



Global Neighbours Bronze 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.

Please upload your action plan separately. 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. If you wish to include photographic evidence of pupil participation or community engagement, please provide a link to photographs on your school website. Please do not include children's names in this form.

Name and address of School / Academy	Colkirk CE Primary Academy (Part of Unity Federation)
School / Academy Telephone number	01328 862684
Unique Reference Number (URN)	141895
Type of school (infant / junior / primary)	Primary
Name of Global Neighbours Staff Contact	Christopher Allen
School Email Address for Staff Contact	head@colkirk.norfolk.sch.uk
Name of Headteacher (if different from above)	Christopher J Allen
Number of pupils on roll	45
Date form completed	09.10.2018

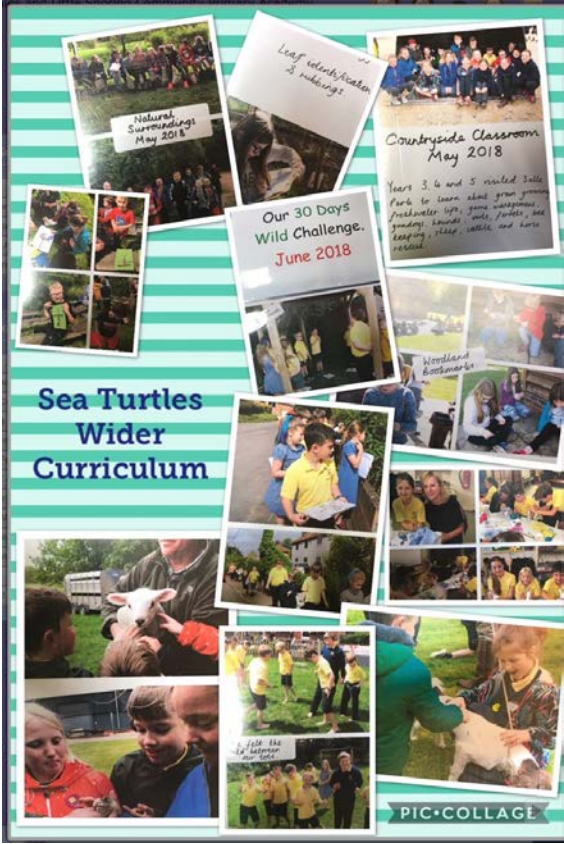
Christian Aid, the Church of England Education Office, approved Global Neighbours Assessors and the Global Neighbours Advisory Group will use this information and the evidence and other documentation you provide in the administration of the accreditation scheme and to contact you regarding your application.

Framework area	Bronze Award criteria	How has your school met the School Leadership criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.
School leadership	<p>Leaders:</p> <ul style="list-style-type: none"> ensure that the school vision, aims and development plan reflect a commitment to global citizenship/courageous advocacy and treating all people with dignity and respect create, and commit to implementing, an action plan to extend engagement with global citizenship/courageous advocacy across the life of the school. 	<p>Our academy vision was rewritten as part of our Vision Day in January 2018, this included all staff and governors, it was then shared with children and parents. As our school is part of a 4 academy federation (Unity Federation) which is part of our Diocese MAT – Diocese of Norwich Education and Academy Trust, we felt it was important that our vision reflected the needs of each academy, endorsed the Church of England vision for education and reflected the aspirations of our MAT.</p> <p>The vision we created was:</p> <p style="text-align: center;"><i>We are 4 small schools where big things happen;</i></p> <p style="text-align: center;"><i>We celebrate the hidden treasure that we can nurture with joy and hope in every child.</i></p> <p style="text-align: center;"><i>We foster independence, develop courage and resilience and shape our children to be life-long learners so that they may</i></p> <p style="text-align: center;"><i>Have faith, flourish and fly high.</i></p> <p>Our vision is cited in the biblical text of Matthew 13:44-46 The Hidden Treasure and The Pearl. It was chosen in consultation with our four local incumbents who felt that as a community of schools we worked in extremely rural contexts and always looked for the hidden attributes in every member of our school communities as well as looking outwards to the world to develop our children to be resilient and independent. The tag line of our vision provides a theological stance and a historical one as each school is built near to a WW1 airfield.</p> <p>Our vision is the foundation for all decisions made in the school and reflected on at the end of all Governors meetings and Senior Leadership meetings. Our current improvement plans have an element of global citizenship through our RE curriculum development and SIAMS development. This has helped us to lead on this work and to have our Executive Head Teacher as an accredited Global Neighbours Assessor. It has also allowed us to consider this work as part of our school improvement and how it can contribute to the learning behaviours of our children. It recognises we could exist in a very insular manner but we choose to work beyond our local boundaries for the benefit of the children and communities each academy serves.</p> <p>In our action plan we wish to now build on this to deepen pupils understanding of global citizenship and particularly poverty.</p>

