



Education for Sustainable Development and Global Citizenship Policy

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**This policy has been developed in line with the
Education for Sustainable Development and Global Citizenship,
Information for teacher trainees and new teachers in Wales 2008**

1. Introduction

As a school community we believe that 'sustainable development' is a challenge that all societies face during the 21st century. By endorsing sustainable development we commit ourselves to improving the quality of life now without damaging the planet for the future. Our pupils are entitled to an education that equips them with knowledge, values and skills that;

- 'prepares learners for the new challenges that will be part of their future such as climate change and international competition for resources
- helps them to understand the complex, interrelated nature of their world
- builds the skills that will enable learners to think critically, think laterally, link ideas and concepts such as needs and rights and uncertainty and precaution, and make informed decisions.'

*Education for Sustainable Development and Global Citizenship,
Information for teacher trainees and new teachers in Wales 2008*

Sustainable development is about ensuring a better quality of life for everyone now and for generations to come.

Education for sustainable development and global citizenship (ESDGC) goes beyond the boundaries of formal education. Fieldwork, collaborating with members of the local community, links with local businesses, and working with voluntary agencies all have a vital part to play in our pupils' entitlement.

This policy was produced with contributions from the non-teaching staff, parents and pupils as well as the Governing Body and teaching staff.

2. Aims

Through our formal and informal curriculum, we aim to provide ESDGC that:

- enables our pupils to acquire knowledge, understanding and skills to engage effectively and enthusiastically with issues of sustainable development (i.e. environmental, economic and social issues);
- encourages them to examine and interpret the environment, both locally and globally, from a variety of perspectives;
- arouses our pupils' curiosity about the environment, society and economy in which they live;
- encourages them to participate actively in resolving problems associated with sustainable development in our locality and the development of our school as a sustainable community;
- gives pupils 'first hand' experiences within the environment – our school grounds, our immediate locality and other visits within the region and beyond;
- helps pupils to develop an informed concern about the environment and the planet;
- involves them in finding practical ways of ensuring the caring use of the environment and its resources, now and in the future;
- allows pupils to participate in the school decision-making processes; and
- gives them opportunities to express their views through discussion and debate.

3. Implementation of our ESDGC Policy

At Evenlode Primary School, ESDGC is taught as a cross-curricular theme through numerous subjects. Medium term plans outline the contribution that is made to the broadening of our pupils' understanding of 'sustainable development'. In some subjects, such as Science, Geography and PSE the Programmes of Study ensure that teaching about environmental matters and sustainable development are a significant element. Teaching about Education for sustainable development and global citizenship also takes in Art, History, RE and English. Where possible teachers link sustainable development awareness in the curriculum with practical actions to improve the environmental, social and economic effectiveness and efficiency of the school. Group work is an important part of our provision for ESDGC. Our teachers use Personal and Social Education to develop pupils' listening and speaking skills. Progressively through the school opportunities are given during lessons for pupils to develop skills of questioning, setting up agendas, chairing meetings and taking minutes (This is further developed through our Eco-committee and school council).

4. Assessment, recording and reporting

The work that pupils do in different subjects that involves ESDGC will be assessed as other aspects of those subjects are assessed. Some of this work may be formally assessed but much will be informally assessed. Work carried out outside the boundaries of National Curriculum or other accreditations will be assessed informally. Significant achievements will be reported to the parents.

5. Extra-curricular and out of school opportunities

Our extra-curricular provision allows our pupils to broaden their understanding of sustainable development. We participate in the Eco-Schools programme and have a strong Eco Schools Team that provides a forum for pupils to express their views, plan action campaigns and feedback to governors. We participate in walk to school week, Sustrans Bike IT and recycling activities.

6. Staffing Issues (teaching and non-teaching ; staff development needs)

INSETS have been held on developing ESDGC throughout the school. One teacher will have ESDGC as a responsibility. We are fortunate to have a teachers and LSA's trained in Forest Schools on the staff who are involved in developing the school grounds and have already encouraged KS1 and KS2 classes to become involved in Forest School/Outdoor activities. The training has been instrumental in developing the outdoors.

7. The role of parents and carers and the rest of our community

We encourage parents to be involved in all aspects of our school. Work on our school grounds, for example, has encouraged a number of parents to participate in the school community. We have a strong home-school partnership and seek parents' views on the school's progress and how to move forward. Parents contribute to their children's understanding of ESDGC through helping with projects such as recycling initiatives.

