



# Self-review tool

**This self-review tool is designed to help schools explore their readiness for Global Neighbours. Staff should work together on this, so that each member can highlight their different areas of work. Schools can then use the areas for development they have identified to inform their action plan as they seek to embed their global citizenship work more fully in preparation for accreditation. Schools are much more likely to be successful in achieving awards if they are able to tick 'embedded' or 'fully embedded' in the checklist for each criteria area before they apply.**

Please note that this tool is for your school's own planning and internal review; it does not need to be submitted when you apply for an award. When you are ready to apply, please use the [evidence form and action plan](#) for your application. For more information on some common pitfalls, please see the Global Neighbours Good Global Citizenship Guide.

# School leadership

To what extent do you feel that school leaders:		No current evidence	Beginning to develop	Developing	Embedded	Fully embedded
Bronze	Set and communicate their commitment to global citizenship/courageous advocacy in their vision and aims of the school?					
	Allocate time, training and resources to support the development of teachers and their practice in a global context, and decide what is measured, monitored and evaluated?					
	Create, implement and review school policies and action plans to extend engagement with global citizenship/courageous advocacy across the school?					
Silver	Ensure a systematic, whole school approach when creating, implementing and reviewing the school's vision, aims and development plan, which reflect a commitment to global citizenship/courageous advocacy across all year groups and several subjects?					
	Ensure 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?					
	Ensure a culture of collaboration with other organisations in this work (eg, with the local church, diocese and/or other schools)?					
	Ensure provision of time, space and development opportunities for staff to develop their thinking and practice on global citizenship/courageous advocacy?					
	Ensure the school's vision and aims in relation to global citizenship inform decisions on spending, fundraising, social action and charity and community links?					
Gold	Ensure systematic coverage of global justice issues across the whole school curriculum, with appropriate progression and suitable opportunities to participate in active global citizenship?					
	Ensure school policies and their implementation reflect the vision of the school, with clear consideration given to our global neighbours and the implications for ethical leadership?					
	Ensure monitoring and evaluation of the impact of the school's global citizenship provision in relation to pupils' learning and spiritual, social, moral and cultural development outcomes?					
	Ensure opportunities for sharing practice and inspiration/activities with other schools as they invite them to share in the global learning journey?					

**Think about:**

- How do your vision, aims and action planning reflect opportunities for global citizenship and courageous advocacy?
- How are staff supported in their endeavours to plan activities that have a global context?
- To what extent are the planned opportunities for students to engage in global issues built into the curriculum and part of a systematic, whole school approach?
- To what extent are global citizenship values reflected in the life and fabric of the school (eg, procurement, management of resources, grounds and energy usage)? Is it evident to all who set foot in the school that a commitment to ethical global citizenship infuses the life and ethos of your school community?

From evidence gathered, our areas of strength are:

Areas for development:

Actions needed to fully embed areas for development:

# Teaching and learning

To what extent do pupils have age-appropriate opportunities to:		No current evidence	Beginning to develop	Developing	Embedded	Fully embedded
<b>Bronze</b>	<b><i>Experience is within at least one curriculum area. All pupils have opportunities as they progress through the school, although they may not yet feature prominently in every year group or in more than one or two areas of curriculum.</i></b>					
	Begin exploring similarities and differences between their lives and the lives of people in various communities around the world?					
	Begin identifying some ways in which their lives are connected with the lives of people in places across the globe?					
	Begin exploring 'big questions' about suffering, inequality and justice?					
	Begin discussing concepts and issues of injustice, disadvantage and exploitation of the natural world?					
	Begin encountering diverse voices and stories that aid understanding of poverty and injustice?					
	Begin identifying some key Christian teachings which inspire Christians to tackle poverty, injustice and exploitation of the natural world?					
<b>Silver</b>	<b><i>There is a marked change in depth of engagement from encountering/discussing to engaging with and developing understanding. Pupils are able to explain their thinking. All pupils will be encountering these issues, questions, ideas and perspectives throughout the curriculum in at least four subjects in any given school year.</i></b>					
	Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world?					
	Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues?					
	Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world?					
	Engage with voices and stories that aid understanding of poverty and injustice, not least from people and communities directly affected by poverty and injustice?					
	Explore Christian perspectives on poverty, disadvantage and injustice?					
	Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world?					

