



CabinetOffice
Office of the **Third Sector**



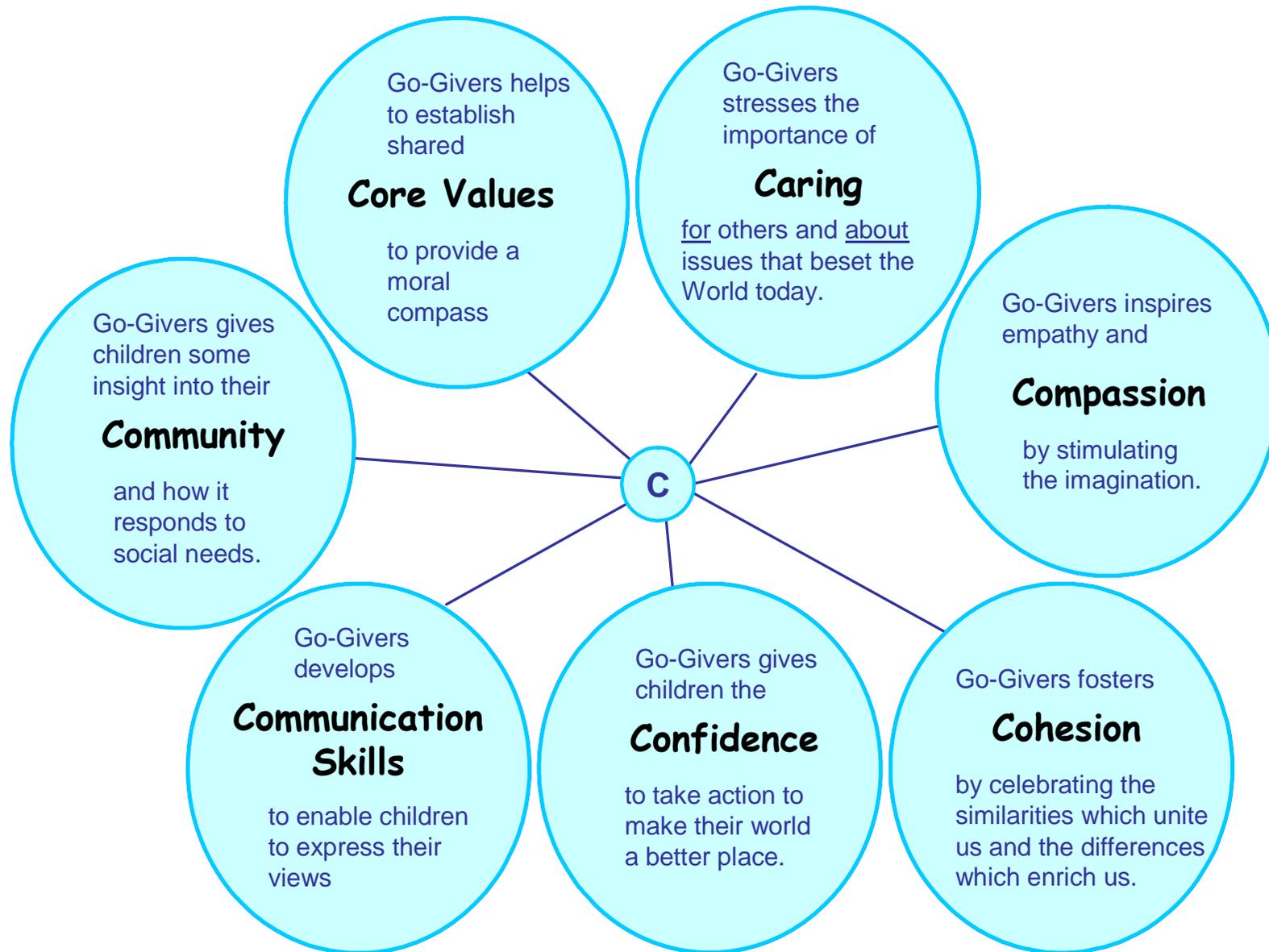
CitizenshipFoundation

**CRITERIA
for the
GO-GIVERS
SCHOOL
AWARD**

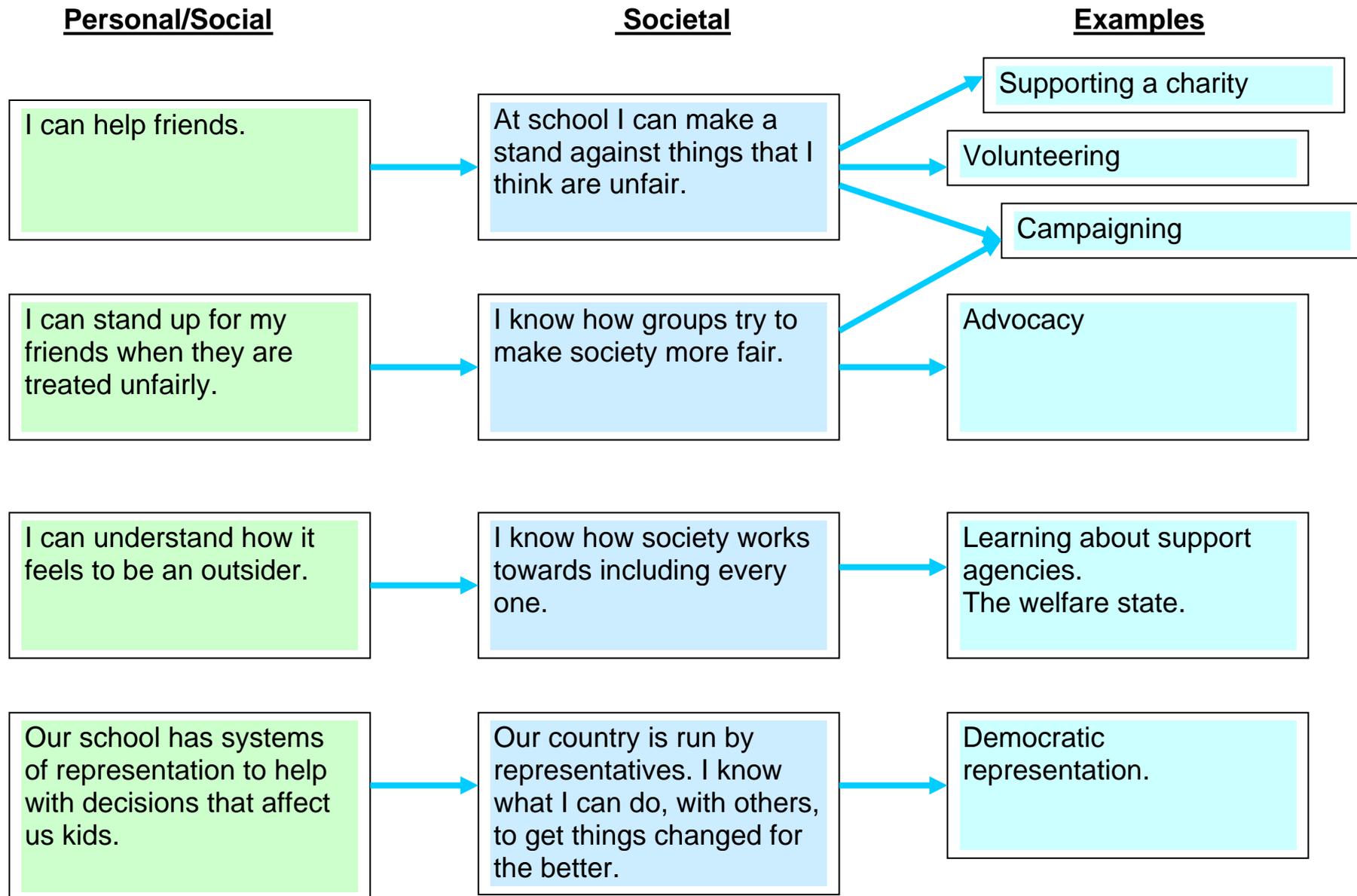


www.gogivers.org

What Go-Givers aims to Achieve



How Go-Givers Moves from Personal/Social to Societal



THE GO-GIVERS SCHOOL AWARD

Schools are invited to apply to become a 'Go-Givers School' if they meet the seven criteria on the page below.

They should attach any available documentary, visual or oral evidence.* The application must be signed by the Headteacher.

On receiving the application, a member of the Go-Givers team may telephone the school if they have any queries.