Framework area	Bronze Award criteria	How has your school met the Teaching and Learning criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.
Teaching and Learning	<p>Pupils have age-appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • exploring similarities and differences between their lives and the lives of people in various communities around the world • identifying some ways in which their lives are connected with the lives of people in places across the globe • exploring ‘big questions’ about suffering, inequality and justice • discussing concepts and issues of injustice and disadvantage, and exploitation of the natural world • encountering relevant voices and stories that aid understanding of poverty and injustice • identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world. 	<ul style="list-style-type: none"> • Our RE/ Humanities and PSHE curriculum provides children with opportunities to consider their own lives and compare this to others around the world. For example children in RE will study the BIG Question of: How do festivals bring people together? Here children in Yr 1&2 explored stories, passing on tradition, festivals (Eid, Chinese New Year, Baisakhi), foods (Langer), games (Judaism) and compared this to their own Christian faith. In Geography children in KS2 the children undertake a topic named Explorers and consider why people needed to discover news parts of the world, what resources they utilised, how society’s changed as a result and the effects of colonisation. • Children have had opportunities through RE to consider thematic topics with a global dimension, they have studied the BIG Question of – What is it like to be a Christian around the World? Looking at liturgy similarities to but physical differences of worship spaces, dress and cultural traditions that influence this. We use the Understandign Christianity Project resources as well as our Diocese RE approach that considers three key elements Philosophy, Social and Human Sciences and Theology. • In Geography KS2 children explore the concept of justice and inequality through topics such as deforestation, climate change and moral issues around pollution. • Within collective worship we align our themes to Values for Life and spend half a term looking in depth at Justice, Compassion and Love (amongst many others – 3 year rolling programme on our website), this is tied in with Biritish Values where social justice is considered. Lots of time is spent exploring the well established links the school has with the FARA charity where the school provides regaulr help and support for deprived children in Romania. • Our children receive frequent visitors in school that support them in exploring biblical stories linked to poverty and injustice (e.g. Feeding of the 5000, Good Samaritan, Prodigal Son). However they have limited experience of a wider range of visitors – something we have highlighted on our action plan to move to silver. <p>Our next steps are to bring into our children’s learning more experiences of global charities to enhance some of the theological foundations of the work they undertake linked to reducing poverty (as recorded in our action plan).</p>

Framework area	Bronze Award criteria	How has your school met the Collective Worship and Spiritual Development criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.																																				
Collective Worship and Spiritual Development	<p>All pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> reflect on issues of global poverty and injustice and exploitation of the natural world on a few occasions during the academic year reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world learn the importance of considering, valuing and treating all people with dignity and respect. 	<ul style="list-style-type: none"> As part of our values based collective worship programme we follow themes each half term, these are planned over a three year rolling cycle that include values for life and British Values. These have strong elements linked to injustice, dignity and respect. This is our second three year cycle, our programme currently covers: <p style="text-align: center;">Collective Worship – Rolling Programme 2017-20</p> <p>Year A 2017-18</p> <table border="1" data-bbox="947 456 1808 591"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Friendship – MUTUAL RESPECT Harvest: Focus- working together</td> <td>Generosity -INDIVIDUAL LIBERTY Christmas Gifts</td> </tr> <tr> <td>Spring</td> <td>Humility - RULE OF LAW Candlemass</td> <td>Compassion -INDIVIDUAL LIBERTY Easter: Focus: Jesus Sacrifice for man</td> </tr> <tr> <td>Summer</td> <td>Justice - DEMOCRACY Ascension</td> <td>Truthfulness – RULE OF LAW Unity Celebration – Cathedral Service</td> </tr> </tbody> </table> <p>Year B 2018-19</p> <table border="1" data-bbox="947 630 1808 764"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Trust - RULE OF LAW Harvest: Focus –trusting in others gifts</td> <td>Responsibility - DEMOCRACY Christmas: Mary & Joseph / God’s Son</td> </tr> <tr> <td>Spring</td> <td>Hope -INDIVIDUAL LIBERTY Candlemass</td> <td>Belief - DEMOCRACY Easter: Believing in the resurrection</td> </tr> <tr> <td>Summer</td> <td>Respect & Reverence – MUTUAL RESPECT Pentecost</td> <td>Truthfulness Unity Celebration – Benefice Service</td> </tr> </tbody> </table> <p>Year C 2019-20</p> <table border="1" data-bbox="947 803 1808 938"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Thankfulness Harvest: Thanking God for his world</td> <td>Hope -INDIVIDUAL LIBERTY Christmas Story</td> </tr> <tr> <td>Spring</td> <td>Wisdom - RULE OF LAW Candlemass</td> <td>Persistence – MUTUAL RESPECT Easter – Focus: Belief in Jesus and God</td> </tr> <tr> <td>Summer</td> <td>Creativity / Miracles -INDIVIDUAL LIBERTY Corpus Christi</td> <td>The Holy Spirit/ Trinity Unity Celebration – Open Air Service</td> </tr> </tbody> </table> Within collective worship we will have child led worship and messy assemblies, where children can advocate and champion aspects of the given theme for a half term and promote aspects of the core values of respect and dignity. This can be through drama, creative responses e.g. one activity the children undertook was respect hands with who we respect on each finger and a reason why on the palm of the hand. They regularly have worship linked to the ongoing charity they support FARA – where the pupils support children in Romania that are disadvantaged or live in poverty. Our collective worship focuses on four parts, welcome, gather, worship and reflect. Our children are invited to reflect on the value theme and how it translates into their daily lives, children are asked to leave worship with characteristics to display around respect and dignity towards one another. The children have lead on global collective worship in a more adhoc manner where they will consider ‘bigger issues’ such as inequality of gender and have held assemblies related to a current science based project they are working on with the Ogden Trust around beach pollution, plastic pollution and the environmental impact. As part of this project worship happens monthly at the beach as part of our Beach School, where the children have a focused day on the global issue of plastic pollution, how they can take action to help end it and how they can encourage others to support the cause. 	Term	First Half	Second Half	Autumn	Friendship – MUTUAL RESPECT Harvest: Focus- working together	Generosity - INDIVIDUAL LIBERTY Christmas Gifts	Spring	Humility - RULE OF LAW Candlemass	Compassion - INDIVIDUAL LIBERTY Easter: Focus: Jesus Sacrifice for man	Summer	Justice - DEMOCRACY Ascension	Truthfulness – RULE OF LAW Unity Celebration – Cathedral Service	Term	First Half	Second Half	Autumn	Trust - RULE OF LAW Harvest: Focus –trusting in others gifts	Responsibility - DEMOCRACY Christmas: Mary & Joseph / God’s Son	Spring	Hope - INDIVIDUAL LIBERTY Candlemass	Belief - DEMOCRACY Easter: Believing in the resurrection	Summer	Respect & Reverence – MUTUAL RESPECT Pentecost	Truthfulness Unity Celebration – Benefice Service	Term	First Half	Second Half	Autumn	Thankfulness Harvest: Thanking God for his world	Hope - INDIVIDUAL LIBERTY Christmas Story	Spring	Wisdom - RULE OF LAW Candlemass	Persistence – MUTUAL RESPECT Easter – Focus: Belief in Jesus and God	Summer	Creativity / Miracles - INDIVIDUAL LIBERTY Corpus Christi	The Holy Spirit/ Trinity Unity Celebration – Open Air Service
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Framework area	Bronze Award criteria	How has your school met the Pupil Participation criteria for the Bronze Award? Please make sure you include specific examples.
Pupil Participation in Active Global Citizenship	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> participate in an activity that involves taking informed action, having learned about the issue being addressed and considered various ways of responding. 	<ul style="list-style-type: none"> Children at Colkirk each Christmas undertake two projects that are directly linked to local issues but within the context of national organisations. These are: <ol style="list-style-type: none"> 1. Toys and Tins Appeal – Salvation Army. The children will collect Toys and Tins of food, sing at local supermarkets and bag pack to raise funds and resources for this local charity project. They co-ordinate this through a parent who manages the local Salvation Army Charity shop. In doing this the children respond in a very practical way to a local need for providing a ‘good Christmas’ for families with little resource. The children learn about the number of families they support and visit the charity shop as well as the charity tree in the annual Christmas Tree Festival in Fakenham. 2. The Shoebox Appeal – a national appeal with Samaritan’s Purse. Children or family groups each year fill shoeboxes with essential toiletries, gifts and donation for the charity and day-to-day items such as pens, toothbrushes etc. this is designated for a boy or girl and we usually suggest for a child aged the same as the pupil packing the box. The boxes are then distributed across the globe to children in disaster zones, areas of conflict and also at Christmas. In undertaking this appeal we educate the children in the concept of a reverse advent calendar, where they give something back each day of advent in their shoebox rather than receiving something material themselves.