## To what extent do pupils have age-appropriate opportunities to:

No current evidence    Beginning to develop    Developing    Embedded    Fully embedded

**Systematic coverage across the breadth of the curriculum and year groups, with appropriate progression, and evidence of greater critical thinking in relation to key ideas and perspectives. Schools will continue to broaden the range of perspectives with which pupils are engaging.**

Gold

Ask and explore possible answers to a range of 'big questions' of suffering, inequality and justice in relation to global issues?

Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice?

Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions?

Apply biblical and ethical teaching to matters of poverty, inequality, charity and justice?

Explore perspectives within two or more faiths on matters of poverty, inequality, charity and justice?

## Notes

### Think about:

- How is your teaching and learning linked to global themes across the curriculum?
- What opportunities do you give students to think critically about global issues, express their thinking and take action as a result?
- How often do you use a range of global sources and incorporate multiple perspectives in your curriculum? (For example, books, guided reading texts, music and artwork.)
- How are stories from those around the world incorporated into learning, and to what extent do children engage with them? What actions have they taken since engaging with those around the world?
- To what extent has pupils' engagement with stories from around the world helped to challenge stereotypes they may have held about people and life in Majority World (developing) countries? (See p17 of the handbook for an explanation of terms.) Are pupils encouraged to challenge and question assumptions that they may hold, or see and hear in the media or elsewhere, in relation to global issues?
- Which biblical and other religious teachings have pupils encountered in relation to their studies in global citizenship? How well can pupils explain how religious believers put these teachings into action to tackle poverty and its root causes?

From evidence gathered, our areas of strength are:

Areas for development:

Actions needed to fully embed areas for development:

# Collective worship and spiritual development

To what extent do pupils have age-appropriate opportunities to:		No current evidence	Beginning to develop	Developing	Embedded	Fully embedded
<b>Bronze</b>	<b><i>Opportunities for all pupils to engage with these themes and ideas through collective worship should be on at least a termly basis, ideally once every half-term, throughout the school year.</i></b>					
	Reflect on issues of global poverty, 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?					
	Be responsive to current affairs/sudden events, and be mindful of those that do not command lots of media attention?					
<b>Silver</b>	<b><i>Opportunities for collective worship featuring engagement with global citizenship themes, a concern for justice and the promotion of courageous advocacy happen with increasing regularity, are systematic and are fully embedded in the worship plan.</i></b>					
	Reflect upon, and respond to, global issues in collective worship or other prayer and reflection time?					
	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?					
	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?					
	Contribute to the planning of collective worship surrounding global issues?					
<b>Gold</b>	<b><i>In addition to Silver, opportunities for pupils to take greater ownership or planning and leading globally themed collective worship and articulate their own responses, reflections or prayers as part of their own spiritual development are fully embedded.</i></b>					
	Reflect upon, and respond to, global issues in prayer and reflection time and form their own prayers/responses on matters of poverty, injustice and their role as agents of change?					
	Take considerable responsibility for the planning and leading of collective worship surrounding global issues?					
	Encourage and inspire each other to challenge injustice and inequality, leading each other in courageous advocacy?					
	Articulate how their experience of school inspires and supports them to challenge injustice and confront poverty?					

### Think about:

- To what extent do you use a global citizenship calendar (see handbook p36-37) to include global perspectives in your collective worship programme throughout the year?
- How are significant global events that affect those living in poverty highlighted during reflection time? Is there flexibility for reflection/prayer around unexpected global events?
- To what extent are stereotypes challenged and diverse voices included in collective worship?
- What opportunities do students have in the planning and leading of collective worship focused on global themes?
- What impact does globally themed collective worship have? What actions have pupils taken in response to the global themes explored?