A member of the Go-Givers team may visit the school to verify evidence, and/or to celebrate good practice and present the award.



* Documentary evidence might include extracts from a recent OFSTED report, pieces of writing by the children, diary entries, policy documents etc.

Examples of Visual evidence: children's drawings, photographs, video clips.

Oral evidence might include tape recordings of interviews by children, children's commentary etc.

Please note: We will be unable to return any material evidence unless an SAE is provided.

CRITERIA FOR RECOGNITION AS A SCHOOL

A Go-Givers school community:

- ☀ Is built on a firm foundation of core values which provide a moral compass for all who work and play there.
- ☀ Cultivates an understanding of Human/Children's rights and responsibilities.
- ☀ Inspires empathy and compassion linked to personal and social responsibility.
- ☀ Fosters cohesion by celebrating the similarities which unite people, and the differences which enrich the school, and the wider community.
- ☀ Develops links with the local community, cultivating an understanding of how it functions and responds to social needs.
- ☀ Promotes the communication skills associated with citizenship, giving children meaningful opportunities to express their views, and to be listened to in an atmosphere of respect..
- ☀ Builds the confidence to make choices, set goals and take action to make their world a better place.

SUGGESTED PROCEDURE FOR ATTAINING THE



SCHOOL AWARD

1. Complete the **Go-Givers School Review**. In the 'Where We Are' column include activities which have taken place over the previous year, e.g. charitable activities, a Citizenship Week, involvement with the local community/local business/other agencies etc..
2. Produce a detailed **Action Plan**, including steps, timescales and SMART targets (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime related), and share the plan with the whole school community.
3. Dedicate a prominent notice-board/web-pages or newsletter pages on which to detail the activities being undertaken in striving towards the Go-Givers School Award.
4. Identify progress towards achieving the targets in the Action Plan, celebrating the achievement of small steps along the way. Collect relevant data, carrying out analysis where appropriate.
5. Report activities in assemblies and at governors meetings, and regularly communicate with parents and the wider community about the good work being undertaken in the school towards the achievement of the Go-Givers School Award.
6. Once the Action Plan targets have been achieved, complete the application form, and forward with the original Review Form, Action Plan and supporting evidence (non-returnable without a SAE) to: The Go-Givers Team, The Citizenship Foundation, 63 Gee Street, London EC1V 3RS.
7. Undertake a follow-up review.
8. Update the Action Plan.

CRITERION 1: the School community is built on a firm foundation of core values that provide a moral compass for all who work and play there.

CHILDREN'S LEARNING			EXAMPLE EVIDENCE	RELATED GO-GIVERS RESOURCES
ATTITUDES	CONCEPTS	SKILLS		
<p><i>The children:</i></p> <p>1a) Consider the relative importance of material things.</p> <p>1b) Recognise the value of strong relationships, and attributes including, loyalty, friendship, generosity.</p> <p>1c) Recognise positive attributes and characteristics in others, and aspire to them.</p> <p>1d) Have the opportunity to weigh conflicting moral obligations.</p>	<p><i>The children:</i></p> <p>1e) Recognise the difference between right and wrong.</p> <p>1f) Understand the notion of fairness</p> <p>1g) Respect differences in values and beliefs where these do not impinge on their core values.</p>	<p><i>The children:</i></p> <p>1h) Act fairly</p> <p>1i) Look for the reasons behind the behaviour of others.</p> <p>1j) Set goals for the future</p>	<ul style="list-style-type: none"> ▪The school's values are clearly expressed in the school prospectus, and are displayed in a prominent position in the school. ▪The children are able to communicate these values to visitors. ▪The children contribute to policy development ▪The children re-write the mission statement in child friendly language ▪Curriculum planning makes overt reference to the school aims and this is shared with the children through learning objectives 	<p>The Go-Givers Song (1b)</p> <p>What Do Go-Givers Look Like? (1b)</p> <p>KS1</p> <ul style="list-style-type: none"> ▪ Essential, desirable, Non-essential (1a) ▪ The Golden Statue (1a) ▪ Christmas with the Go-Givers (1b) ▪ To Give is to receive (1b) ▪ Recipe (1c) ▪ The Clown of God (1c) ▪ Please Help Mitali (1i) ▪ All About me (1j) <p>KS2</p> <ul style="list-style-type: none"> ▪ Pandora's Box (1b) ▪ The Widow's Mite (1b) ▪ Chopsticks (1c) ▪ Proverbs (1d) ▪ The Golden Rule (1a) (1d) (1h) ▪ Famous Philanthropists (1b) (1e) ▪ Dizzy Dilemmas (1d) (1g)

CRITERION 2: The school cultivates an understanding of Human/Children’s rights and responsibilities.