Framework area	Bronze Award criteria	How has your school met the Community Engagement criteria for the Bronze Award? Please make sure you include specific examples.
Community Engagement	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> share their learning and action in global citizenship with the wider school community, including parents/carers. 	<p>Colkirk undertook a thematic study in the summer term 2018 focusing on protecting natural habitats and the countryside. The project involved parents in visiting the countryside classroom and undertaking a 30 day Wild Challenge in June 2018. Here parents through the information their children provided pledged to support natural habitats and undertake the 30 day Wild Challenge. The aim was to protect the natural surroundings they lived in, support the protection of habitats and consider ways to be eco-friendly in their daily lives.</p> 



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Please upload your action plan separately. 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. If you wish to include photographic evidence of pupil participation or community engagement, please provide a link to photographs on your school website. Please do not include children's names in this form.

Name and address of School / Academy	Little Snoring Community Primary Academy (Part of Unity Federation)
School / Academy Telephone number	01328 878362
Unique Reference Number (URN)	146065
Type of school (infant / junior / primary)	Primary
Name of Global Neighbours Staff Contact	Christopher Allen
School Email Address for Staff Contact	head@littlesnoring.norfolk.sch.uk
Name of Headteacher (if different from above)	Christopher J Allen
Number of pupils on roll	39
Date form completed	09.10.2018

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Framework area	Bronze Award criteria	How has your school met the School Leadership criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.
School leadership	<p>Leaders:</p> <ul style="list-style-type: none"> ensure that the school vision, aims and development plan reflect a commitment to global citizenship/courageous advocacy and treating all people with dignity and respect create, and commit to implementing, an action plan to extend engagement with global citizenship/courageous advocacy across the life of the school. 	<p>Our academy vision was rewritten as part of our Vision Day in January 2018, this included all staff and governors, it was then shared with children and parents. As our school is part of a 4 academy federation (Unity Federation) which is part of our Diocese MAT – Diocese of Norwich Education and Academy Trust, we felt it was important that our vision reflected the needs of each academy, endorsed the Church of England vision for education and reflected the aspirations of our MAT.</p> <p>The vision we created was:</p> <p style="text-align: center;"><i>We are 4 small schools where big things happen;</i></p> <p style="text-align: center;"><i>We celebrate the hidden treasure that we can nurture with joy and hope in every child.</i></p> <p style="text-align: center;"><i>We foster independence, develop courage and resilience and shape our children to be life-long learners so that they may</i></p> <p style="text-align: center;"><i>Have faith, flourish and fly high.</i></p> <p>Our vision is cited in the learning behaviours of Shirley Clarke. It was chosen in consultation with our local governing body who felt that as a community of schools we worked in extremely rural contexts and always looked for the hidden attributes in every member of our school communities as well as looking outwards to the world to develop our children to be resilient and independent. The tag line of our vision provides an aspirational stance and a historical one as each school is built near to a WW1 airfield.</p> <p>Our vision is the foundation for all decisions made in the school and reflected on at the end of all Governors meetings and Senior Leadership meetings. Our current improvement plans have an element of global citizenship through our RE curriculum development and British Values development. This has helped us to lead on this work and to have our Executive Head Teacher as an accredited Global Neighbours Assessor. It has also allowed us to consider this work as part of our school improvement and how it can contribute to the learning behaviours of our children. It recognises we could exist in a very insular manner but we choose to work beyond our local boundaries for the betterment of the children and communities each academy serves.</p> <p>In our action plan we wish to now build on this to deepen pupils understanding of global citizenship and particularly poverty.</p>