8. Leadership and management roles and responsibilities

A governor has responsibility for ESDGC and is also a member of the ECO Committee. This governor is the first point of reference for ESDGC on the Governing Body. The head will monitor the quality of provision for ESDGC within curriculum plans. The ECO committee monitors and evaluates progress towards sustainability of the school community. Action plans will be drawn up by the team each year, outlining what further work on ESDGC will be carried out. These are presented at meetings of the Governing Body for comment and then are incorporated into the school improvement planning cycle. Developments will be reported in the Annual Report to Parents.

9. Estate Management of the school

We recognise that other areas of school life also make a significant contribution to ESDGC. Thus we will be implementing a purchasing policy focused on securing goods from local ethically and environmentally sound sources wherever possible. We will be writing to our regular suppliers asking for more information on products from sustainable sources. We aim to reduce our purchase of non-sustainable products over the next three years. We try to ensure that resources are used efficiently and that waste is minimised.

10. Education for sustainable development and global citizenship(ESDGC) & Curriculum Links Foundation Phase

<p><u>Key Concepts of Sustainable Development</u></p> <p><u>Interdependence</u> Understand that what people including themselves do, affects themselves, the places they live and plants and animals.</p> <p><u>Citizenship and Stewardship</u> Know how to care for themselves and others and how to care for their home, school and local environment.</p> <p><u>Needs and rights of future generations</u> Recognise their own basic needs including shelter, warmth and food; be able to discuss the way they live and the products and services they use.</p> <p><u>Diversity</u> Know there are many different kinds of plants and animals living in the local environment; appreciate cultural diversity in the school and locality.</p> <p><u>Quality of life – Social Justice and Equity</u> Be aware of the things in their lives they value such as family, friends, open spaces; understand the basic difference between needs and wants; have begun to develop a sense of fairness.</p> <p><u>Sustainable Change</u> Understand the idea of future resources. Have begun to understand the role and responsibility of the individual and others in the consumption of resources.</p>	<p><u>Languages, Literacy and Communication</u> They learn to communicate through imaginative play, telling stories and writing. they hear and read stories about interesting subjects related to themselves and about other cultures and fantasy. They learn and practise words about their environment and for greetings and celebrations. These could come from around the world. By doing this, pupils have the opportunity to develop speaking and listening skills and to learn about and appreciate diversity of cultures, biodiversity in their environment and what their personal needs are. They learn to express their opinions and communicate their ideas about what they have learned and what they need to do to care for themselves, others and the environment.</p> <p><u>Welsh Development</u> Pupils take part in a variety of dialogues and dramatic activities and learn to discuss with and explain to peers, teachers and other people; they are encouraged to tell stories, recite poems and sing songs; to express feelings, likes and dislikes; and to convey personal and imaginative experiences. They read and listen to a wide range of children’s literature and printed resources about their environment and write for different purposes and in response to different stimuli such as stories, poems and their imagination about different places. They learn to present written work clearly. By doing this, pupils have the opportunity to develop speaking and listening skills and to learn about and appreciate diversity of cultures, biodiversity in their environment and what their personal needs are. They learn to express their opinions and communicate their ideas about what they have learned and what they need to do to care for themselves and their environment</p> <p><u>Creative Development</u> Pupils learn to design and make products out of different materials including some reclaimed materials. They learn about simple mechanisms, to shape, assemble and rearrange components and to finish products in a suitable way. By doing this pupils can be given the opportunity to learn about how recycled materials are used to make toys in other parts of the world. They can learn to design and make products such as toys, food and materials inspired by diverse cultures and products that help to enhance their surroundings and contribute to understanding of biodiversity, such as willow sculptures or garden ponds.</p> <p><u>Knowledge and Understanding of the World</u> Pupils learn about the past, how things change and why such changes have happened, through stories from different periods and cultures. They learn about different representations of the past through pictures, plays and television and to communicate what they have learned creatively in a variety of ways through speaking and listening, drama, model making and writing. Pupils are taught enquiry skills that help them to observe and understand their surrounding environment both first hand and through stories, photos, accounts by adults and reference books. They are taught about their own and other places to think about the quality of environments, to become aware of change in the community and to express opinions about that change. By doing this pupils can be given the opportunity to learn from adult talks about their local environment and quality of life in the past and the consequences of past actions on the present way of life. This could then be linked to considerations of the impact of our action on the future. Also, pupils can start to appreciate their local environment and community and become aware of other places. Learn about different effects that people have on their environment and that their own opinions and actions are important. This can increase understanding of the concepts of interdependence, citizenship and stewardship, diversity and quality of life.</p> <p><u>Personal and Social Development and Cultural Diversity</u> Pupils begin to develop attitudes and values of care and respect for themselves, others and the environment and skills of empathy, communication and reflection, decision making and co-operation. They learn about the relationships between food, exercise and health; to understand that they can take some responsibility in their friendship groups; that each person is different but of equal value and that they have different beliefs, preferences and views. They learn about what</p>
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Uncertainty and precaution