CHILDREN’S LEARNING			EXAMPLE EVIDENCE	RELATED GO-GIVERS RESOURCES
ATTITUDES	CONCEPTS	SKILLS		
<p>The children:</p> <p>2a) Recognise their role in maintaining the sustainability of the environment.</p>	<p>The children:</p> <p>2b) Understand why different rules are needed in different situations</p> <p>2c) Understand the concept of rights and responsibilities, and begin to understand how these balance against each other.</p> <p>2d) Understand that resources are unequal, and that lack of resources can affect individuals and communities.</p>	<p>The children:</p> <p>2e) Know how to participate in making rules.</p>	<ul style="list-style-type: none"> ▪ The school and class rules express the rights and responsibilities of all who work there. ▪ Understanding of Rights & Responsibilities underpins the school’s Behaviour Management policy ▪ Rights & Responsibility issues are regularly discussed in assemblies ▪ Children are facilitated to develop appropriate rules ▪ The school’s Behaviour Management Policy is re-written by the children in child friendly language ▪ The child written Behaviour Management Policy is shared with the whole school and the community ▪ Lessons build upon the focus shared in assemblies ▪ Human rights feature in curriculum planning. 	<p>The Kindness Tree Activity (2c)</p> <p>Steps to Success (2c)</p> <p>In the News</p> <p>Smacking (2c)</p> <p>KS1</p> <ul style="list-style-type: none"> ▪ The Picnic (2a) ▪ Expedition to Planet Blueball (2a) ▪ The Selfish Little Red Hen (2c) ▪ You Scratch My Back (2c) ▪ Saving Energy (2a) ▪ It’s Your Choice(2b)(2c)(2e) ▪ You Can’t Do That Here (2b) (2e) <p>KS2</p> <ul style="list-style-type: none"> ▪ All for Profit (2a) ▪ Global Quiz (2a) ▪ Improving Life Chances(2a) ▪ Our Most Precious Resource (2a) ▪ Saving the Rainforest. (2a) ▪ Sustainable Development (2a) ▪ The Earth in Our Hands(2a) ▪ Mind the Gap (2d) ▪ Roots and Wings (2d) <p>Getting the Balance Right (2b) (2e)</p>

CRITERION 3: The school inspires empathy and compassion linked to personal and social responsibility.

CHILDREN'S LEARNING			EXAMPLE EVIDENCE	RELATED GO-GIVERS RESOURCES
ATTITUDES	CONCEPTS	SKILLS		
<p><i>The children learn to:</i></p> <p>3a) Appreciate the needs of those around them.</p>	<p><i>The children:</i></p> <p>3b) Recognise the consequences of aggressive behaviour: racism, bullying.</p> <p>3c) Discover that there are different kinds of responsibilities, and that these can sometimes conflict with each other.</p>	<p><i>The children:</i></p> <p>3d) Can empathise with, and show compassion towards people in need.</p> <p>3e) Recognise and deal with their feelings, and help others deal with their emotions.</p>	<ul style="list-style-type: none"> ▪The children are equipped to support their friends in times of trouble. ▪The children are able to identify the needs of others, and act accordingly (e.g. an elderly visitor) ▪The children learn about organisations that help others, and understand their motives. ▪The curriculum includes lessons on emotional health and well being ▪The School has systems for pupils to support their peers both in learning and pastorally ▪There are curriculum opportunities for pupils to apply their emotional health and well being learning ▪The school celebrates and reward child initiated charitable activity. 	<p>The Blogs (3d)</p> <p>Tools</p> <p>World Viewer (3d)</p> <p>Quizzes (3c)</p> <ul style="list-style-type: none"> ▪ First Aid ▪ Road Safety ▪ Fire Drill <p>In the News</p> <p>Mind the Gap (3d)</p> <p>KS1</p> <ul style="list-style-type: none"> ▪ Chicken Soup (3a) ▪ More than One Friend (3a) ▪ Sticks and Stones (3b) ▪ It's a Dog's Life (3c) ▪ Who's Afraid (3e) <p>KS2</p> <ul style="list-style-type: none"> ▪ Creature Kindness (3a) ▪ Don't Make Your Best friend Have To Tell You (3a) ▪ The Gift of Sight (3a) ▪ Valentines Day (3a) ▪ Freedom (3b) ▪ Aid For Geographic Areas at Risk (3d) ▪ Have a Banana (3d) ▪ Stressed Out (3e) ▪ Treasured Memories(3a) (3e)