Framework area	Bronze Award criteria	How has your school met the Teaching and Learning criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.
Teaching and Learning	<p>Pupils have age-appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • exploring similarities and differences between their lives and the lives of people in various communities around the world • identifying some ways in which their lives are connected with the lives of people in places across the globe • exploring ‘big questions’ about suffering, inequality and justice • discussing concepts and issues of injustice and disadvantage, and exploitation of the natural world • encountering relevant voices and stories that aid understanding of poverty and injustice • identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world. 	<ul style="list-style-type: none"> • Our RE/ Humanities and PSHE curriculum provides children with opportunities to consider their own lives and compare this to others around the world. For example children in RE will study the BIG Question of: How do festivals bring people together? Here children in Yr 1&2 explored stories, passing on tradition, festivals (Eid, Chinese New Year, Baisakhi), foods (Langer), games (Judaism) and compared this to their own Christian faith. In Geography children in KS2 the children undertake a topic named Explorers and consider why people needed to discover new parts of the world, what resources they utilised, how society’s changed as a result and the effects of colonisation. • Children have had opportunities through RE to consider thematic topics with a global dimension, they have studied the BIG Question of – What is it like to be a Christian around the World? Looking at liturgy similarities to but physical differences of worship spaces, dress and cultural traditions that influence this. We use the Understandign Christianity Project resources as well as our Diocese RE approach that considers three key elements Philosophy, Social and Human Sciences and Theology. • In Geography all children explore the concept of justice and inequality through topics such as deforestation, climate change and moral issues around pollution as part of their Cool Continents enrichment weeks that happen three times per year. Children do not yet fully grasp the link they have in the small actions they take contributing to the wider global changes that can happen as a collective result. This is an action to move to silver (see below) • Within collective worship we align our themes to Values for Life and spend half a term looking in depth at Justice, Compassion and Love (amongst many others – 3 year rolling programme on our website), this is tied in with British Values where social justice is considered. <p>Our next steps are to bring into our children’s ability to connect their own actions and that of the school to the global changes that occur as a collective result (as recorded in our action plan).</p>

Framework area	Bronze Award criteria	How has your school met the Collective Worship and Spiritual Development criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.
Collective Worship and Spiritual Development	<p>All pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> • reflect on issues of global poverty and injustice and exploitation of the natural world on a few occasions during the academic year • reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world • learn the importance of considering, valuing and treating all people with dignity and respect. 	<ul style="list-style-type: none"> • As part of our life values and learning behaviour based collective worship programme we follow themes each half term, these are planned over a three year rolling cycle that include values for life and British Values. These have strong elements linked to injustice, dignity and respect. Children explore these issues and support a school in Africa to provide resources for children living in poverty to be educated. A link is well established and forms a regular focus in worship. • Within collective worship we will have child led worship and messy assemblies, where children can advocate and champion aspects of the given theme for a half term and promote aspects of the core values of respect and dignity. This can be through drama, creative responses e.g. one activity the children undertook was respect hands with who we respect on each finger and a reason why on the palm of the hand. • Our collective worship focuses on four parts, welcome, gather, worship and reflect. Our children are invited to reflect on the value theme and how it translates into their daily lives, children are asked to leave worship with characteristics to display around respect and dignity towards one another. • Child led worship also is beginning to consider social action such as diversity and difference as key elements of respect. The children have led on global collective worship in a more adhoc manner where they will consider 'bigger issues' such as inequality of gender and have held assemblies related to child poverty as part of Red Nose Day or Children in Need. • As part of the termly Cool Continents week the children explore cultural difference and diversity. They celebrate and respect this through a week on enrichment focusing on continents from around the world. Children present on aspects of their work, will demonstrate through dance or drama some of the issues they have discovered.

Framework area	Bronze Award criteria	How has your school met the Pupil Participation criteria for the Bronze Award? Please make sure you include specific examples.
Pupil Participation in Active Global Citizenship	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> participate in an activity that involves taking informed action, having learned about the issue being addressed and considered various ways of responding. 	<ul style="list-style-type: none"> Children at Little Snoring each Christmas undertake one project that is directly linked to local issues but within the context of national organisations. This is: <ol style="list-style-type: none"> Toys and Tins Appeal – Salvation Army. The children will collect Toys and Tins of food, sing at local supermarkets and bag pack to raise funds and resources for this local charity project. They co-ordinate this through a parent who manages the local Salvation Army Charity shop. In doing this the children respond in a very practical way to a local need for providing a ‘good Christmas’ for families with little resource. The children learn about the number of families they support and visit the charity shop as well as the charity tree in the annual Christmas Tree Festival in Fakenham. It takes a huge effort within the school community to achieve this project as the high level of deprivation and need within the school community often identifies several families that receive (anonymously) the Toys and Tins parcels at Christmas.

Framework area	Bronze Award criteria	How has your school met the Community Engagement criteria for the Bronze Award? Please make sure you include specific examples.
Community Engagement	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> share their learning and action in global citizenship with the wider school community, including parents/carers. 	<ul style="list-style-type: none"> Little Snoring pupils as part of their Cool Continents Week has a celebration Assembly where parents are invited each term. Approx 40-50 parents attend and the children present their learning linked to the cultural, social, economic and geographical themes of the country or continent they have been studying. Part of the thematic focus for older children is linked to issues such as poverty, pollution or injustice. For example children studying South America explored the moral dilemmas of deforestation of the rainforest. Younger children look at themes such as poverty and compare their own lifestyles and opportunities to those children in other countries and continents. The idea of difference doesn't necessarily mean disadvantage is looked at, with the children considering are others happy? Do they live in a family unit? Do they have the trappings of life suited to the country or continent they are living in? rather than directly comparing what they do and do not have. Parents also take part in parent / child workshops over the week that explore key themes together.



