



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

Empowering learners to be informed, ethical citizens
who play their part in challenging global injustice



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christian
aid**

Accreditation for primary
schools by Christian Aid
in partnership with
the Church in Wales.



Foreword

The Most Rev'd Andrew John, Archbishop of Wales



As global injustices increase year on year, as the gap between rich and poor people becomes ever wider, and the threats to the beauty – even the existence – of our natural world grow, we are duty bound to engage the children and young people in our schools in discussion around the issues that challenge so many as well as model behaviours that show them that they too can be agents of change.

As adults we often feel the need to protect children from the troubles of life and yet time and again we are shown that even the very youngest of our learners is aware of the challenges facing the world through the news, their wider family and increasingly lived experience.

More so being taught about *cynefin*, the place we feel we belong and what has shaped us, in schools in Wales gives us the opportunity to explore our belonging and interconnectedness with the wider world.

A curriculum that focuses on who we want our children and young people to be offers boundless opportunities to learn about the causes of poverty and injustice and engage in social action.

The Christian Aid Global Neighbours Cymru accreditation scheme encourages schools to take positive action to address social injustices, challenging them to be proactive. It encourages them to embed social action into their policies, practices and curriculum so that finding opportunities to make a difference becomes a habit, part of the DNA of the school.

Church in Wales education teams have been delighted to collaborate with Christian Aid Wales to adapt this Global Neighbours framework so that it has synergy with the Curriculum for Wales and may be used as a resource to support all schools in their work with children and young people.

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Introducing Global Neighbours Cymru

This accreditation scheme is first and foremost about children and young people; their needs and aspirations, their character, and their hopes for the world in which they are growing up and how they can contribute to addressing its challenges.

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

The good news is that our schools provide a much-needed safe space and structure in which children and young people can begin to make some sense of the world they are encountering in all its wonder, brokenness and complexity and explore their place within it. The Curriculum for Wales 2022 now affords an opportunity for all schools to develop a curriculum where these issues are at its heart.

Global Neighbours Cymru 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 Wales with the specific needs and aspirations of church schools in mind.* However, the scheme is open to all primary schools in Wales regardless of faith affiliation. Whatever your context, a Global Neighbours Cymru award represents an outstanding commitment to global citizenship education.

*Global Neighbours Cymru supports the Section 50 inspection requirements for ethos, collective worship and leadership.

All our children and young people will be ethical informed citizens who:

- find, evaluate and use evidence in forming views
 - engage with contemporary issues based upon their knowledge and values
 - understand and exercise their human and democratic responsibilities and rights
 - understand and consider the impact of their actions when making choices and acting
 - are knowledgeable about their culture, community, society and the world, now and in the past
 - respect the needs and rights of others as a member of a diverse society
 - show their commitment to the sustainability of the planet
- And...
- ...are ready to be citizens of Wales and the world.**

Curriculum for Wales 2022

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



Global Citizenship supporting the Curriculum for Wales

Global citizenship supports high-quality learning and the Curriculum for Wales because it:

- provides real-life contexts for experiential learning and opportunities for learners to explore real-world issues
- cultivates the skills integral to the four purposes, which prepare children and young people for living well with their fellow human beings
- contributes to the development of the cross-curricular skills of literacy, numeracy and digital competency
- helps learners to develop their values and establish their ethical and spiritual beliefs
- cultivates confidence, resilience and empathy
- develops questioning and problem-solving
- encourages creativity.

Global Neighbours Cymru supports the Curriculum for Wales because it:

- supports schools to focus on the four purposes
- more particularly supports the statements of what matters especially in the humanities:
 - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
 - Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
 - Our natural world is diverse and dynamic, influenced by processes and human actions.
 - Human societies are complex and diverse, shaped by human actions and beliefs.
 - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.



Being an ethically informed citizen is about exploring our connectedness and relationships with others.

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Introducing Global Neighbours Cymru

– 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 Cymru assessors will be interested in both the active participation and decision making of learners in fundraising and the ways in which learners are also thinking more broadly about how they can be agents of change.

To gain a deeper understanding of the principles underpinning the scheme, please see the 'Important reading' section, starting on page 24.

Global Neighbours Cymru recognises that there are not simple solutions to complex problems. When considering what actions students 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. As such, it should be undertaken thoughtfully. This involves ensuring learners 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

Global Neighbours helps children become ethical, informed citizens who learn that their voices are powerful and can make a positive impact on the world.