CRITERION 4: The school fosters cohesion by celebrating the similarities which unite people, and the differences which enrich the school, and the wider community.

CHILDREN'S LEARNING			EXAMPLE EVIDENCE	RELATED GO-GIVERS RESOURCES
ATTITUDES	CONCEPTS	SKILLS		
<p>The children:</p> <p>4a) Appreciate, a variety of ethnic/ cultural values/ customs</p> <p>4b) Can imagine the experiences of others.</p> <p>4c) Can develop positive relationships with a variety of people.</p>	<p>The children:</p> <p>4d) Are introduced to a variety of ethnic/cultural differences/values/ customs</p> <p>4e) Recognise the role of voluntary and pressure groups in creating a fair and inclusive society</p>	<p>The children:</p> <p>4f) Recognise and challenge stereotypes and bias.</p> <p>4g) Can imagine the experiences of others.</p> <p>4h) Can develop positive relationships with a variety of people.</p>	<ul style="list-style-type: none"> ▪The school ethos fosters a sense of inclusion and belonging. ▪The school curriculum is broad and sufficiently flexible to take account of the needs of individual pupils, and to incorporate and celebrate their cultural experiences. ▪All adults contribute to the provision of a safe learning environment. ▪Learning opportunities are planned to meet the needs and challenge the misconceptions of pupils. ▪Inclusion is a key feature of all aspects of school life. 	<p>KS1</p> <ul style="list-style-type: none"> ▪What Does the Photo Tell us (4f) ▪Save Our Jack (4a) (4d) ▪The Two Brothers (4c) (4h) ▪The Stranger (4f) (4b) (4g) <p>KS2</p> <ul style="list-style-type: none"> ▪Belonging to groups (4c) (4h) ▪Coming to Britain (4a) (4b) (4d) (4f) (4g) ▪Equal Opportunities (4f) ▪Great Soul (4e) (4f) ▪Pioneering Nurses (4e) (4f) ▪Proverbs (4a) (4d) ▪Sacrificing All For The Dream (4e) (4f) ▪Working for Peace (4b) (4e) (4g)

CRITERION 5: The school develops links with the local community, cultivating an understanding of how it functions and responds to social needs.

