Instead, good global citizenship education will take a positive approach, emphasising the importance of working together towards a common goal. It will help pupils understand that they can make a positive impact in the world by playing their own small part in their community, and by raising their voices as courageous advocates for change. They don't need to (and can't) fix this problem alone but they can contribute to the huge movement of people who are working all over the world to deal with it, in every sphere of life.



Political engagement and impartiality

It is important that schools are mindful of the requirement to be politically impartial. This does not mean that your pupils cannot – or should not – engage with politicians and other decision makers. Or that you should shy away from discussing any issues that have political aspects. At the end of the day, all important issues have *some* political aspects – and a central part of a child's education is to understand the key issues at play in our world and their rights and responsibilities in relation to these. We are trying to embed courageous advocacy, after all!

It is important, though, to present a balanced range of views where appropriate, noting that you do not have to be drawn into false equivalences or try to 'balance' every possible viewpoint (eg, it is perfectly acceptable to present climate change as a fact, without giving airtime to climate deniers who reject established science). A good rule of thumb is to consider: is there more than one widely held view about this, and is it important for my pupils to understand that?

It is also very important that you are not partisan in your teaching (i.e. conveying your own party-political views). But you can absolutely encourage your pupils to engage with their local and national politicians and a great many of our Global Neighbours schools have done so to great effect. It can be an incredibly empowering and important part of political literacy (and exploring British values around democracy) to understand that decision makers are accountable to their constituents – including young people – and that we can all attempt to influence politicians' positions and decisions on issues. Experiencing that political interaction first-hand through school can genuinely change the way pupils see themselves in the world and transform their understanding of their own relationship to power and decision making. The important nuance for us is that it should always be the pupils' own, informed views that are conveyed – at no point should children be used as a vehicle for conveying someone else's point of view.

Political engagement is to be encouraged, but teachers must avoid being partisan.



Political engagement in a school context

Should:

- encourage pupils to think widely and deeply about issues (asking 'why')
- empower pupils to understand political processes and their own rights and responsibilities in society
- encourage pupils to think of creative solutions to problems (asking 'what can be done about it?')
- equip pupils to identify where power is located, who their political representatives are, and how decisions are made (asking 'who has the power to change this and what is my relationship to them?')
- enable pupils to express themselves confidently, courteously and articulately to decision makers and others.

Should not:

- be party political (it *is* OK for pupils to research a particular politician's viewpoint on an issue and respond to it; it is *not* OK for teachers to make generalised partisan statements in school or convey their own political preferences)
- spoon-feed actions to pupils
- pretend that complex problems have simple solutions
- fail to take account of a wide variety of different viewpoints
- encourage discrimination against people with different viewpoints
- be unthinking or reactionary
- involve anything offensive, illegal or dangerous (obviously!).



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 the DNA of Christian Aid and we want our support to build on, and add value to, support that you access from elsewhere rather than compete with it.

Everything your school does in support of fulfilling the criteria for *Global Neighbours* accreditation can be brought together under this scheme.

Here are just 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 34-35.

Archbishops' Young Leaders Award archbishopofyorkyouthtrust.co.uk

The Archbishops' Young Leaders Award is a unique active citizenship programme which empowers young people to make a difference in their local community while growing in key leadership skills at the same time. The Key Stage 2 Award scheme provides interactive materials enabling pupils to learn about key leadership skills, grow in character and have practical opportunities to volunteer and help others in their community.

Development Education Centres codec.org.uk

The Consortium of Development Education Centres consists of 23 members across England, each an independent locally based not-for-profit organisation whose core work is the support and delivery of global learning to schools and communities. See codec.org.uk for details of your nearest centre.

Global Dimension website globaldimension.org.uk

The Global Dimension website provides a searchable guide of over 1,000 reviewed books, films, posters and web resources which support global learning across all age groups and subjects.

Grove Books grovebooks.co.uk

Both of the following are excellent for wider reading:

'Igniting Potential – Developing Character and Leadership Through Social Action', Elizabeth Howat.

'Sustaining Global School Links', Alison Brown and Anita Matthews.



How do we know it's working?

toolkit.risc.org.uk

This innovative toolkit provides 42 engaging classroom activities for pupils of all ages along with case studies sharing ideas for using the activities in planning, teaching and evaluation. Devised by a network of teachers in the UK, Czechia, Slovakia and Ethiopia, the toolkit 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 provides 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

RE Today Services works nationally and internationally to support RE in schools. It 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 lots of ideas for teaching activities.

Blippit Boards blippit boards

You can capture Global Neighbours evidence using an app called Blippit Boards. For easier monitoring, there's a dashboard to give a bird's-eye view of tagged evidence, displayed as easy-to-read interactive charts to show gaps or strengths in real-time. You can generate an indexed PDF report in seconds which can be uploaded as one of your supporting documents to your Global Neighbours application.