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2 Global Neighbours Cymru accreditation



Global Neighbours Cymru accreditation

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

- leadership, vision and values
- teaching and learning
- collective worship
- spiritual development
- learner 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 learner 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 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.

In the following pages you will find an overview of the application process, as well as the criteria for Bronze, Silver and Gold across the six 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 information you need to become a Global Neighbours Cymru school.

Most of the work done in fulfilling the Humanities Statements of what matters could fit into the criteria.



AREA 1: Leadership, vision and values

Key questions: To what extent is global citizenship education prioritised by school leaders? Is it reflected in the school's vision and values?

Leaders, teachers and learners must work together to create a culture of global citizenship, but the extent to which it bears fruit in learners' 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 ethical, informed citizens ready to play their part in the world.

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 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. It will be evident that the school is committed to regular monitoring and evaluation of the outcomes of the school's provision in this area, and has a 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)
Leaders... A ensure that the school vision, aims and development plan explicitly reflect a commitment to global citizenship and treating all people with dignity and respect B create and commit to implementing an action plan to extend engagement with global citizenship 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 Cymru action plan and school development plans.	Leaders... A ensure regular opportunities for all learners 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, 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 ensure 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 or other schools).	Leaders ensure... 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 monitoring and evaluation of the impact of the school's global citizenship provision in relation to learners' learning and spiritual, moral, social and cultural 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.



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 learners to make a positive impact in the world?

The Global Neighbours Cymru accreditation criteria expects development across the full curriculum in a school's journey through the award levels. However, there is an emphasis on the contribution of Religion, Values and Ethics (RVE) 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 begins with basic skills, values and concepts (for example: sharing, collaboration, empathy, respect and care for people and environment) in the early years of formal education. These building blocks may not always have a particularly 'global' feel about them in reception (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 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	 Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
Learners have age/stage-appropriate opportunities within the curriculum to begin... A exploring similarities and differences between their lives and the lives of people in various communities – locally, nationally and around the world B identifying some ways in which their lives are connected with the lives of people in their locality, Wales and the wider world 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.	In the curriculum, at an age/stage-appropriate level learners will... A explain how their lives are connected with people and places locally, nationally and across the globe as well as explain 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.	In the curriculum, at an age/stage-appropriate level learners will... A ask and explore possible answers to a range of 'big questions' about 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/worldviews*, on matters of poverty, inequality, charity and justice. *Worldviews relate to non-religious philosophical convictions in the Curriculum for Wales.

Key question: How well does the school give learners the opportunity to consider global citizenship themes in collective worship?

Best practice will involve explicit links being made between global justice issues and the school's values. Learners 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 the *global citizenship calendar* on page 38), schools should be responsive to current affairs and sudden events, being mindful of those that do not command lots of media attention. Learners should take increasing ownership of planning and leading collective worship.

Progression

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

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

At **Gold level**, there should be a natural relationship between the school's values, 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 learner voice.



	Bronze award	All learners have age/stage-appropriate opportunities to... A reflect on issues of global poverty and climate justice on a few occasions during the academic year.
	Silver award	At an age/stage-appropriate level, all learners will frequently... A reflect on, and respond to, global justice issues in collective worship or other prayer and reflection times B contribute to the planning of collective worship surrounding global justice issues.
	Gold award	At an age/stage-appropriate level, all learners will frequently... 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.

Key question: How well does the school give learners 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 learners the opportunity to engage with global justice issues on a deeper level, beyond formal teaching and learning. Learners 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.

Progression

To meet the **Bronze criteria**, it should be evident that all learners have opportunities to engage with these themes and ideas 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.

At **Gold level**, there should be a natural relationship between the school's values, spiritual development opportunities, and global citizenship themes. The criteria for Silver will be fully embedded and learners will be able to articulate how their experience of school inspires and supports them to challenge injustice and confront poverty.

Learners in the Foundation Phase at Wick and Marcross Church in Wales Primary School reflect on their own values and behaviours.



	Bronze award All learners have age/stage-appropriate opportunities to... A reflect on their own behaviour, values and attitudes surrounding issues of global poverty and climate justice B learn the importance of considering, valuing and treating all people with dignity and respect.		Silver award At an age/stage-appropriate level, all learners will frequently... A 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 B 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.		Gold award At an age/stage-appropriate level, all learners will frequently... A encourage and inspire each other to challenge injustice and inequality, leading each other in ethical citizenship and social action.
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AREA 5: Learner participation in active global citizenship

Key question: Are learners able to take what they have learnt 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 learners taking action as a result of their learning. The best examples will be learner-led, and involve them making active choices about the most appropriate response 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 being agents of change (more in the 'important reading' section). Assessors will be looking for a breadth of participation (not limited to the oldest/most able/privileged learners). If you have any doubts about the appropriateness of your learners' engaging with political action, or topics that might be deemed political, please see our guidance on 'political engagement and impartiality' on page 28.