Understand the importance of considering the consequences of their actions.

is fair and unfair and what they believe to be right and wrong; about the features in their local environment; how their environment can be made better or worse to live in and how they can make a difference.

By doing this pupils can have the opportunity to develop the attitudes and values of care, respect and responsibility for themselves, other individuals – regardless of race or religion – and their environment, which are important foundations for sustainable development.

Religious Education

Pupils learn to develop awareness of the natural world and of human relationships with particular reference to specific issues. They learn about aspects of the natural world that arouse feelings of awe, happiness and sadness, about human dependence on plants and animals for food and shelter and about respect for all living things. They learn to develop self-esteem and self-respect, care and concern for others, about the importance of family life and home and the responsibilities and rewards of friendship. They learn about aspects of religious life including the celebrations and customs of a range of religions.

By doing this pupils can increase their awareness of the interdependence of people and their environment both locally and in other parts of the world, about their personal responsibilities of care and about how the environment and social relationships are important to a good quality of life. They can also increase their awareness of and respect for the diversity of life, both natural and social.

11. Education for sustainable development and global citizenship(ESDGC) & Curriculum Links Key Stage 2

<p><u>Key Concepts of Sustainable Development</u></p> <p><u>Interdependence</u> Understand how people, animals and plants are interconnected through natural cycles and ecological/biological and social systems.</p> <p><u>Citizenship and Stewardship</u> Be able to work with other members of the school and community and feel responsibility for making it more sustainable.</p> <p><u>Needs and rights of future generations</u> Have begun to be able to distinguish between actions and products that are wasteful or more sustainable.</p> <p><u>Diversity</u> Understand and value 'local distinctiveness' in relation to townscape/landscape, economic life and culture, and habitats; identify actions which will increase or decrease biodiversity.</p> <p><u>Quality of life – Social Justice and Equity</u> Know and understand that basic needs are universal; understand that there are differences in the extent to which people's basic needs are met, and that these inequalities exist within and between societies.</p> <p><u>Sustainable Change</u> Have begun to understand the concepts of carrying capacity and limits through for example, studying overgrazing or road capacity.</p>	<p><u>Mathematics</u> Pupils learn reasoning through their work in mathematics and use examples from real cultural and environmental situations and purposeful contexts to help them understand number and place values, patterns, space, shape and measure, data handling and presentation.</p> <ul style="list-style-type: none"> By doing this pupils can be given the opportunity to use and apply their mathematical skills when handling data and thereby understand the practical value of mathematics for social, environmental and economic investigations. They can increase their awareness and appreciation of the contribution various cultures have made to patterns and designs in our built environment. <p><u>Information Technology</u> Pupils learn to use ICT to communicate, exchange and share ideas and information in a variety of forms, to enter and store information and to find, interpret and select appropriate information to answer specific questions.</p> <ul style="list-style-type: none"> By doing this pupils can increase their ability to use the ICT as a tool to learn about sustainability, to store and share information about their own sustainability projects and to communicate with children from other places and cultures. <p><u>Design and Technology</u> Pupils learn to design and make products with a range of materials, matching the working characteristics of the material to the task; to make electrical circuits with switches; to consider appearance, function, safety and reliability of products; and to plan, make, finish and evaluate their products.</p> <ul style="list-style-type: none"> By doing this pupils can learn about designing and making sustainable products such as healthy food, good litter bins, toys from recycled products, nest boxes and garden ponds for the school grounds. By making their own products, pupils could increase their appreciation of good craftsmanship and resourcefulness. <p><u>History</u> They learn about change and development of things such as food and farming or transport both in the local area and in other places and about the way of life of past people at all levels of society. They increase their understanding of causes and consequences and of how societies are shaped by different people and factors.</p> <ul style="list-style-type: none"> By doing this pupils can increase their understanding and appreciation of diversity, quality of life, social injustice and issues and the contributions individuals can make to society in their local area and in other parts of the world. Simple historical societies such as farmers of the iron age in Castell Henllys can provide good examples of different kinds of sustainable lifestyles. <p><u>Geography</u> Pupils learn geographical enquiry skills such as drawing maps and collecting data in the school grounds or the local environment, and using secondary sources of information and ICT to share or present information. They learn about their own area and places in the EU and a less developed country and the theme of environmental change. By doing this they can begin to learn about:</p> <ul style="list-style-type: none"> the interdependence of people and environments; individual and collective responsibilities for places and environments; how decisions about places and environment affect the future quality of peoples lives; how people impact on and/or protect biodiversity, locally and globally; the diversity of approaches to development in different places and cultures; <p>differences in quality of life in different places; and about the varied views and opinions of others and how different people respond to the need for sustainable change, in terms of renewable energy production for example;</p> <p><u>Personal and Social Education</u> Pupils develop attitudes and values of care and respect for themselves, others and the environment and skills of empathy, communication and reflection, decision making, conflict resolution and co-operation. They learn about their cultural heritage, the relationship between food, exercise and health; to understand the importance of democratic decision making and</p>
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Understand how their home and school may be managed more sustainably.

