

Whole school change in a Berkshire Primary School

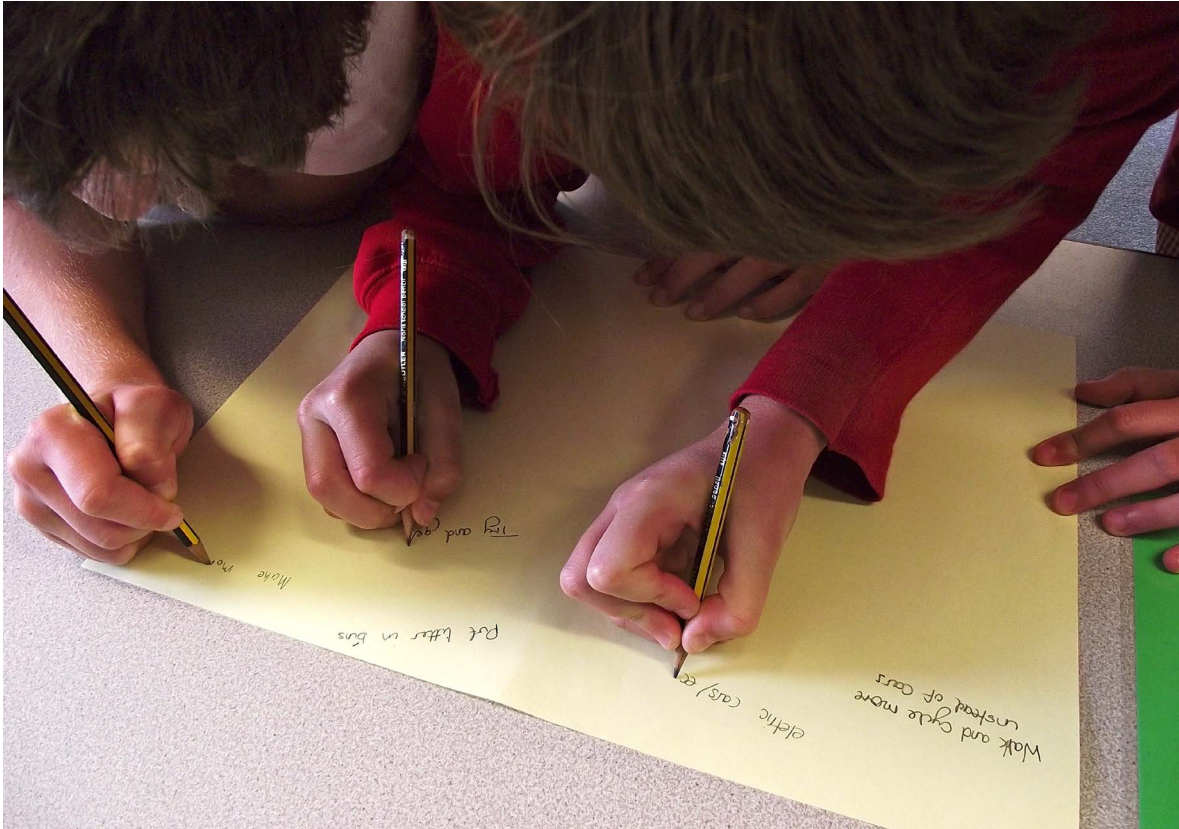
This work took place at our linked Infant and Junior Schools. The catchment area is relatively affluent and mainly white. We have a two-form entry, with two classes of about 30 in each year. We carried out an audit of all our pupils in years 1, 3 and 5 using 12 activities from RISC's toolkit. We wanted to find out whether pupils were aware action they might take to make the world a better place. We asked them the question How can I make the world a better place? dividing their responses into four categories: Local Sustainability; Local Social Justice; Global Sustainability; Global Social Justice.

These were the most common Year 3 responses in the baseline audit:

Year 3

Local Sustainability	Local Social Justice	Global Sustainability	Global Social Justice
8 x recycle 6 x don't waste water 4 x walk, don't drive 4 x pick up litter 3 x animal welfare 3 x compost	5 x don't waste food	8 x save electricity 4 x stop cutting down trees 3 x don't pollute the sea	11 x give money/ food to charities 5 x don't fight
Total 30	Total 5	Total 15	Total 16

The pupils' awareness of ways they could act sustainably reflected some of the schools' priorities. However we were disappointed that they had so few ideas about social justice, locally and globally. So we looked for opportunities throughout the year to raise pupils' awareness of injustice and provide them with opportunities to make a difference to people's lives, beyond, but not excluding, raising money for charities.



We set some key Global Citizenship targets for both the Infants and Junior schools, including Learning that we have rights and responsibilities, and Understanding that I can help to make the world a better place. We wanted to empower pupils to believe that they were able to contribute to positive change, even for global issues such as poverty or access to education. We had a particular focus on fair trade during Fairtrade Fortnight, which raised interesting discussions about justice. We then took part in the Send My Friend to School campaign, with every class writing messages to David Cameron about the importance of education. The Juniors talked about Malala Yousafzai and her bravery at standing up for her right to an education. We invited our MP, Theresa May, to an assembly so we could present her with our Send My Friend to School paper chains and messages. Representatives from each year interviewed her about the campaign and asked her what she



thought about the problem of children not receiving primary education, and what she was going to do about it. She explained the Government's stance on the issue and talked about the importance of putting pressure on leaders around the world to bring about change. She told the children that their voice matters.



Pupils with their work for Send My Friend To School campaign

The pupils fed back on their interview to the Head Teacher, who asked them, including those in Year 1, to provide statistics and data about inequality and the impact of the campaign - they could all do this.

A year after the baseline audit we repeated the activities with years 2, 3 and 4 and compared the results. We found a significant change in pupils' responses.

Year 4 (Year 3 in the baseline)

Local Sustainability	Local Social Justice	Global Sustainability	Global Social Justice
12 walk, don't drive 8 recycle	5 help people 4 be friendly 3 look after old people	6 save electricity 6 reduce cars, trains, planes 3 conserve trees 3 reduce consumption 3 protect animals	9 homelessness 8 give to charity 8 respect others 7 affordable prices 4 education for all 3 healthcare 2 end slavery/child labour 1 Fair Trade
Total 28	Total 16	Total 25	Total 54

The responses showed a significant increase in pupils' awareness of homelessness and poverty, plus references to the right to water, healthcare and education, especially in Years 2 and 4. This showed a real change in their attitude towards poverty as an issue of injustice, not just a lack of money. In the baseline audit the greatest number of responses in each year group was in the local sustainability category. A year later most responses from Years 2 and 4 were in the global social justice category – a change which we believe confirms we are moving in the right direction.

