



# Global Neighbours Silver Award



## Evidence Form

Take time to consider each of the five areas included in the accreditation framework, and put some information into each box to show what your school has been doing. Feel free to use bullet points or write in prose but please do not exceed one side of A4 for any of the areas.

In addition, you may also upload relevant sections of your curriculum overview, collective worship plan or school development plan as appropriate but this is *not* a requirement. The Assessor can look at any other evidence you wish to showcase when they visit your school. Please do not include children's names in this form.

Name and address of School / Academy	St. Barnabas Primary School Warrington
School / Academy Telephone number	01925 633606
Unique Reference Number (URN)	
Type of school (infant / junior / primary)	Primary
Name of Global Neighbours Staff Contact	Karen Longden
Email Address for Staff Contact	klongden@stbarnabascewarring
Name of Headteacher (if different from above)	Jane Hodgkinson
Number of pupils on roll	180
Date form completed	July 22

Christian Aid, the Church of England Education Office, approved Global Neighbours Assessors and the Global Neighbours Advisory Group will use this information and the evidence and other documentation you provide in the administration of the accreditation scheme and to contact you regarding your application.

<b>Framework Area</b>	<b>Silver Award criteria</b> <i>(assumes ongoing fulfilment of the criteria for Bronze)</i>	<b>How has your school met the School Leadership criteria for the Silver Award?</b> <b>Please make sure you include specific examples for each of the criteria listed.</b>
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<p><b>School Leadership</b></p>	<p><b>Leaders ensure:</b></p> <ul style="list-style-type: none"> <li>• regular opportunities for all pupils to learn about and reflect upon global issues and participate in active global citizenship across several curriculum areas, and through collective worship</li> <li>• a culture of collaboration with other organisations in this work (eg, with the local church, diocese, and/or other schools)</li> <li>• provision of time, space and development opportunities for staff to develop their thinking and practice on global citizenship/courageous advocacy</li> <li>• the school’s vision and aims in relation to global citizenship inform decisions on spending, fundraising, social action and charity and community links.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the Curriculum maestro scheme of work pupils across the school have the opportunities to learn about and act upon global issues with the Geog/English and Science curriculum. See attached documents.</li> <li>• St.Barnabas school has strong links with St.Barnabas church and collaborates with a range of activities to support both the local and global community. The school has achieved its Level two partnership award.</li> <li>• Collective worship has a half termly Christian value theme and this is linked to a timetabled global citizenship theme each half term. This is further developed with the use of worship resources such as Picture News which enables us to respond quickly to real world events.</li> <li>• Worship opportunities range from large scale events whole school/community events organised in St.Barnabas church and school to smaller intimate class worship .</li> <li>• Worship is further enhanced through events such as Harvest, Christingle and Christian Aid week.</li> <li>• The curriculum is planned in a structured way which enables children to develop a greater understanding of Global issues through its progressive approach in a range of curriculum areas including science, literacy, Religious education and geography. This progression is both horizontal and vertical enabling children to deepen and broaden their understanding. See curriculum overviews.</li> <li>• The curriculum is further enhanced through planned activities such as school visits, whole school projects and themed days.</li> <li>• The school our vision statement of letting your light shine, we recognise the need to develop our learners as Global Citizens and to prepare them for a future shaped by a changing society. As a school our decisions on spending are informed by knowledge of environmental challenges we are facing as global</li> </ul>
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		<p>community. Decisions such purchasing of recycled products, combining books/resources to reduce costs, eco monitors to promote energy saving initiatives.</p> <ul style="list-style-type: none"> <li>• Throughout the year activities such as the 40 acts of kindness and the courageous Christingles help to reinforce these actions and keep social action at the forefront of school community.</li> <li>• We have a structured plan of fundraising events throughout the year which is carefully planned considering the needs of our local and global community(See fundraising/social action calendar), as a school we are also able to quickly respond to events which have not been foreseen such as the Ukraine war.</li> </ul>
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<b>Framework Area</b>	<b>Silver Award criteria</b> <i>(assumes ongoing fulfilment of the criteria for Bronze)</i>	<b>How has your school met the Teaching and Learning criteria for the Silver Award?</b> <b>Please make sure you include specific examples for each of the criteria listed.</b>
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<b>Teaching and Learning</b>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>• explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world</li> <li>• ask and explore ‘big questions’ about suffering, inequality and justice with reference to particular global issues</li> <li>• discuss and develop an understanding of, the nature, causes and effects of poverty, disadvantage, and injustice and exploitation of the natural world</li> <li>• engage with voices and stories that aid understanding of poverty and injustice, not least from peoples and communities directly affected by poverty and injustice</li> <li>• explore Christian perspectives on poverty, disadvantage, and injustice</li> <li>• explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world.</li> </ul>	<p><b>Cross curricular links with a range of subjects see the curriculum overview</b></p> <p><b>Bigs questions used with teaching and used within worship</b></p>
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<b>Framework Area</b>	<p><b>Silver Award criteria</b>  <i>(assumes ongoing fulfilment of the criteria for Bronze)</i></p>	<p><b>How has your school met the Collective Worship and Spiritual Development criteria for the Silver Award?</b>  <b>Please make sure you include specific examples for each of the criteria listed.</b></p>
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<p><b>Collective Worship and Spiritual Development</b></p>	<p><b>At an age-appropriate level, all pupils will frequently:</b></p> <ul style="list-style-type: none"> <li>• reflect upon, and respond to, global issues in collective worship or other prayer and reflection time</li> <li>• 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</li> <li>• reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world, and consider changes they may make as a result</li> <li>• contribute to the planning of collective worship surrounding global issues.</li> </ul>	<p>Clearly planned worship opportunities in a range of ways ,school church prayer spaces , large scale</p> <p>Focused sessions such as Liverpool community spirit , eid celebration giving back to the community</p> <p>Activities such as the 40 acts of kindness locally , global injustice , regular planned prayer spaces , 3 a year</p> <p>Regular global worship through timed activities each half term and the use of picture news see worship overviews</p> <p>Children have the opportunity to both lead and plan class worship , global planning of worship</p>
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Framework Area	Silver Award criteria <i>(assumes ongoing fulfilment of the criteria for Bronze)</i>	How has your school met the Pupil Participation criteria for the Silver Award? <b>Please make sure you include specific examples for each of the criteria listed.</b>
<b>Pupil Participation in Active Global Citizenship</b>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>make decisions about how to take action having explored possible responses which go beyond a sense of compassion to a concern for justice</li> <li>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.</li> </ul>	<p>Chester zoo palm oil project Coat of hope</p>

