



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

Empowering young people to be
courageous advocates for justice



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



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

Foreword

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Good education seeks to develop children and young people who think for themselves and act for others. This sort of education is underpinned by a vision of

the flourishing of all pupils in relation to everything they encounter. It is about instilling hope for the future, equipping young people with the knowledge, attitudes and skills they need to get there, and highlighting the joyful, relatable moments that make up our day-to-day lives and cut to the core of what unites us all.

Recent global events have brought home the reality that none of us can truly flourish unless we all do. We are deeply interconnected with one another and with the amazing planet on which we live.

Exploitation, injustice and environmental crisis have a profound impact on us all and this is keenly felt by children and young people, resulting in a strong desire to make this world a better place. This springs from a sense of hope for us all and often results in action – courageous advocacy – taken in all sorts of creative and persistent ways.

We are regularly heartened and inspired by the actions and the voices of children and young people as they question why the world is as it is and seek to help those who are not able to flourish. This can be a powerful combination of indignation and hope, and everything in between, and Christian Aid is keen to harness, guide and develop this sense of justice through its Global Neighbours scheme. This handbook outlines how schools can empower the young people in their care to be active global citizens by becoming agents of change, and courageous advocates who are united by hope.

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1 Introducing Global Neighbours

"This award is providing us with a strategic and dynamic framework to recognise and enhance our worldwide educational perspective. The five criteria areas, expressed through the different levels and supported by helpful guidance, are appreciated by staff, challenging, and deepening our thinking. Global Neighbours stimulates our students to develop and seek to be greater instigators of change, determined to never be satisfied until we have a world around us where everyone has everything they need to thrive."

Angela Smith, Assistant Headteacher at Bishop Luffa School, Chichester.

"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 young people understand the connection between their lives and those 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 with 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.

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.

“[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 young people learn that their voices are powerful and can make a positive impact on the world.



2 Global Neighbours accreditation



Global Neighbours accreditation

Schools are assessed at **Bronze**, **Silver** and **Gold** level in relation to **five criteria areas**:

- leadership, vision and values
- teaching and learning
- collective worship and spiritual development
- pupil participation in active global citizenship
- community engagement.

The criteria areas are not mutually exclusive but often support and overlap one another, so fulfilling the criteria in one section may help towards doing so in another. 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.

The following pages give an overview of the application process, as well as the criteria for Bronze, Silver and Gold across the five areas. These are minimum criteria for each level of award. 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. Please read the criteria carefully to decide which award is most appropriate for you. Most schools start with the Bronze award, but you are able to go straight to Silver or Gold if you are ready.

The information you need to become a Global Neighbours school.

Global Neighbours has been running in primary schools since 2018. St Peter's Church of England School in Rochdale was one of the first to be awarded.




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, middle leaders 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.

Progression

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. 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 inside the school that a commitment to ethical global citizenship infuses its life and ethos, with clear commitment to regular monitoring and evaluation of the outcomes of its provision in this area, and a drive to share learning and practice with other schools.



		
Bronze award	Silver award <small>(assumes ongoing fulfilment of the criteria for Bronze)</small>	Gold award <small>(assumes ongoing fulfilment of the criteria for Bronze and Silver)</small>
Senior leaders... <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 respectB create and commit to implementing an action plan to extend engagement with global citizenship/courageous advocacy across the life of the schoolC 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.	Senior leaders... <ul style="list-style-type: none">A 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 stereotypesB 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 communityC ensure the school's vision and aims in relation to global citizenship inform decisions on spending, fundraising, social action, and charity and community links and there is explicit support from the governing bodyD actively encourage a culture of collaboration with other organisations in this work (eg, with the local church, diocese and/or other schools). Curriculum leaders... <ul style="list-style-type: none">E have a clear understanding of the role their subject plays in developing young people as courageous advocates.	Senior leaders (including governors) ensure... <ul style="list-style-type: none">A 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 outcomesB opportunities for sharing practice and inspiration/activities with other schools as they invite them to share in the global learning journeyC 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. They have the full support of the governing bodyD staff have a strong understanding of the difference between acts of charity/compassion and courageous advocacy. They appreciate the dangers of approaches to aid/development/charity which reinforce harmful stereotypesE 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. Curriculum leaders ensure... <ul style="list-style-type: none">F their teams have a clear understanding of the role their subject plays in developing young people as courageous advocates. This has an impact on curriculum planning and classroom practice.