Uncertainty and precaution

Understand that people have different views on sustainability issues; be able to listen carefully to arguments and weigh evidence carefully.

participation and how injustice and inequality affect peoples lives. They learn to recognise uniqueness in individuals and acknowledge different beliefs; about actions and consequences; consumerism, how people can effect the environment and how people can effect the environment; and how conflict can arise from different vies about the environment.

- By doing this pupils have the opportunity to increase their understanding of interdependence, their role as citizens, cultural diversity, quality of life, equity and justice issues and that there are many different views of social, environmental and economic issues.

Religious Education

Pupils learn about creation stories from a variety of cultures, about similarities and differences between all people and religious customs and aspects of religion common to all faiths. They explore their personal responsibility for the natural world by looking at impacts such as pollution and rubbish and what we can do to reduce them. They also learn about religious teachings of social responsibility and about individuals such as Mother Theresa and Martin Luther King who have put these responsibilities into practice.

By doing this pupils can increase their respect for cultural diversity but also learn about needs and beliefs common to both themselves and people of other faiths and from different parts of the world. They can also learn about citizenship and stewardship and about the need for sustainable change in the way that we use our cultural resources.

APPENDIX 1

A checklist for school self-evaluation

In evaluating their progress with regard to ESDGC, schools might find it helpful to ask questions relating to the following 10 areas:

1. Could the school promote a culture and ethos which values the development, knowledge, attitudes and skills in pupils to enable them to participate individually and collectively to improve the quality of life in a sustainable way?
2. Has the school produced a policy statement for ESDGC which sets out the aims, priorities and targets for promoting ESDGC as a whole-school initiative, and identified strategies to promote and raise the profile of ESDGC within the school and the wide community? Has it co-ordinated and monitored ESDGC initiatives and activities throughout the school to ensure a consistency of approach?
3. Is there a programme of staff development in place to raise awareness of ESDGC and develop teachers' competency and skills?
4. Have subject leaders identified opportunities within their schemes of work to enable ESDGC to be delivered and reinforced through the curriculum? Does the teaching approach promote active learning to develop pupils' understanding of sustainable development?
5. Does the school develop active and responsible citizenship and stewardship through pupils' involvement in active decision-making through a school council or eco-committee.
6. What links has the school established to support and develop a global and international dimension within the curriculum?
7. How does the school involve, and make use of, the wider school community to enrich learning and pupils' personal and social development including the effective use of business, local authorities, non-government organisations and community groups to support their work in developing the sustainable agenda?
8. In what ways does the school respect and value diversity?
9. In what active ways is the school involved in improving performance against sustainability indicators, including waste management, fair trade and a green purchasing policy?
10. Has the school embarked on, or maintained, a programme of ground development and improvement to support learning, promote stewardship and improve the quality of life?