<b>Framework Area</b>	<b>Silver Award criteria</b> <i>(assumes ongoing fulfilment of the criteria for Bronze)</i>	<b>How has your school met the Community Engagement criteria for the Silver Award?</b> <b>Please make sure you include specific examples for each of the criteria listed.</b>
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<p><b>Community Engagement</b></p>	<p><b>At an age-appropriate level, pupils will:</b></p> <ul style="list-style-type: none"> <li>encounter fresh perspectives on global issues through the use of visitors and community links (eg, international development agencies, church representatives, diocesan companion links, other school links or diaspora communities)</li> <li>begin to communicate their concerns and ideas in relation to issues of poverty, injustice and exploitation of the natural world with decision-makers at local, national or global levels</li> <li>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.</li> </ul>	<p>Celebrations throughout the year planned to allow children to see community work in action, Liverpool community spirit talks, Eid talks demonstrating faith in action Emma science week talks</p> <p>Whole school church and community projects such as harvest and Christingle Chester zoo palm oil project</p> <p>Archie bishop award in Year 2 and Year 3 Palm oil project chester zoo</p> <p>Coat of hope patch at the cop global</p> <p>Harvest 2022 was the Bilbo juice Harvest 2023 letters of creation see action planning Coragous</p>
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- Reception world climate , what is happening in the polar regions big wild world
- Year local , Handas surprize
- Year 2- coast lines looking at the environmental damage in relation to the local area
- CA resource aid

- Year 3- impact on earth quakes and tsunami , carbon footprint
- Year 4- rivers and mountains ,impact flooding
- Year 5 –Geog/Reading rainforests ,impacts of disforestation, loss of income and impact on the environmental, food miles
- Year 6 – frozen global warming