From evidence gathered, our areas of strength are:

Areas for development:

Actions needed to fully embed areas for development:



# Pupil participation in active global citizenship

<b>To what extent do pupils have age-appropriate opportunities to:</b>		No current evidence	Beginning to develop	Developing	Embedded	Fully embedded
<b>Bronze</b>	<b><i>All pupils will have opportunities, as they progress through the school, to be involved in projects that combine learning decision making and action. This may not yet feature prominently in more than one or two year groups.</i></b>					
	Participate in an activity that involves taking informed action. Pupils will learn about the issue(s) being addressed, consider various ways of responding and make a decision together about which action to take.					
<b>Silver</b>	<b><i>The majority of pupils will be involved in such projects during any given school year. Opportunities should happen with increasing frequency and should be a recurring theme throughout pupils' journeys through the school.</i></b>					
	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?					
	Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice?					
<b>Gold</b>	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?					
	<b><i>All pupils will have opportunities for reasoned decision making action during the school year each year. There will be evidence of pupils initiating activities and sharing responsibility, as well as evaluating their actions and learning.</i></b>					
	Confidently challenge and confront injustice and inequality as articulate advocates of change?					
	Make decisions about appropriate actions after learning about an issue and critically evaluating options for responding?					
	Share responsibility for planning and implementing activities that involve taking action against poverty and for a more just and sustainable world?					
Engage others in the wider school community with their learning and action?						
Evaluate the effectiveness of the action taken and reflect upon the skills and insights they have gained?						

**Think about:**

- Do pupils have a sense of ownership and are they involved in decision making?
- The extent to which pupils are engaged and involved in decision making. How much of their courageous advocacy is their own and how much is led by teachers?
- Do pupils have a chance to reflect and evaluate after action on global issues has been taken?
- Are actions taken linked to the topics studied as part of the taught curriculum, so that pupils are informed about the issues being addressed?
- To what extent do adults ensure that pupils learn about the work of a charity they are engaging with in ways that respect the dignity and agency of the people the charity seeks to support?
- Are pupils' actions generally focused on fundraising and donations or are they encouraged to think about a range of options beyond that response which might get them close to tackling the root causes of poverty and injustice rather than the symptoms alone?

From evidence gathered, our areas of strength are:

Areas for development:

Actions needed to fully embed areas for development:

# Community engagement

To what extent do pupils have age-appropriate opportunities to:		No current evidence	Beginning to develop	Developing	Embedded	Fully embedded
<b>Bronze</b>	Share their learning and action in global citizenship with the wider school community, including parents/carers?					
<b>Silver</b>	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)?					
	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?					
	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?					
<b>Gold</b>	Develop their advocacy skills through directly engaging decision makers (eg, political representatives, business leaders, school governors and faith leaders)?					
	Deepen their understanding of global citizenship and global issues and the work of people of faith in this area through sustained and effective use of visitors and community links (eg, development agencies, church representatives, diocesan companion links, other school links or diaspora communities)?					
	Participate in mutually beneficial global partnership links with schools/communities in different parts of the world?					
	Encourage others in their community (family, school, neighbourhood, locality) to think globally and consider how our lifestyles and actions can impact upon our global neighbours for better or for worse?					

**Think about:**

- How is community engagement embedded into your Global Neighbours work? (Rather than viewing it as separate or extra to the work in the other sections.)
- Do community links form an integral part of global citizenship and learning, global themes in collective worship and active global citizenship?
- Beyond sharing Global Neighbours work via your school website, social media or newsletter, what do you plan to do for community engagement opportunities, with regard to global citizenship education?
- Do you currently/could you engage with faith leaders, decision makers, businesses, community groups and environmental groups locally regarding your global citizenship work? To what extent are pupils encouraged to/given opportunities to share their learning and action around global issues with those beyond the school gates?

From evidence gathered, our areas of strength are:

Areas for development:

Actions needed to fully embed areas for development: