

## Global Neighbours Action Plan

You can use this action plan template to help you to plan your next steps for deepening global citizenship learning in your school. There is a worked example at the beginning that can be used as a guide.

Framework area (e.g. School Leadership)	Objective (What are we trying to achieve?)	Action to be taken (How will the objective be met?)	Staff responsible (Who is responsible for each action?)	Timescale (When will this action be completed?)	Success criteria or outcome
<b>EXAMPLE</b>  Collective worship and spiritual development	To provide opportunities for pupils to reflect on issues of global poverty outside lesson time	Download Christian Aid materials from the Schools section of their website  Add a global dimension to some existing assembly themes  Introduce a new theme into the existing assembly plan to deepen provision	Mr Smith to alter the assembly themes  Mr Smith to contact the local Christian Aid team to ask if a speaker could come in to deliver an assembly  Miss Morgan to deliver the Harvest theme  Mr Smith to deliver the Christmas theme	Assembly themes altered by 30 <sup>th</sup> September  Harvest assembly delivered by 15 <sup>th</sup> October  Christmas assembly delivered by 20 <sup>th</sup> December  Contact made with Christian Aid by 28 <sup>th</sup> February for Christian Aid Week	Include a global dimension in the Harvest and Christmas themes  Introduce a new theme by using Christian Aid assembly materials during Christian Aid Week  Give children time to reflect upon what action they would like to take as a result of this learning in assembly time

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<b>School Name</b>	Adisham CE Primary School	<b>Date of plan</b>	07.09.2019 Updated 01.11.19
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School leadership	To incorporate aspirations for global citizenship into the school vision, aims and development plans on global citizenship	<p>Appointing a global citizenship or courageous advocacy coordinator and/or representatives to oversee and drive the school's work on global citizenship</p> <p>Consulting and collaborating with pupils, staff and other community leaders on the school's global citizenship work- what do they think are focus areas should be?</p> <p>Ensuring staff have time and professional development opportunities to reflect on what the school's focus on global citizenship means for their practice</p> <p>Regularly communicating with parents/carers and the local community about the school's work in global citizenship, with prominent coverage on the school's website</p> <p>Ensuring the impact of the school's work in global citizenship on pupils' understanding,</p>	<p>HT in conjunction with CA lead</p> <p>HT and CA lead with CTs during CPD sessions with pupils during survey HT &amp; PSA with Parent Forum</p> <p>HT and CA lead with CTs during CPD sessions HTs and Year group CTs during Topic planning meetings</p>	<p>Term 1, Week 1</p> <p>Various: CPD sessions: by end of T2 Pupil Voice survey Parent Forum meeting: 26/09/2019</p> <p>Term 3</p>	<p>CA co-ordinator has been appointed and has had regular meetings with the SLT. This is fed into the school and SIAMs SEF and ADP.</p> <p>All key stakeholders are aware of the key areas to focus on and are including in the action plan.</p>

## Global Neighbours Action Plan

		attitudes and behaviour is appropriately monitored	<p>CA focus for agenda for weekly briefing meetings with CTs and TAs</p> <p>CTs through Weduc, newsletters and parent events (Fabulous Finishes)</p> <p>HT in conjunction with Director of Marketing (RB)</p> <p>HT and Director of Curriculum, in conjunction with CA lead</p>	<p>Term 1 Week 5 &amp; 6 (various days of planning meetings)</p> <p>Various: Weduc – daily Fabulous Finishes on varying dates at end of each term</p> <p>After trial in T1, to be monitored in T3 in lessons Plan checking at beginning of T3</p>	<p>There have been regular professional development opportunities linked to the action plan, including training on the following for any new members of staff: Philosophy for Children Restorative Justice</p> <p>All stake holders are well informed on the school's work with both the local and worldwide community.</p>
Teaching and Learning	Through carefully planned and sequenced RE and Topic lessons, children to understand some humanitarian and environmental issues that are	<p>SLT will identify, in conjunction with the Director of Curriculum, appropriate topics to focus on.</p> <p>During collaborative planning meetings, staff to assess potential avenues for exploring global citizenship themes.</p> <p>Planning will show focus on this theme and may include suggestions taken from Global Neighbours Handbook.</p>	<p>HT and Director of Curriculum</p> <p>CTs supported by facilitating HTs</p>	<p>By end of T1 for teachers to prepare for T2</p> <p>Termly</p> <p>Year 5: Term 1 All other year groups, from T3</p>	<p>Lesson monitoring, children conferencing and book reviews demonstrate the children's knowledge and understanding of the identified</p>