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

Where there are curriculum opportunities to explore global issues, these should be made the most of. When drawing together your evidence, please give specific examples, but try to avoid the temptation to make this a tokenistic ‘tick-box’ exercise – there is no need to include something if it isn’t directly relevant; if an example seems tenuous it probably is! Extra-curricular examples are valuable and welcomed, but bear in mind that some may be limited to a small group of pupils so are not sufficient on their own to demonstrate you have met a criterion. Likewise, at key stages 4 and 5, engagement with global justice issues should not be limited to those pupils who have opted for exam courses which specifically cover these issues. Examples from exam courses are useful, but on their own are not enough to show that all pupils are learning about global justice issues. There should therefore be opportunities at key stages 4 and 5 to engage with global citizenship themes in the broader curriculum (such as personal development and personal, social, health and economic/PSHE).

Progression

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 issues and will encourage critical reflection on ways we can respond to problems facing the world. At **Gold** level, there will be both broad and deep engagement with global citizenship themes. Teaching and learning will reflect the complexity of global issues. It will give pupils the skills to critically reflect on different responses, and empower them to take informed action. At Gold level, it will be clear that there is a natural relationship between the curriculum and global citizenship education, reflecting the school’s values and commitment to courageous advocacy.



		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
During their journey through school, all pupils will... <ul style="list-style-type: none">A have frequent curriculum opportunities to engage with global citizenship themes. These themes may not yet feature in every year group or in more than two or three subject areasB encounter relevant voices and stories that aid understanding of the root causes of poverty and injustice and their effectsC engage with some key religious and ethical teachings which inspire people to tackle poverty and injustice and exploitation of the natural worldD learn about and understand the importance of courageous advocacy for bringing about change.	<ul style="list-style-type: none">A Most pupils will have meaningful curriculum engagement with global citizenship themes in a given school year.B Global citizenship themes will be evident across a range of curriculum areas.C Pupils have a strong understanding of key religious and ethical teachings which inspire people to tackle poverty and injustice and exploitation of the natural world.D Pupils are challenged to develop a depth of understanding about how global issues are tackled. Teaching enables pupils to understand that complex problems cannot be solved with simple solutions.E Pupils understand and begin to evaluate some of the variety and range of responses to global issues.	<ul style="list-style-type: none">A There is explicit curriculum intent to allow the attitudes, knowledge and skills that pupils learn across the curriculum to help them develop as courageous advocates and agents of change.B Pupils of all ages have frequent opportunities (curricular and extra-curricular) to use the skills they have learned to critically engage with issues of injustice.C Pupils can critically analyse and evaluate key religious and ethical teachings which inspire people to tackle poverty and injustice and exploitation of the natural world.D At a level appropriate to their age and ability, pupils can critically evaluate a range of responses to issues of injustice – eg, government, NGO, pressure group and religious responses.

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?

Different schools approach SMSC and collective worship in very different ways. Schools use different terminology, and practice may be expressed very differently in a faith school context compared to a community school. 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 and spiritual response to issues of global poverty, injustice and the exploitation of the natural world. 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 explicit links being made between global justice issues and the school's values. 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.

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 emotional and 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/collective worship and global citizenship themes. The criteria for Silver will be fully embedded. Planning for SMSC/collective worship enables and involves student leadership, and places a high value on student voice.