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Name and address of School / Academy	Sculthorpe CE Primary Academy (Part of Unity Federation)
School / Academy Telephone number	01328 862704
Unique Reference Number (URN)	141918
Type of school (infant / junior / primary)	Primary
Name of Global Neighbours Staff Contact	Christopher Allen
School Email Address for Staff Contact	head@sculthorpe.norfolk.sch.uk
Name of Headteacher (if different from above)	Christopher J Allen
Number of pupils on roll	55
Date form completed	09.10.2018

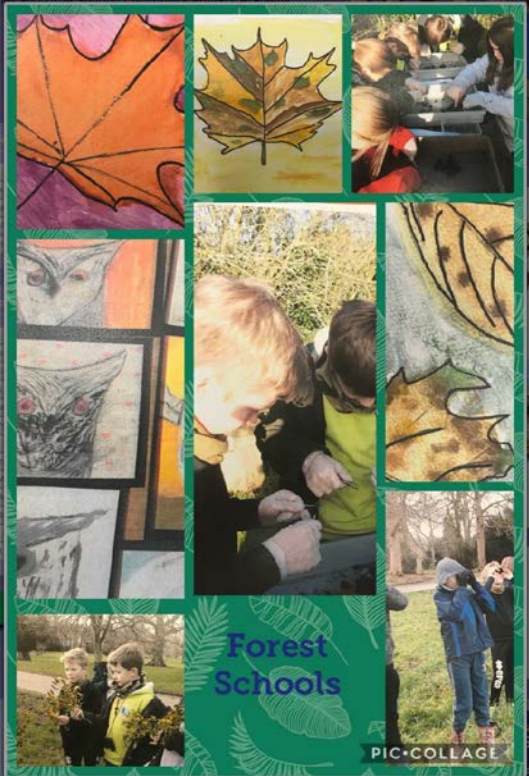
Christian Aid, the Church of England Education Office, approved Global Neighbours Assessors and the Global Neighbours Advisory Group will use this information and the evidence and other documentation you provide in the administration of the accreditation scheme and to contact you regarding your application.

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School leadership	<p>Leaders:</p> <ul style="list-style-type: none"> ensure that the school vision, aims and development plan reflect a commitment to global citizenship/courageous advocacy and treating all people with dignity and respect create, and commit to implementing, an action plan to extend engagement with global citizenship/courageous advocacy across the life of the school. 	<p>Our academy vision was rewritten as part of our Vision Day in January 2018, this included all staff and governors, it was then shared with children and parents. As our school is part of a 4 academy federation (Unity Federation) which is part of our Diocese MAT – Diocese of Norwich Education and Academy Trust, we felt it was important that our vision reflected the needs of each academy, endorsed the Church of England vision for education and reflected the aspirations of our MAT.</p> <p>The vision we created was:</p> <p style="text-align: center;"><i>We are 4 small schools where big things happen;</i></p> <p style="text-align: center;"><i>We celebrate the hidden treasure that we can nurture with joy and hope in every child.</i></p> <p style="text-align: center;"><i>We foster independence, develop courage and resilience and shape our children to be life-long learners so that they may</i></p> <p style="text-align: center;"><i>Have faith, flourish and fly high.</i></p> <p>Our vision is cited in the biblical text of Matthew 13:44-46 The Hidden Treasure and The Pearl. It was chosen in consultation with our four local incumbents who felt that as a community of schools we worked in extremely rural contexts and always looked for the hidden attributes in every member of our school communities as well as looking outwards to the world to develop our children to be resilient and independent. The tag line of our vision provides a theological stance and a historical one as each school is built near to a WW1 airfield.</p> <p>Our vision is the foundation for all decisions made in the school and reflected on at the end of all Governors meetings and Senior Leadership meetings. Our current improvement plans have an element of global citizenship through our RE curriculum development and SIAMS development. This has helped us to lead on this work and to have our Executive Head Teacher as an accredited Global Neighbours Assessor. It has also allowed us to consider this work as part of our school improvement and how it can contribute to the learning behaviours of our children. It recognises we could exist in a very insular manner but we choose to work beyond our local boundaries for the benefit of the children and communities each academy serves.</p> <p>In our action plan we wish to now build on this to deepen pupils understanding of global citizenship and particularly poverty.</p>

Framework area	Bronze Award criteria	How has your school met the Teaching and Learning criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.
Teaching and Learning	<p>Pupils have age-appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • exploring similarities and differences between their lives and the lives of people in various communities around the world • identifying some ways in which their lives are connected with the lives of people in places across the globe • exploring ‘big questions’ about suffering, inequality and justice • discussing concepts and issues of injustice and disadvantage, and exploitation of the natural world • encountering relevant voices and stories that aid understanding of poverty and injustice • identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world. 	<ul style="list-style-type: none"> • Our RE/ Humanities and PSHE curriculum provides children with opportunities to consider their own lives and compare this to others around the world. For example children in RE will study the BIG Question of: How do festivals bring people together? Here children in Yr 1&2 explored stories, passing on tradition, festivals (Eid, Chinese New Year, Baisakhi), foods (Langer), games (Judaism) and compared this to their own Christian faith. In Geography children in KS2 the children undertake a topic named Explorers and consider why people needed to discover new parts of the world, what resources they utilised, how society’s changed as a result and the effects of colonisation. • Children have had opportunities through RE to consider thematic topics with a global dimension, they have studied the BIG Question of – What is it like to be a Christian around the World? Looking at liturgy similarities to but physical differences of worship spaces, dress and cultural traditions that influence this. We use the Understanding Christianity Project resources as well as our Diocese RE approach that considers three key elements Philosophy, Social and Human Sciences and Theology. • In Geography KS2 children explore the concept of justice and inequality through topics such as deforestation, climate change and moral issues around pollution. • Within collective worship we align our themes to Values for Life and spend half a term looking in depth at Justice, Compassion and Love (amongst many others – 3 year rolling programme on our website), this is tied in with British Values where social justice is considered. The school works closely with Christmas School Sugar Collections and Shoebox Appeal each year allowing children to develop links on a global scale. However the impact of their work is not always undertaken as forms an action on our action plan to gain silver. • Our children receive frequent visitors in school that support them in exploring biblical stories linked to poverty and injustice (e.g. Feeding of the 5000, Good Samaritan, Prodigal Son). <p>Our next step is to link the real life stories of the work of the charities the school supports to the children so they can begin to recognise impact and evaluate this.</p>