CHILDREN'S LEARNING			EXAMPLE EVIDENCE	RELATED GO-GIVERS RESOURCES
ATTITUDES	CONCEPTS	SKILLS		
<p>The children:</p> <p>5a) Enjoy positive relationships with a variety of people (age, race, class etc.)</p> <p>5b) Appreciate the value of charitable giving to local, national and International communities.</p>	<p>The children:</p> <p>5c) Are aware of social disadvantage - old age/ illness/ disability</p> <p>5d) Understand of the nature of communities</p> <p>5e) Have a growing understanding of global interdependence</p> <p>5f) Understand the concept of the Welfare State and the role of charities at local level.</p> <p>5g) Know who makes decisions regarding taxation, how it is spent, and the effect this can have on people.</p> <p>5h) Are aware of how citizens can act collectively, they understand the nature of political pressure and the power of pressure groups</p> <p>5i) Are aware of some institutions which support people in the community.</p> <p>5j) Know where individual families can get help.</p>	<p>The children:</p> <p>5k) Recognise a breadth of needs.</p> <p>5l) Know how to ask for and access help.</p>	<ul style="list-style-type: none"> ▪ The school has close links with local agencies and representatives. ▪ Members of the community are regularly invited to participate in school functions, and to contribute to the curriculum. ▪ The children are taken on regular outings around the neighbourhood. ▪ The school initiates/is actively involved in community projects. ▪ Children representatives meet and communicate with partners to represent the school. ▪ Visitors support learning in a variety of ways. ▪ The school has a policy to support community involvement and ensure quality. ▪ The whole school environment is used to support learning. 	<p>Tools</p> <ul style="list-style-type: none"> ▪ The No-Problemo Show(5k) ▪ Make a Map activity (5d) <p>Children's Toolkit</p> <ul style="list-style-type: none"> ▪ Ideas for Community Involvement (5a) ▪ Democracy in Action (5h) ▪ What Councillors Do (5h) (5j) (5i) ▪ Lobbying (5h) <p>In The News</p> <ul style="list-style-type: none"> ▪ Shielding From Harm (5d) ▪ The Food Shortage (5e) <p>School Case Studies (5d)</p> <p>KS1</p> <ul style="list-style-type: none"> ▪ Good Neighbours (5a) (5d) ▪ Go-Givers Playground (5c) (5k) ▪ Go-Givers Park (5c) (5k) <p>KS2</p> <ul style="list-style-type: none"> ▪ Why Do We Pay Taxes? (5a) ▪ Charitable Giving Through History (5b) ▪ It's a Good News Day (5b) ▪ The Village of Eyam (5d) ▪ Schools Are For Learning (5i) ▪ Stairs (5k) ▪ The Grey Years (5k) ▪ Tsunami (5b) (5e) (5k) ▪ Quake (5c) (5e) (5i) ▪ Network (5d) (5i) ▪ Go-Givers Community Centre (5i)(5k) ▪ Emergency (5j) (5i)

CRITERION 6: The school promotes the communication skills associated with citizenship, giving children meaningful opportunities to express their views, and to be listened to in an atmosphere of respect.

CHILDREN'S LEARNING			EXAMPLE EVIDENCE	RELATED GO-GIVERS RESOURCES
ATTITUDES	CONCEPTS	SKILLS		
<p>The children:</p> <p>6a) Approach problems positively, seeking solutions/alternative options.</p> <p>6b) Have the confidence to participate in debates on topical issues.</p>	<p>The children:</p> <p>6c) Have the knowledge to participate in debates on topical issues.</p> <p>6d) Understand how the media can influence public opinion.</p>	<p>The Children:</p> <p>6e) Use the skills of enquiry in all aspects of their learning.</p> <p>6f) Think critically.</p> <p>6g) Can develop and express a rational opinion and explain the reasoning behind it.</p> <p>6h) Listen and observe.</p> <p>6i) Anticipate and counter negative reaction and rationale</p> <p>6j) Have the ability to negotiate.</p> <p>6k) Practise conflict resolution.</p> <p>6l) Are able to manage a meeting.</p>	<ul style="list-style-type: none"> ▪ Ground rules for teamworking and discussion in the classroom setting are negotiated and implemented. ▪ Space for speaking & listening/debate is built into the school timetable and lesson plans. ▪ Children frequently act as response partners, and know how to give constructive criticism. ▪ Children's views are regularly sought on matters relating to curriculum delivery e.g. through research questionnaires, and form part of school evaluation procedures. ▪ The School Council fairly represents the children's views, and makes a significant contribution to school improvement. 	<p>Tools</p> <ul style="list-style-type: none"> ▪ Make Your Own Cartoon (6a) ▪ Mind Mapping Tool (6a) ▪ Questions to Develop Cit. through Stories (6f) ▪ The Ballot Box (6g) ▪ Decision Making Tool (6g) ▪ De Bono Hats (6a) (6g) <p>Children's Toolkit</p> <ul style="list-style-type: none"> ▪ Public Speaking (6d) ▪ Being a Good Listener (6e) ▪ How to be a Good Interviewer (6e) ▪ Writing Effective Letters (6g) ▪ Managing Meetings (6a) (6j) (6l) <p>KS1</p> <ul style="list-style-type: none"> ▪ Tongue (6i) <p>KS2</p> <ul style="list-style-type: none"> ▪ Resolving Conflict (6d) ▪ Opposites Game (6d) ▪ Thorny Themes (6d) ▪ Where Do You Stand? (6d) ▪ Word Wizard (6d) ▪ Conscience Corridor (6f) ▪ Quotathon (6g) ▪ Photo captions (6l)

CRITERION 7: The school builds the children’s confidence to make choices, set goals and take action to make their world a better place.