Progression

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

At **Bronze level**, there will be evidence of some learners actively involved in projects and activities that combine learning, decision making and action during the school year. This means all learners 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**, the majority of learners 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 learners 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 learners' journey through school.

At **Gold level**, all learners will have age/stage-appropriate opportunities to act based on their learning during the school year. There will be evidence of learners initiating activities and sharing responsibility with others for organising their implementation, as well as evaluating their actions and learning.

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

Key question: How well are learners 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 in our cynefin, in Wales; and in the wider world. It is as much about playing a full part in our own community as it is about recognising our relationships and responsibilities at national and global levels too.

It is important to help learners 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.

Fulfillment of the criteria for community engagement should not be viewed as separate, or necessarily extra, to work on other sections. Community engagement should form an integral part of teaching and learning, collective worship and learner 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: learners 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 learners 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, but students 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 learners' engagement with global citizenship themes and issues, with a focus on helping learners to engage with decision makers (councillors, local MSs/MPs, local church leaders or their school governors) in simple ways. There will be clear evidence of the majority of the school's learners each year having meaningful involvement with these links and opportunities.

At **Gold level**, community engagement will be sustained, meaningful and enriching for both the learners 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 learners having regular opportunities to engage in one or more of these ways.

Engaging with local decision makers, church leaders and other members of their community helps reinforce the importance of their learning and increases learners' confidence.



	Bronze award	All learners have age/stage-appropriate opportunities to... A begin to communicate their concerns and ideas in relation to issues of global poverty and climate justice with decision makers in their cynefin, in Wales or in the wider world B share their learning and action in global citizenship with the wider school community, including parents/carers.
	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	At an age/stage-appropriate level, all learners will frequently... A engage with 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 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.
	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)	At an age/stage-appropriate level, all learners will frequently... 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 Cymru 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 term 'global citizenship'. We take an approach to education that embodies an ethos of action-taking, challenging injustice and becoming agents of change in the transformations 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 took the decision to stop sending celebrities to African countries, choosing instead to have its 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 the power imbalances that exist in the world. Instead, good global citizenship education will empower young people to use their voice as advocates for change, speaking out alongside and on behalf of people experiencing injustice. It will recognise our moral obligation to use the power and resources that 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 that 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 (below) 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 learners, 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 Cymru 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 are those who have done 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 learners to make the connection between global poverty and climate justice, and to recognise the place that 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 learners. 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 over-burdening learners 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 learners 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 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 learners 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 develop ethically informed citizens 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 viewpoint about this, and is it important for my learners to understand that?

It is also very important that you are objective, critical and pluralistic in your teaching. You can absolutely encourage your learners 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 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 learners 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 learners' own, informed views that are conveyed – at no point should children be used as a vehicle for conveying someone's else's point of view.

Political engagement in a school context

Should:

- encourage learners to think widely and deeply about issues (asking 'why')
- empower learners to understand political processes and their own rights and responsibilities in society
- encourage them to think of creative solutions to problems (asking 'what can be done about it?')
- equip them 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 them to express themselves confidently, courteously and articulately to decision makers and others.

Should not:

- be party political (it *is* OK for learners 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 learners
- 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!)



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



How Christian Aid can support your school

There are many areas of the accreditation framework where Christian Aid's support and resources are particularly useful. For example, Christian Aid is well placed to support learning about Christian perspectives on a wide range of global justice issues from poverty and inequality to refugee movements and climate change, as well as helping learners delve into their causes, effects and possible solutions.

Christian Aid also provides resources and opportunities to support young people in thinking through and implementing their informed choice of action, be that in raising awareness, voices or money, or in thinking and living differently.

christian-aid.org/schools

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

Once your school is registered you will be able to download the **Global Neighbours Resource Pack**. This includes:

- your self-evaluation form
- exemplar self-evaluation forms
- case studies
- our Good Global Citizenship guide
- our Classroom Ideas guide
- guidance on collective worship
- guidance on how church and school can work together.

Free online training

At least one person from your school needs to attend one of our (free) webinars. This is an opportunity to understand more about Global Neighbours and, crucially, to learn how to put together a successful application.