Framework area	Bronze Award criteria	How has your school met the Collective Worship and Spiritual Development criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.																																				
Collective Worship and Spiritual Development	<p>All pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> reflect on issues of global poverty and injustice and exploitation of the natural world on a few occasions during the academic year reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world learn the importance of considering, valuing and treating all people with dignity and respect. 	<ul style="list-style-type: none"> As part of our values based collective worship programme we follow themes each half term, these are planned over a three year rolling cycle that include values for life and British Values. These have strong elements linked to injustice, dignity and respect. This is our second three year cycle, our programme currently covers: <p style="text-align: center;">Collective Worship – Rolling Programme 2017-20</p> <p>Year A 2017-18</p> <table border="1" data-bbox="947 472 1808 607"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Friendship – MUTUAL RESPECT Harvest: Focus- working together</td> <td>Generosity -INDIVIDUAL LIBERTY Christmas Gifts</td> </tr> <tr> <td>Spring</td> <td>Humility - RULE OF LAW Candlemass</td> <td>Compassion -INDIVIDUAL LIBERTY Easter: Focus: Jesus Sacrifice for man</td> </tr> <tr> <td>Summer</td> <td>Justice - DEMOCRACY Ascension</td> <td>Truthfulness – RULE OF LAW Unity Celebration – Cathedral Service</td> </tr> </tbody> </table> <p>Year B 2018-19</p> <table border="1" data-bbox="947 646 1808 781"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Trust - RULE OF LAW Harvest: Focus –trusting in others gifts</td> <td>Responsibility - DEMOCRACY Christmas: Mary & Joseph / God’s Son</td> </tr> <tr> <td>Spring</td> <td>Hope -INDIVIDUAL LIBERTY Candlemass</td> <td>Belief - DEMOCRACY Easter: Believing in the resurrection</td> </tr> <tr> <td>Summer</td> <td>Respect & Reverence – MUTUAL RESPECT Pentecost</td> <td>Truthfulness Unity Celebration – Benefice Service</td> </tr> </tbody> </table> <p>Year C 2019-20</p> <table border="1" data-bbox="947 820 1808 954"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Thankfulness Harvest: Thanking God for his world</td> <td>Hope -INDIVIDUAL LIBERTY Christmas Story</td> </tr> <tr> <td>Spring</td> <td>Wisdom - RULE OF LAW Candlemass</td> <td>Perseverance – MUTUAL RESPECT Easter – Focus: Belief in Jesus and God</td> </tr> <tr> <td>Summer</td> <td>Creativity / Miracles -INDIVIDUAL LIBERTY Corpus Christi</td> <td>The Holy Spirit/ Trinity Unity Celebration – Open Air Service</td> </tr> </tbody> </table> Within collective worship we will have child led worship and messy assemblies, where children can advocate and champion aspects of the given theme for a half term and promote aspects of the core values of respect and dignity. This can be through drama, creative responses e.g. one activity the children undertook was respect hands with who we respect on each finger and a reason why on the palm of the hand. Our collective worship focuses on four parts, welcome, gather, worship and reflect. Our children are invited to reflect on the value theme and how it translates into their daily lives, children are asked to leave worship with characteristics to display around respect and dignity towards one another. Child led worship also includes a regular theme linked to providing food for our local food bank and the theme of poverty. The children as an Ethos Group visit the food bank after special services such as Harvest, Christmas and Easter to take donations and experience what happens to them in Fakenham. They also regularly take collective worship to an OAP lunch club in Fakenham to interact with elderly people, living out the values of respect and dignity. 	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Framework area	Bronze Award criteria	How has your school met the Pupil Participation criteria for the Bronze Award? Please make sure you include specific examples.
<p>Pupil Participation in Active Global Citizenship</p>	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> participate in an activity that involves taking informed action, having learned about the issue being addressed and considered various ways of responding. 	<ul style="list-style-type: none"> Children at Sculthorpe each Christmas undertake two projects that are directly linked to local issues but within the context of national organisations. These are: <ol style="list-style-type: none"> Toys and Tins Appeal – Salvation Army. The children will collect Toys and Tins of food, sing at local supermarkets and bag pack to raise funds and resources for this local charity project. They co-ordinate this through a parent who manages the local Salvation Army Charity shop. In doing this the children respond in a very practical way to a local need for providing a ‘good Christmas’ for families with little resource. The children learn about the number of families they support and visit the charity shop as well as the charity tree in the annual Christmas Tree Festival in Fakenham. Sugar for Christmas – alongside the Toys and Tins we also work with a countywide charity on collecting sugar for Christmas (BEFA). The concept is ‘Sugar for shelters’ and a collection of sugar is made that can be stored in regional shelters e.g. in Norwich to provide beverages and supplement food in the winter months for homeless in Norfolk. We have undertaken this project for over five years as a school. <div data-bbox="942 950 1451 1333" data-label="Image"> <p>The image shows two young girls standing in front of a large, tall stack of blue and white tins. The tins are arranged in a somewhat conical shape. One girl is wearing a dark jacket and the other is wearing a bright yellow shirt. They appear to be in a school setting, possibly a hallway or a room where the tins are being collected for a charity project.</p> </div>

Framework area	Bronze Award criteria	How has your school met the Community Engagement criteria for the Bronze Award? Please make sure you include specific examples.
Community Engagement	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> share their learning and action in global citizenship with the wider school community, including parents/carers. 	<p>Sculthorpe works closely with a local charity – The Hawk and Owl Trust (Sculthorpe Moor). Here the school has established a forest school on site and works with parents and carers to maintain the forest school so children can visit each week as well as tend to the allotment and grow produce for the school kitchen. In doing so the children have looked at where food comes from as part of a project on from Farm to Fork. They have visited local farms as well as local supermarkets and explored the carbon footprint of their food. Parents have been included in this work by the children who were keen to widen their parents knowledge of where their food could be coming from and what they could do to reduce this carbon footprint.</p> 



Global Neighbours Bronze 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.