## Global Neighbours Action Plan

	affecting us all as global citizen and act upon this knowledge to be advocates for change	<p>Parables linked to school values and school Christian vision linked to actions taken to solve these global issues</p> <p>Utilisation of P4C techniques in lessons to engage students with discussing these issues and solutions. The big questions will be explored, with a focus on injustice, inequality and suffering</p>	<p>CTs, monitored by CA lead</p> <p>Whole school community</p> <p>CTs, monitored by CA lead</p>	<p>As and when they arise</p> <p>ongoing</p>	humanitarian and environmental issues. The school's long term curriculum map clearly identifies where these opportunities may arise.
Collective Worship and Spiritual Development	To ensure that pupil engagement with global citizenship is maintained throughout the year and built upon to grow awareness	<p>CW plans and assembly timetable will show regular inclusion of global issues for all pupils (at least once every half-term)</p> <p>Use of testimony or case studies of how faith motivates people to confront poverty and global injustice through video, visitors and own experiences</p> <p>Pupils in multiple year groups creating prayers or reflections in response to global issues</p> <p>Prayers spaces are evident around the school in different areas to allow children to reflect on the issues discussed during CW-see <a href="https://www.prayerspacesinschools.com/topten">https://www.prayerspacesinschools.com/topten</a> To include a 'Prayer for the World' prayer space to enable children to say/write prayers in response to a global issue.</p> <p>Pupil participation in the planning,</p>	<p>CW leads HT to share timetable</p> <p>CW lead</p> <p>CTs with class reflection time HT with LTC group CTs with class reflection time HT with LTC group</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Weekly, for Friday CW</p>	CW monitoring demonstrates the inclusion of global citizenship during whole school CW and children's deep understanding of these issues. Prayer spaces across the school also clearly evidences the children's understanding.

## Global Neighbours Action Plan

		<p>preparation and leading of collective worship</p> <p>The local incumbent will be invited into CW to discuss with the children which Christian teachings have inspired them to tackle poverty, injustice and exploitation of the natural world.</p>		<p>HT to develop LTC group</p> <p>Termly</p>	
<p>Pupil Participation in Active Global Citizenship</p>	<p>That pupils should be involved in decision making and have a sense of ownership and understanding of why they are taking a particular action.</p>	<p>Year 6 children to focus their charity fair on raising money for a charity addressing the issue they are investigating</p> <p>Through topic work, Year 4 to participate in an existing campaign – or starting their own</p> <p>Year 3 to communicate their views to their local councillor, MP or business representatives – Parliamentary Outreach Visit.</p> <p>School newspaper team to raise awareness in the wider community through their publications</p> <p>Class Reflective Time will incorporate children watching ‘News Round’ at least 2x weekly, along with the use of ‘Global Explorers’ resources. ‘This Week Junior’ will also be used throughout the school to explore global issues. A display will also be made in the library to engage children’s attention, with regular quizzes.</p> <p>A debating club will be set up to engage children in P4C sessions regarding the current global issues.</p>	<p>Year 6 CTs in conjunction with CA lead</p> <p>Year 4 CT</p> <p>Year 3 CT</p> <p>ASC/HT</p> <p>HT/CA lead</p> <p>HT/CA lead</p>	<p>Term 6, Week 5</p> <p>Term 4</p> <p>Term 6</p> <p>Term 3</p> <p>Ongoing</p> <p>Term 5</p>	<p>Year 6 and 4 have chosen their charity focus for the year and can identify why they chose that charity.</p> <p>KS2 pupils attend Parliamentary Outreach session – meet with HT to discuss next steps.</p> <p>Pupils are engaged in their growing awareness of global issues.</p> <p>Pupils able to engage in positive debates.</p>

## Global Neighbours Action Plan

		The School Council will explore how our children can tackle poverty, injustice and exploitation of the natural world. For example, they will discuss the use of single plastics in our school and community, recycling in the school and how we can enable school uniform to be recycled (2 <sup>nd</sup> hand uniform sales- in conjunction with the APA)	HT/School Council	Term 1 onwards	Recycling station set up and developed over the year
Community Engagement	That pupils should have age-appropriate opportunities to share their learning and action with the wider school community, including parents and carers	<p>School newspaper team to write about their engagement with global citizenship themes</p> <p>Invite parents and carers to occasions in school where they are sharing and reflecting upon their learning and action (in collective worship, exhibitions of pupils' work and other events)</p> <p>Participate in community events or acts of worship in local churches</p> <p>Sharing learning with pupils in other schools locally, nationally and globally through extra-curricular pen-pals club</p> <p>Staging community fundraising or awareness raising events in relation to global issues or related charities</p> <p>Meeting and interviewing representatives of a charity which the school supports</p> <p>Links with schools in other countries and/or local communities will be made with children</p>	<p>ASC/HT</p> <p>CTs of all year groups</p> <p>whole school community</p> <p>Ugandan school link</p> <p>HT/CA lead</p>	<p>Term 3</p> <p>Termly, usually in penultimate or final week of term</p> <p>Significant Christian festivals for CW</p> <p>As required for topic</p> <p>Ongoing</p> <p>TBC</p>	<p>School newspaper is published each term, including the chosen key global citizenship themes.</p> <p>The school's curriculum identifies when year groups can engage with their community. For example, Y1, Term 1 community topic- the children will focus on the local church.</p> <p>Pupils develop a 2 way</p>

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		able to write to the children to explore a different community.			relationship with pupils from a different community
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