

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.

| School Name | Sturry CE Primary School | | | Date of plan | 07.09.2021 |
|---|--|--|---|--|--|
| 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 |
| 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>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, attitudes and behaviour is appropriately monitored.</p> | <p>HT - MM in conjunction with CA lead - LL</p> <p>HT & CA lead with CTs during CPD sessions Staff Briefings</p> <p>SLT Team Director of Marketing (RB)</p> <p>HT & CA lead</p> <p>HT & PSA with Parent Forum</p> | <p>Term 1, Week 1</p> <p>Termly – CPD & MTP meetings</p> <p>Ongoing</p> <p>Termly – Pupil Voice</p> <p>Term 4 - Parent Forum Meeting</p> | <p>CA co-ordinator has been appointed and has had regular meetings with the SLT. This has fed into the school and SIAMs SEF and ADP.</p> <p>All CTs have been supported during MTP sessions with a member of SLT.</p> <p>Staff have received training on Philosophy for Children Restorative Justice Class based nurture BLP In school support from an EWB Practitioner (NELFT)</p> <p>All stake holders are well informed on the school's work with both the local and worldwide community.</p> |

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| | | <p>Consulting and collaborating with pupils, staff and other community leaders on the school's global citizenship work.</p> <p>RE Lead to embark upon The Young Leaders Award (The Archbishop of York Youth Trust).</p> | RE Lead - ML | <p>Newsletters - termly Weduc – daily Fabulous Finishes – termly</p> <p>Term 4 – application submitted</p> | RE Lead to complete the YLA in order to support the children and staff with SMSC/BV/PSHE/ Character/Education/Citizenship/ RE/ SIAMS |
| Teaching and Learning | Through carefully planned and sequenced RE and Topic lessons, children to understand some humanitarian and environmental issues that are affecting us all as global citizen and act upon this | <p>SLT will identify, in conjunction with the Recovery Curriculum Co-ordinator, 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>Parables linked to school values and school Christian vision linked to actions taken to solve these global issues</p> | <p>HT and Recovery Curriculum Co-ordinator</p> <p>CTs supported by facilitating SLT</p> <p>CTs, monitored by CA lead</p> <p>Whole school community</p> | <p>Termly</p> <p>Termly</p> <p>Weekly/ Termly</p> <p>As and when they arise</p> <p>Ongoing</p> | <p>Lesson monitoring, children conferencing and book reviews demonstrate the children's knowledge and understanding of the identified humanitarian and environmental issues.</p> <p>The school's long term curriculum map clearly identifies where these opportunities may arise. CTs highlight these in their MTPs.</p> <p>School posters redesigned by current pupils.</p> |

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| | knowledge to be advocates for change | 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. | CTs, monitored by CA lead | | |
| Collective Worship and Spiritual Development | To ensure that pupil engagement with global citizenship is maintained throughout the year and built upon to grow awareness | CW plans and timetable will show regular inclusion of global issues for all pupils (at least once every half-term). | CW leads HT to share timetable | ongoing | CW monitoring demonstrates the inclusion of global citizenship during whole school CW and children's deeper understanding of these issues. Prayer spaces across the school also clearly evidences the children's understanding. |
| | | Use of testimony or case studies of how faith motivates people to confront poverty and global injustice through video, visitors and own experiences. | HT & CA Lead | Ongoing | |
| | | Pupils creating prayers or reflections in response to global issues. | HT & CA Lead | Ongoing | |
| | | Prayer spaces are evident around the school in different areas to allow children to reflect on the issues discussed during CW. | CTs with class worship | Ongoing | |
| | | To include a 'Prayer for the World' prayer space to enable children to say/write prayers in response to a global issue. | CA Lead | Ongoing | |
| | | Pupil participation in the planning, | | Weekly, for Friday CW | |