Please upload your action plan separately. 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. If you wish to include photographic evidence of pupil participation or community engagement, please provide a link to photographs on your school website. Please do not include children's names in this form.

Name and address of School / Academy	West Raynham CE Primary Academy (Part of Unity Federation)
School / Academy Telephone number	01328 838317
Unique Reference Number (URN)	141932
Type of school (infant / junior / primary)	Primary
Name of Global Neighbours Staff Contact	Christopher Allen
School Email Address for Staff Contact	head@westraynham.norfolk.sch.uk
Name of Headteacher (if different from above)	Christopher J Allen
Number of pupils on roll	39
Date form completed	09.10.2018

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.

Framework area	Bronze Award criteria	How has your school met the School Leadership criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.
School leadership	<p>Leaders:</p> <ul style="list-style-type: none"> ensure that the school vision, aims and development plan reflect a commitment to global citizenship/courageous advocacy and treating all people with dignity and respect create, and commit to implementing, an action plan to extend engagement with global citizenship/courageous advocacy across the life of the school. 	<p>Our academy vision was rewritten as part of our Vision Day in January 2018, this included all staff and governors, it was then shared with children and parents. As our school is part of a 4 academy federation (Unity Federation) which is part of our Diocese MAT – Diocese of Norwich Education and Academy Trust, we felt it was important that our vision reflected the needs of each academy, endorsed the Church of England vision for education and reflected the aspirations of our MAT.</p> <p>The vision we created was:</p> <p style="text-align: center;"><i>We are 4 small schools where big things happen;</i></p> <p style="text-align: center;"><i>We celebrate the hidden treasure that we can nurture with joy and hope in every child.</i></p> <p style="text-align: center;"><i>We foster independence, develop courage and resilience and shape our children to be life-long learners so that they may</i></p> <p style="text-align: center;"><i>Have faith, flourish and fly high.</i></p> <p>Our vision is cited in the biblical text of Matthew 13:44-46 The Hidden Treasure and The Pearl. It was chosen in consultation with our four local incumbents who felt that as a community of schools we worked in extremely rural contexts and always looked for the hidden attributes in every member of our school communities as well as looking outwards to the world to develop our children to be resilient and independent. The tag line of our vision provides a theological stance and a historical one as each school is built near to a WW1 airfield.</p> <p>Our vision is the foundation for all decisions made in the school and reflected on at the end of all Governors meetings and Senior Leadership meetings. Our current improvement plans have an element of global citizenship through our RE curriculum development and SIAMS development. This has helped us to lead on this work and to have our Executive Head Teacher as an accredited Global Neighbours Assessor. It has also allowed us to consider this work as part of our school improvement and how it can contribute to the learning behaviours of our children. It recognises we could exist in a very insular manner but we choose to work beyond our local boundaries for the betterment of the children and communities each academy serves.</p> <p>In our action plan we wish to now build on this to deepen pupils understanding of global citizenship and particularly poverty.</p>

Framework area	Bronze Award criteria	How has your school met the Teaching and Learning criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.
Teaching and Learning	<p>Pupils have age-appropriate opportunities to begin:</p> <ul style="list-style-type: none"> • exploring similarities and differences between their lives and the lives of people in various communities around the world • identifying some ways in which their lives are connected with the lives of people in places across the globe • exploring ‘big questions’ about suffering, inequality and justice • discussing concepts and issues of injustice and disadvantage, and exploitation of the natural world • encountering relevant voices and stories that aid understanding of poverty and injustice • identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world. 	<ul style="list-style-type: none"> • Our RE/ Humanities and PSHE curriculum provides children with opportunities to consider their own lives and compare this to others around the world. For example children in RE will study the BIG Question of: How do festivals bring people together? Here children in Yr 1&2 explored stories, passing on tradition, festivals (Eid, Chinese New Year, Baisakhi), foods (Langer), games (Judaism) and compared this to their own Christian faith. In Geography children in KS2 the children undertake a topic named Explorers and consider why people needed to discover new parts of the world, what resources they utilised, how society’s changed as a result and the effects of colonisation. • Children have had opportunities through RE to consider thematic topics with a global dimension, they have studied the BIG Question of – What is it like to be a Christian around the World? Looking at liturgy similarities to but physical differences of worship spaces, dress and cultural traditions that influence this. We use the Understandign Christianity Project resources as well as our Diocese RE approach that considers three key elements Philosophy, Social and Human Sciences and Theology, this is new to the school and in developmental stages at present. • In Geography KS2 children explore the concept of justice and inequality through topics such as deforestation, climate change and moral issues around pollution. • Within collective worship we align our themes to Values for Life and spend half a term looking in depth at Justice, Compassion and Love (amongst many others – 3 year rolling programme on our website), this is tied in with British Values where social justice is considered. • Our children receive frequent visitors in school that support them in exploring biblical stories linked to poverty and injustice (e.g. Feeding of the 5000, Good Samaritan, Prodigal Son). However they have limited experience of a wider range of visitors – something we have highlighted on our action plan to move to silver. <p>Our next steps are to bring into our children’s learning more experiences of global charities to enhance some of the theological foundations of the work they undertake linked to reducing poverty (as recorded in our action plan).</p>