Training will be given by the Global Neighbours team who will give you a practical steer on how to prepare your application. You only need to attend one webinar (the content will be the same each time). You will receive information on how to join a training session when you register. You will also be able to access a series of training videos that can be watched at any time.



4 Support, resources and FAQs



Creative for Climate Justice

Creative for Climate Justice (formerly Letters for Creation) is a climate justice arts project run by Christian Aid in partnership with other organisations which gives young people the opportunity to express their thoughts and feelings about this important issue through words and pictures. It is an ideal activity for schools applying for the Global Neighbours Cymru award and can be repeated on an annual basis.

As well as helping young people reflect on climate justice, Creative for Climate Justice is also a tool for advocacy. In the past schools have successfully used it to help learners engage with local politicians and decision makers. Some schools have collaborated with their local church or cathedral to host an exhibition. Others have teamed-up with local artists.

Creative for Climate Justice would be a great example to use in the following Global Neighbours criteria areas:

- teaching and learning
- collective worship
- spiritual development
- community engagement.

More recently we have joined with other partners on this project to create Get Creative for Climate Justice which celebrates this work with an annual exhibition of entries, including in Parliament and other online and offline locations.

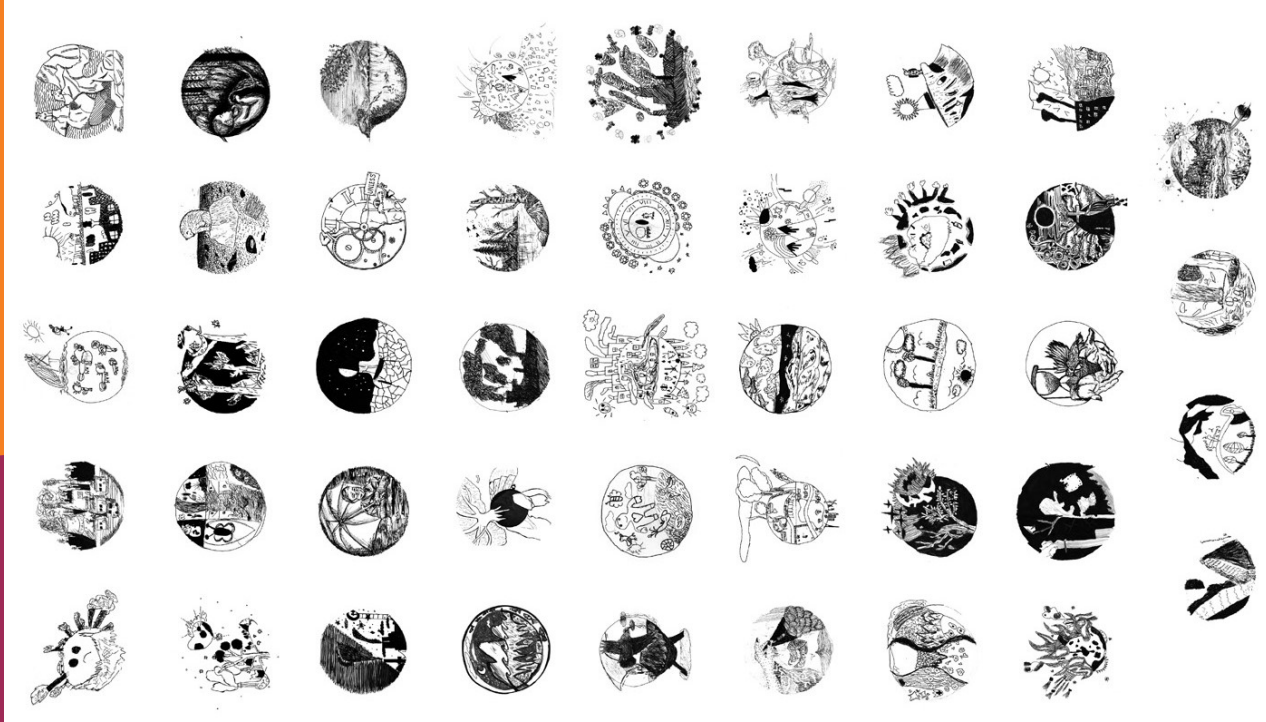
You will find more information on this project as well as assemblies, lesson plans and further resources on the Christian Aid website.

Students at Broad Haven Primary School worked with the local Baptist church to create pieces in response to climate justice and showed parents and members of the community around their exhibition.