		
Bronze award	Silver award <small>(assumes ongoing fulfilment of the criteria for Bronze)</small>	Gold award <small>(assumes ongoing fulfilment of the criteria for Bronze and Silver)</small>
<p>On several occasions during the academic year all pupils will...</p> <p>A reflect on global citizenship themes in the context of SMSC/collective worship</p> <p>B reflect on their own behaviour, values and attitudes in relation to global citizenship themes, and consider changes they may make as a result and how they can inspire others to do likewise.</p> <p>In addition...</p> <p>C The importance of valuing and treating all people with dignity and respect will be fundamental to the school's SMSC/collective worship programme.</p>	<p>Pupils will frequently...</p> <p>A encounter and reflect on examples of people whose faith has motivated them to act for a fairer world</p> <p>B be given space to express their own spiritual or emotional response to issues of global poverty and injustice and exploitation of the natural world, through (for example) the creative arts or dedicated prayer and reflection time.</p> <p>In addition...</p> <p>C Pupils play a valuable role in the planning of how global justice issues are explored through SMSC/collective worship at school.</p>	<p>A Global justice issues form a core part of the school's programme of SMSC/collective worship, inspiring deep reflection and reverence for the world and one another.</p> <p>B The values which the school nurtures through SMSC/collective worship foster empathy and a desire to act as courageous advocates. At a level appropriate to their age and ability, pupils can confidently articulate how these values support them to challenge injustice and confront poverty.</p> <p>C Pupils will frequently encourage and inspire each other to challenge injustice and inequality, leading each other in courageous advocacy.</p>

AREA 4: Pupil participation in active global citizenship

Key question: Are pupils able to take what they have learned and put it into action? How is a culture of courageous advocacy expressed through pupil action?

It is natural that when young people learn about issues of injustice, they want to act to change things. When courageous advocacy is a fundamental part of a school's culture, action-taking by pupils will be commonplace. 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 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 both their learning and a school culture which encourages courageous advocacy. The best examples will be student-led, and involve them making active choices about the most appropriate response to the issues they have learned about. 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 on page 22). Assessors will be looking for a breadth of participation (not limited to the most able or privileged pupils). 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 in the section '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, it is likely that staff involvement will be greater than at Silver or Gold, 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. At **Silver** level, it is expected that pupil action will have moved beyond classroom-based projects, and staff involvement will be less necessary. Pupils will be supported and encouraged to use their voices and engage with decision makers in a variety of ways. Examples at Silver level might include action-groups which focus on a particular issue, and student voice committees and student leadership bodies prioritising global citizenship issues. Participation is broad, with pupils from a range of backgrounds engaged in active global citizenship. At **Gold** level, pupil participation in active global citizenship will be the natural result of the value that the school places on global citizenship education. There will be a high level of pupil participation, which is indicative of a long-standing culture of courageous advocacy, valued by leaders and expressed in teaching and learning and SMSC/collective worship. This is likely to be characterised by student-led groups choosing to take action on global citizenship issues and inspiring their peers to do the same. Like Silver level, this might include action-groups which focus on a particular issue, student-voice committees and student leadership bodies. At Gold level, these will be firmly established, with a tradition of courageous advocacy. Participation is broad, with pupils from a range of backgrounds engaged in active global citizenship.

		
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>A During their journey through school, all pupils have the opportunity to participate in an activity relating to global citizenship themes that involves taking informed action.</p> <p>B Pupil action is a result of having learned about global citizenship themes. Pupils decide how to respond, having evaluated different options.</p>	<p>Beyond the classroom, groups of pupils are supported to...</p> <p>A actively participate in planning and taking action against poverty and for a more just and sustainable world. They are able to explain why this action is important</p> <p>B 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>C 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>Pupil groups throughout the school will (at a level appropriate to their age and ability)...</p> <p>A confidently challenge and confront injustice and inequality as articulate advocates for change</p> <p>B make decisions about appropriate actions after learning about an issue and critically evaluating options for responding</p> <p>C take 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>

Case study: The student Human Rights Group from Queen Elizabeth High School in Hexham were concerned about period poverty and its impact on refugees. They visited the Newcastle West End Refugee Service to learn more with.



Key question: How well are pupils empowered to engage with decision makers in their communities, and share their global citizenship learning 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 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. 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). 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. At **Gold** level, community engagement will be sustained, meaningful and enriching for both the pupils and the communities of which they are a part.

Case study: Having learnt about the impact of period poverty on refugees, the students chose to campaign on the issue, calling for better access to sanitary products at their school and sharing what they learnt about refugees with their peers.