Framework area	Bronze Award criteria	How has your school met the Collective Worship and Spiritual Development criteria for the Bronze Award? Please make sure you include specific examples for each of the criteria listed.																																				
Collective Worship and Spiritual Development	<p>All pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> reflect on issues of global poverty and injustice and exploitation of the natural world on a few occasions during the academic year reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world learn the importance of considering, valuing and treating all people with dignity and respect. 	<ul style="list-style-type: none"> As part of our values based collective worship programme we follow themes each half term, these are planned over a three year rolling cycle that include values for life and British Values. These have strong elements linked to injustice, dignity and respect. This is our second three year cycle, our programme currently covers: <p style="text-align: center;">Collective Worship – Rolling Programme 2017-20</p> <p>Year A 2017-18</p> <table border="1" data-bbox="947 472 1808 607"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Friendship – MUTUAL RESPECT Harvest: Focus- working together</td> <td>Generosity -INDIVIDUAL LIBERTY Christmas Gifts</td> </tr> <tr> <td>Spring</td> <td>Humility - RULE OF LAW Candlemass</td> <td>Compassion -INDIVIDUAL LIBERTY Easter: Focus: Jesus Sacrifice for man</td> </tr> <tr> <td>Summer</td> <td>Justice - DEMOCRACY Ascension</td> <td>Truthfulness – RULE OF LAW Unity Celebration – Cathedral Service</td> </tr> </tbody> </table> <p>Year B 2018-19</p> <table border="1" data-bbox="947 646 1808 781"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Trust - RULE OF LAW Harvest: Focus –trusting in others gifts</td> <td>Responsibility - DEMOCRACY Christmas: Mary & Joseph / God’s Son</td> </tr> <tr> <td>Spring</td> <td>Hope -INDIVIDUAL LIBERTY Candlemass</td> <td>Belief - DEMOCRACY Easter: Believing in the resurrection</td> </tr> <tr> <td>Summer</td> <td>Respect & Reverence – MUTUAL RESPECT Pentecost</td> <td>Truthfulness Unity Celebration – Benefice Service</td> </tr> </tbody> </table> <p>Year C 2019-20</p> <table border="1" data-bbox="947 820 1808 954"> <thead> <tr> <th>Term</th> <th>First Half</th> <th>Second Half</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Thankfulness Harvest: Thanking God for his world</td> <td>Hope -INDIVIDUAL LIBERTY Christmas Story</td> </tr> <tr> <td>Spring</td> <td>Wisdom - RULE OF LAW Candlemass</td> <td>Perserverance – MUTUAL RESPECT Easter – Focus: Belief in Jesus and God</td> </tr> <tr> <td>Summer</td> <td>Creativity / Miracles -INDIVIDUAL LIBERTY Corpus Christi</td> <td>The Holy Spirit/ Trinity Unity Celebration – Open Air Service</td> </tr> </tbody> </table> Within collective worship we will have child led worship and messy assemblies, where children can advocate and champion aspects of the given theme for a half term and promote aspects of the core values of respect and dignity. This can be through drama, creative responses e.g. one activity the children undertook was respect hands with who we respect on each finger and a reason why on the palm of the hand. Our collective worship focuses on four parts, welcome, gather, worship and reflect. Our children are invited to reflect on the value theme and how it translates into their daily lives, children are asked to leave worship with characteristics to display around respect and dignity towards one another. Child led worship also is beginning to consider social action such as diversity and difference as key elements of respect. The children have lead on global collective worship in a more adhoc manner where they will consider ‘bigger issues’ such as inequality of gender and have held assemblies related to child poverty as part of Red Nose Day or VisionAid / WaterAid and the use of natural resources. This is often as part of a charity worker visit or project they have become interested in within their curriculum. 	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Framework area	Bronze Award criteria	How has your school met the Pupil Participation criteria for the Bronze Award? Please make sure you include specific examples.
Pupil Participation in Active Global Citizenship	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> participate in an activity that involves taking informed action, having learned about the issue being addressed and considered various ways of responding. 	<ul style="list-style-type: none"> Children at West Raynham each Christmas undertake one project that is directly linked to local issues but within the context of national organisations. This: Toys and Tins Appeal – Salvation Army. The children will collect Toys and Tins of food, sing at local supermarkets and bag pack to raise funds and resources for this local charity project. They co-ordinate this through a parent who manages the local Salvation Army Charity shop. In doing this the children respond in a very practical way to a local need for providing a ‘good Christmas’ for families with little resource. The children learn about the number of families they support and visit the charity shop as well as the charity tree in the annual Christmas Tree Festival in Fakenham. The school being so small often works with one of our partnership schools to build capacity for the children to feel a real sense of achievement.



Framework area	Bronze Award criteria	How has your school met the Community Engagement criteria for the Bronze Award? Please make sure you include specific examples.
Community Engagement	<p>Pupils have age-appropriate opportunities to:</p> <ul style="list-style-type: none"> share their learning and action in global citizenship with the wider school community, including parents/carers. 	<ul style="list-style-type: none"> Engagement with parents can be hard work at West Raynham! As many families travel to school by LA transport or live in very remote hamlets. However we have developed within our website online wider curriculum portfolios, RE Portfolios and Ethos Portfolios to enable parents to enjoy the experiences of what their children have been undertaking in school. One key feature at West Raynham is Forest Schools – here environmental stewardship is promoted and explored along with caring for the environment and preservation of habitat. It is one of the few activities we do get a good parental support – with dads often coming along to lead sessions, take part in learning and helping out with the forest school each week that lasts for a full day. Examples of this are below: <div data-bbox="898 683 1955 1349" data-label="Image"> </div>