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| | | <p>preparation and leading of collective worship</p> <p>The local incumbent or Church representative 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>AHT/CA Lead Lighting the Candle Group</p> <p>HT</p> | Ongoing | |
| Pupil Participation in Active Global Citizenship | 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>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 2 to participate in the theme The Blue Planet which explores the impact humans have on sea life and create a way to promote changes in our behaviour to improve the lives of others (ie. not polluting with plastic).</p> <p>Through their topic work Coral Catastrophe, Year 3 to participate and become proactive and empathetic citizens, who aware of global threats faced by our sea habitats.</p> <p>Through their topic work Rainforests, Year 4 will show empathy and awareness of</p> | <p>Year 6 CTs in conjunction with CA lead</p> <p>Year 2 CTs</p> <p>Year 3 CTs</p> <p>Year 4 CTs</p> | <p>Term 6</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> | <p>Year 6 pupils can celebrate their donation to their charity.</p> <p>Year 2 pupils organised a beach clean with staff and parents.</p> <p>Pupils aware of the impact of humans on the corals and what they can start to do to make a difference.</p> <p>Pupils aware of the impact of deforestation on plant and animal life</p> |

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| | | <p>how deforestation affects tribes and wildlife in these areas. They will act to raise awareness of this travesty.</p> <p>Through their work in the topic Tremors, Year 5 will understand the difference in the social divides: rich and poor in terms of the aftermath/recovery of a disaster. It will allow them to build empathy/sympathy and provoke an emotional response to want to do something about it.</p> <p>Class Reflective Time will incorporate children watching 'News Round' at least 2 x weekly. '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>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</p> | <p>Year 5 CTs</p> <p>HT</p> <p>Writing Lead – JC</p> <p>PSA</p> | <p>Term 3</p> <p>Term 4</p> <p>Term 3</p> <p>Single plastic usage – term 1</p> | <p>and those who live in the area where this is happening.</p> <p>Pupils made aware of the social imbalance and injustice in these areas of the world (along the fault lines)</p> <p>JC prepared to start the debating club at the start of term 4.</p> <p>The School Council created a teaser trailer to promote a competition whereby children design and create their own poster to educate the</p> |

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| | | community, recycling in the school and how we can enable school uniform to be recycled (2 nd hand uniform swap shop- in conjunction with the Parent Support Advisor) | | 2 nd hand swap shop – term 1 and 2 | <p>children about promoting a positive environment.</p> <p>The PSA held weekly swap shops to support parents and to encourage the recycling of uniform.</p> |
| 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, including; Harvest Christmas Easter Pentecost Ascension Day</p> <p>Staging community fundraising or awareness raising events in relation to global issues or related charities through</p> | <p>HT and newspaper club</p> <p>CTs of all year groups</p> <p>Whole school community</p> <p>HT & CA Lead</p> | <p>Ongoing</p> <p>Termly</p> <p>Significant Christian festivals for CW</p> <p>As detailed in the LTP for topic and</p> | <p>School newspaper has been 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>Term 1: Harvest Service was held at the school with a representative of the Foodbank attending. Term 2: Carols around the Christmas tree was an open invite to the school and wider community.</p> <p>Children in Need – fundraising event Childline Magical Maths Day – awareness event</p> |

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| | | <p>the Long Term Plan and national initiatives.</p> <p>Meeting and interviewing representatives of a charity which the school supports</p> | <p>HT & School Council</p> | <p>throughout the year</p> <p>Term 1</p> <p>Term 1</p> | <p>Kent Air Ambulance – the School Council chose to continue their support of the KAA, however the recycling scheme was ended by the KAA.</p> <p>Canterbury Foodbank – the School Council chose to continue supporting the Foodbank with their Harvest service. The service was attended by a representative who was able to share first hand experience with the children on what their gifts would do.</p> |
| | | <p>Links with schools in other countries and/or local communities will be made with children able to write to the children to explore a different community.</p> | <p>HT</p> | <p>Term 4</p> | <p>A reciprocal link to be made where our children can learn from and with pupils from a contrasting locality.</p> |