		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
During their journey through school, all pupils will...	Pupils across the school will frequently...	Pupils throughout the school will (at a level appropriate to their age and ability)...
<div><div>A</div>have the opportunity to share their learning and action in global citizenship with the wider school community, including parents/carers</div> <div><div>B</div>have the opportunity to develop their advocacy skills through directly engaging decision makers (eg, political representatives, business leaders, school leaders and governors and faith leaders)</div> <div><div>C</div>encounter fresh perspectives on global justice issues through the use of visitors and community links (eg, international development agencies, church representatives, diocesan companion links, other school links and diaspora communities).</div>	<div><div>A</div>communicate their concerns and ideas about issues of poverty, injustice and exploitation of the natural world with decision makers at local, national or global levels</div> <div><div>B</div>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 the wider community</div> <div><div>C</div>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 worse</div> <div><div>D</div>explore (where appropriate) the diversity that exists in the school community. This diversity is used as a valuable resource for developing a shared understanding of our common humanity.</div>	<div><div>A</div>engage with decision makers (eg, political representatives, business leaders, school governors and faith leaders). Best practice will include sustained and meaningful engagement</div> <div><div>B</div>deepen their understanding of global citizenship and global justice issues and the work of people of faith and other leaders through sustained and effective use of visitors and community links (eg, international development agencies, church representatives, diocesan companion links, other school links and diaspora communities)</div> <div><div>C</div>participate in <i>mutually beneficial</i> global partnership links with schools/communities in different parts of the world.</div>

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'. 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 filmmakers. 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.



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 (ie, 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 firsthand 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 and young people 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

4

Support, resources and FAQs

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 (DECs) 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 Global Citizenship guides provide helpful, practical guidance for schools:

- *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

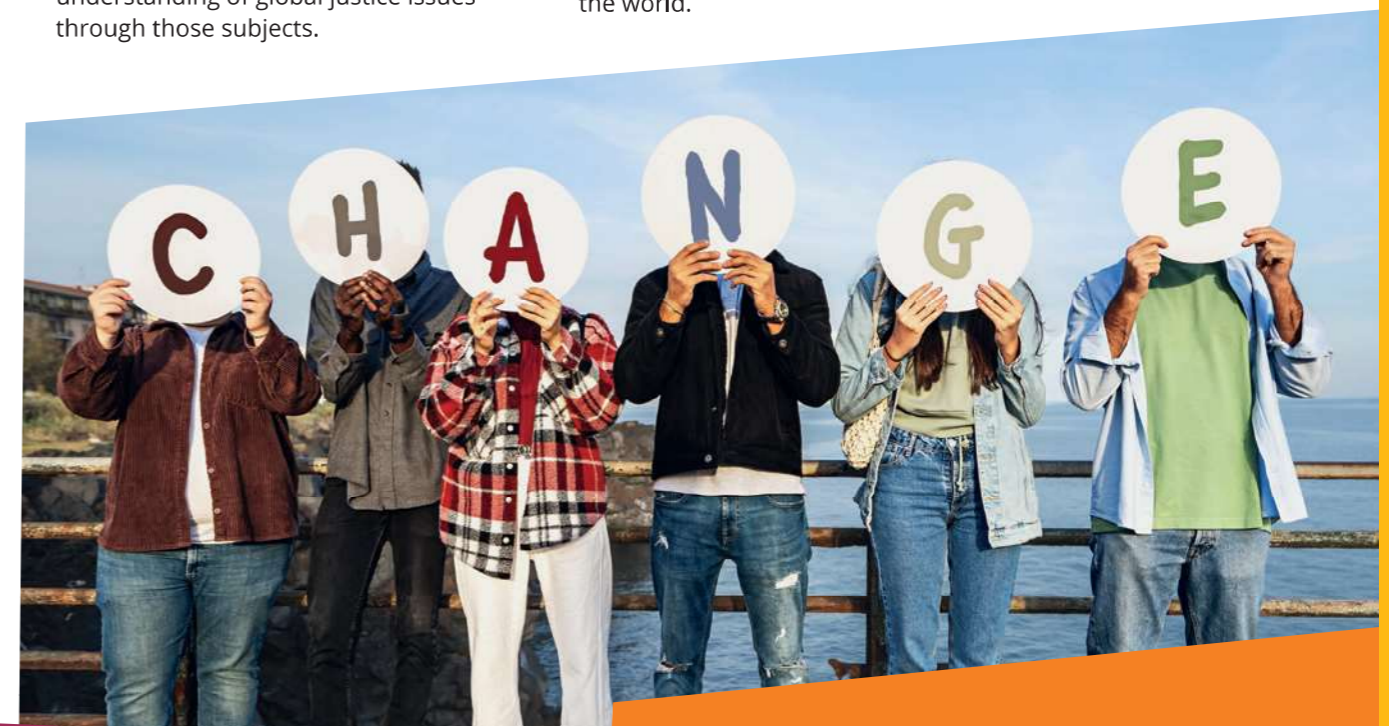
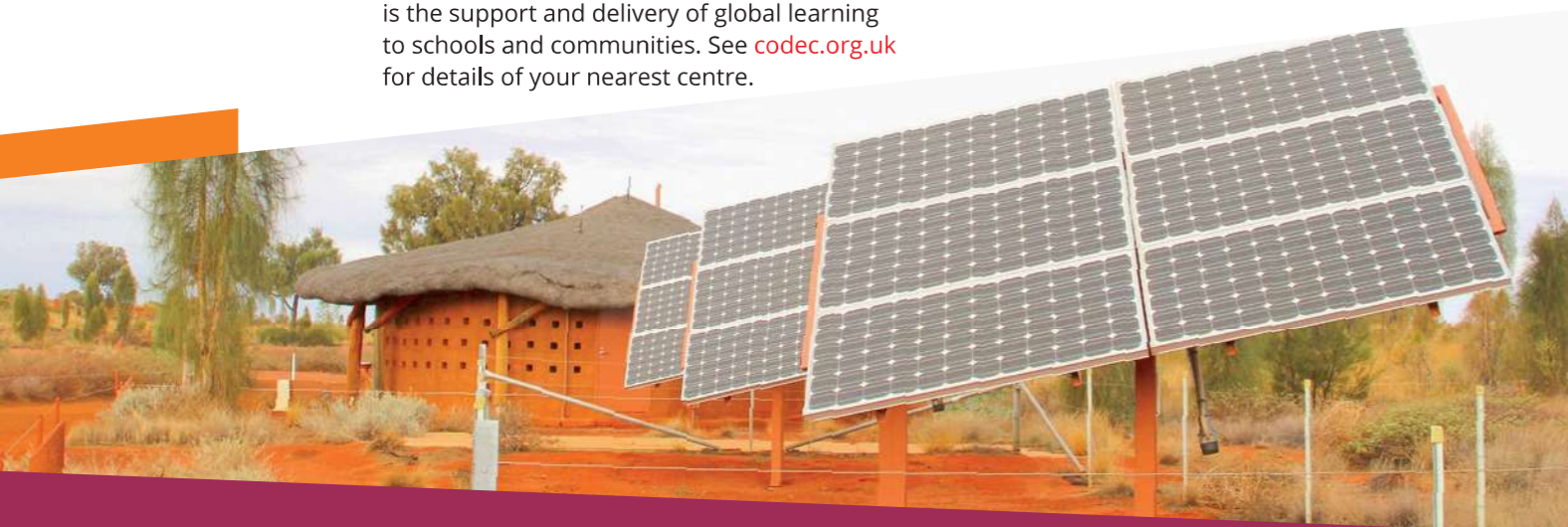
RE Today Services works nationally and internationally to support RE in schools. It is committed to the teaching of the major world faiths in RE, and to an accurate and fair representation of their beliefs, values and practices in all its teaching materials. Its website features lots of ideas for teaching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

Blippit Boards [blippit boards](http://blippitboards.com)

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 christianaidth.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.

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.

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EDUCATION OFFICE

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