CHILDREN’S LEARNING			EXAMPLE EVIDENCE	RELATED GO-GIVERS RESOURCES
ATTITUDES	CONCEPTS	SKILLS		
<p>The children:</p> <p>7a) Recognise their own worth.</p> <p>7b) Recognise the importance of setting goals, plan, organise, promote, implement, evaluate.</p> <p>7c) Have the confidence to present to a group of people.</p> <p>7d) Know the value and rudiments of negotiation.</p>	<p>The children:</p> <p>7e) Know how to research, collect information, and speak to the appropriate people.</p>	<p>The children:</p> <p>7f) Can solve problems creatively (independently or with others).</p> <p>7g) Know how to share responsibility for group tasks.</p> <p>7h) Are able to make choices and decisions.</p> <p>7i) Can demonstrate assertiveness.</p> <p>7j) Recognise how to set goals, plan, organise, promote, implement, evaluate.</p> <p>7k) Can present an argument, persuade.</p> <p>7l) Present materials attractively..</p>	<ul style="list-style-type: none"> ▪ Children are given opportunities to plan their own learning, following the plan-do-review model. ▪ Children are closely involved in setting their own targets. ▪ Children are developing an understanding of sustainability and equality issues ▪ Children feel optimistic about the future because they feel empowered to make changes to the world around them ▪ Children are able to plan and implement charitable initiatives with support. <p>Children can explain how they might affect the world in the future, e.g. at family/local level.</p>	<p>Tools</p> <ul style="list-style-type: none"> ▪ Timeline (7a) ▪ TASC Wheel (7b) (7c) (7f) (7g) (7j) <p>Our Pledge (7h)</p> <p>Children’s Toolkit</p> <ul style="list-style-type: none"> ▪ Being an Activist (7c) (7i) (7k) ▪ How to Design a Leaflet (7l) ▪ Making Decisions (7d) (7i) ▪ Fundraising Events (7b) (7g) (7j) ▪ Fundraising Proposal (7b) (7d) (7j) ▪ Sponsor Form (7b) (7e) (7j) <p>KS1</p> <ul style="list-style-type: none"> ▪ Be Goodwill Ambassador (7a) <p>KS2</p> <ul style="list-style-type: none"> ▪ You Can’t Buy Anything with a Penny (7b) (7e) (7j) ▪ It’s a Wind Up (7e) ▪ Prevention is Better than Cure (7h) ▪ Statistical Snippets (7e)

GO-GIVERS SCHOOL REVIEW



Category	Where we are/What we do currently	How we Aim to Develop
1. The School community is built on a firm foundation of core values which provide a moral compass for all who work and play there.		
2. The school cultivates an understanding of Human/Children's rights and responsibilities.		
3. The school inspires empathy and compassion linked to personal and social responsibility.		
4. The school fosters cohesion by celebrating the similarities which unite people, and the differences which enrich the school, and the wider community.		

<p>5. The school develops links with the local community, cultivating an understanding of how it functions and responds to social needs.</p>		
<p>6. The school promotes the communication skills associated with citizenship, giving children meaningful opportunities to express their views, and to be listened to in an atmosphere of respect..</p>		
<p>7. The school builds the children's confidence to make choices, set goals and take action to make their world a better place.</p>		

GO-GIVERS SCHOOL AWARD



Name of School:

Postcode:

Category	Evidence to show the school has met the criteria
1. The School community is built on a firm foundation of core values which provide a moral compass for all who work and play there.	
2. The school cultivates an understanding of Human/Children's rights and responsibilities.	
3. The school inspires empathy and compassion linked to personal and social responsibility.	

<p>4. The school fosters cohesion by celebrating the similarities which unite people, and the differences which enrich the school, and the wider community.</p>	
<p>5. The school develops links with the local community, cultivating an understanding of how it functions and responds to social needs.</p>	
<p>6. The school promotes the communication skills associated with citizenship, giving children meaningful opportunities to express their views, and to be listened to in an atmosphere of respect.</p>	
<p>7. The school builds the children's confidence to make choices, set goals and take action to make their world a better place.</p>	

Signed **Position**

Date