Schools Online (British Council)

schoolsonline.britishcouncil.org

The British Council's Schools Online provides access to classroom resources, professional development opportunities and opportunities to form relationships with schools across the world.



Global citizenship calendar



Many dates in the calendar can provide inspiration or a great focal point for teaching and learning, collective worship, pupil participation in active global citizenship and community engagement. Here are some suggestions of such opportunities that schools have found helpful.

Calendar dates for which Christian Aid produces its own relevant resources are highlighted in yellow tint. Christian Aid resources mentioned in the calendar can be downloaded from caid.or.uk/schools. There 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	18 January	A day marking the life of the celebrated civil rights campaigner. Christian Aid has a Martin Luther King assembly at christianaid.org.uk/schools
Holocaust Memorial Day	27 January	Learning lessons from the Holocaust and subsequent genocides to create a safer, better future. The National Holocaust Centre has good resources for schools, see holocaust.org.uk
Show the Love	February	A chance for pupils to learn about climate change and show their concern over its impacts on people and planet. Details and resources at theclimatcoalition.org/show-the-love
Lent	February / March	An opportunity for pupils to mark Lent by joining Christian Aid in 'Count Your Blessings'. Resources for Lent and Easter are 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 . The Christian Aid Chocolate Trade Game and Christian Aid fair trade assemblies are available online.
World Water Day	22 March	Christian Aid assemblies on water are available online.
World Health Day	7 April 2018	Raising awareness of different threats to our health. Christian Aid assemblies on health are available online.
Earth Day	22 April	Raising awareness of the challenges to the wellbeing of our planet and the life it supports.
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 on access to quality education around the world: www.sendmyfriend.org
Christian Aid Week	May	A week of action with Christian Aid with resources for teaching and learning available online. Check dates each year on the Christian Aid website, although activities could take place outside 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: www.un.org/en/observances/world-day-against-child-labour
Refugee Week	June	Raising awareness of the reality of refugee experiences and celebrating the contribution of refugees to the UK. Check exact dates each year at refugeeweek.org.uk . Christian Aid has a board game to help pupils understand the challenges facing refugees: Safe Place Ludo can be ordered through the Christian Aid website.
Nelson Mandela International Day	18 July	A call to action for people everywhere to take responsibility for making the world a better place, one small step at a time, just 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 all 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	There is a wealth of harvest material on the Christian Aid website.
Black History Month	1-31 October	Celebrating and honouring the achievements, culture and history of black people while recognising ongoing experiences of racism and campaigning to end it.
World Food Day	16 October	Raising awareness of food security and strengthening solidarity in the struggle against hunger. Christian Aid has assemblies on food and hunger.
International Day for the Eradication of Poverty	17 October	Promoting awareness of the need to end poverty and destitution in all countries. Lots of relevant resources 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 offers inspiration and hope to encourage people to take action to build a just, more equal, inclusive and peaceful world. Visit oneworldweek.org for exact dates each year.
World Toilet Day	19 November	Raising awareness of sanitation issues. Christian Aid has assemblies on water and sanitation. Plenty of inspiration at www.toilettwinning.org
Christmas	December	Christian Aid has material focused on Christmas on the website.

**Good luck on your
journey to becoming a
Global Neighbours school**



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.



Photo credits: front cover, pages 4, 6, 12, 14, 16, 22, 24, 25, 27, 28, 32, 38 Shutterstock; page 2 Christian Aid/Ollie Bostock; pages 5 & 39 Christian Aid/Esme Allen; pages 7 & 40 Christian Aid/David Brazier; page 8 Christian Aid/Tom Pillston; Page 9 St Peter's CofE Primary School, Rochdale; page 19 Breamore CE Primary School; Page 20 Holmer CE Academy; Page 26 Christian Aid/Pete Moorey; Pages 29 & 33 Christian Aid/Catherine Odell; Page 30 Episcopal Institute San Cristóbal; Page 31 Alberto Lonardi/St George Primary School; Page 34 Christian Aid/Tim Burdon; Page 36 Good Shepherd Trust

**christian
aid**



**THE CHURCH
OF ENGLAND**
EDUCATION OFFICE

Christian Aid is a key member of ACT Alliance.
Eng and Wales charity no. 1105851 Scot charity
no. SC039150 Company no. 5171525 Christian
Aid Ireland: NI charity no. NIC101631 Company
no. NI059154 and ROI charity no. 20014162
Company no. 426928. The Christian Aid name
and logo are trademarks of Christian Aid.

F2421