Get in touch:
schools@christian-aid.org

Artist **Jeremy Thomas** worked with children in Monmouth on a Creative for Climate Justice art project. The images were collated into this final piece.



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 the fulfilment of the criteria for 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 38-39.



Archbishops' Young Leaders Award

archbishopsyoungleadersaward.co.uk

The Archbishops' Young Leaders Award is a unique personal effectiveness and leadership programme, which empowers young people to make a difference in their local community while growing in key leadership skills at the same time. The award has been tailored to the needs of schools in Wales and provides interactive materials enabling learners to learn about key leadership skills, develop their personal effectiveness and have practical opportunities to volunteer and help others in their community.

Cafod educational resources

[Primary teaching resources \(cafod.org.uk\)](http://Primary teaching resources (cafod.org.uk))

With loads of activities and classroom ideas for busy teachers the resources include lesson plans, CAFOD assemblies, prayers and fundraising ideas.

Church in Wales Education

churchinwales.org.uk/en/education

Church in Wales Education has a range of curriculum resources to support the latest guidance on RVE. It also has a number of projects focused on areas such as climate and refugee education.

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.

Hwb

hwb.gov.wales

Hwb contains bilingual resources for each area of the curriculum. Many of the humanities resources in particular the RVE content would be useful to teach global citizenship.

Penguin

Lit in Colour – Supporting inclusive reading in schools (penguin.co.uk)

Reading and resources to aid your school on their anti-racist journey. Taking down barriers to a more representative English literature curriculum.

Welsh Centre for International Affairs

wcia.org.uk

Find out how schools are developing global citizens in their schools and how young people are working together to take social action for positive change in their schools and communities.

How do we know it's working? toolkit.risc.org.uk

This innovative toolkit provides 42 engaging classroom activities for learners 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, Czech Republic, Slovakia and Ethiopia, the toolkit supports teachers in finding out what learners think about global and local issues and provides tools for measuring the impact of their teaching.

RE Today Services retoday.org.uk

RE Today Services works nationally and internationally to support Religious Education in schools. It is committed to the teaching of the major world faiths in Religious Education, 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.

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 learners' understanding of global justice issues through those subjects.

Blipit Boards blipit boards

You can capture Global Neighbours evidence using an app called Blipit 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 as part of your Global Neighbours Cymru 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



There are many dates in the calendar that can provide inspiration or a great focal point for teaching and learning, collective worship, learner 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.org.uk/schools. You will also find a Disaster Strikes resource to help you respond to disasters and details of any emergency appeals.

Martin Luther King Jr Day	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 learners to learn about climate change and show their concern over its impacts on people and planet. Details and resources at thelimatecoalition.org/show-the-love
Lent	February / March	An opportunity for learners 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	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: 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 learners 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 in the world 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 eradicate it.
World Food Day	16 October	Raising awareness of food security and strengthening solidarity in the struggle against hunger. Christian Aid has assemblies on the issues of 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.toiletwinning.org
Christmas	December	Christian Aid and Church in Wales education have material focused on Christmas on their websites.

Frequently asked questions (continued)

Support, resources and partnerships

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

Yes, of course. Our teaching and learning resources are freely available to all schools on our website.

Can we work with other schools in the local area or diocese?

Yes – in fact we would strongly encourage schools to share the journey to accreditation with other schools with which they have close relationships.

Does Christian Aid provide support for international school-linking?

We are not able to link schools in Britain with schools elsewhere in the world but there are many other organisations and schemes that do. See Further resources and support on pages 34-37.

Getting in touch

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

Register at caid.org.uk/gncymru. Registration is free and entails no commitment from your school to apply for accreditation. Your school can then make decisions on whether and how quickly to proceed on the journey to accreditation.

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

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

How can I order resources or find out more about your schools work?

Visit caid.org.uk/schools or email wales@christian-aid.org

Pob hwyl on your journey to becoming a Global Neighbours Cymru school !



Christian Aid and Church in Wales Education 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.

Church in Wales Education works with colleagues from diocese across Wales to provide support and guidance to our schools. Our approach celebrates a creative, compassionate education that embraces and empowers, ensuring that children and young people are supported to engage with matters of 'purpose, faith and belief' and to fulfil their roles as valued members of society ready to play a full part in life and work as ethical, informed citizens of Wales and the world.



With special thanks to staff and pupils at Wick and Marcross Church in Wales Primary School for their support and welcome.

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