

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP (ESDGC) POLICY

Sustainable Development and Global Citizenship is a term that has many and varying definitions. At our school we have adopted our own mission statement:

“Take Care of Each Other and Our Environment”

**“Gwella`n byd yw`n gobaith ni,
Parchu`r ysgol a`n cartrefi,
Arbed ynnu ac ailgylchu,
Bwyta`n iach i`n cadw`n heini.”**

Education for Sustainable Development (ESD) is about enabling pupils to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.

Education for Global Citizenship (GC) enables people to understand the global forces that shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision-making, both locally and globally, which promotes a more equitable and sustainable world.

Implementation of our ESDGC policy

We recognise that in order to educate our children in sustainable and global issues, we need to plan for and embed ESDGC into the curriculum and all aspects of school life, as well as demonstrating that we practice what we preach. We aim, therefore, to instil in our children **“The Five Rs:”**

- **Respect and Equality**
- **Reduce**
- **Re-use**
- **Recycle**
- **Restore**

These tenets will underline our work in the following ways

1. The curriculum: We will address the explicit references to sustainable development and global citizenship where they exist in the Foundation Phase Curriculum and Curriculum 2008. Maximum opportunity will be taken to exploit specific local, national or global events e.g. earthquakes, famine, floods, anniversaries of world events etc. Much of this work will be undertaken through our termly Class Themes e.g. Europe, Celebrations, Materials, Living Machines, Ready Steady Cook, Away We Go, The Romans, The Celts, Cardiff Bay, Our Village, Night and Day, All About Me, Fire, The Human Body, Holidays, Comparing and Contrasting the 60s and the 80s etc. Activities related to the themes such as class visits, assemblies and visitors to the school also contribute to the pupils' education in Sustainability and Global Citizenship.

2. Environment and Community Links: Our environment will be cared for through responsible stewardship. We actively seek partnership working. Through doing this we have achieved The Green Flag, Forest School status and Healthy School status. We work with the Council to recycle most of our waste and with a charity to recycle mobile phones and ink cartridges. We work with Keep Wales Tidy to organise a litter pick-up day in the village.

3. Involving all the school community: Children and adults (staff, governors, parents, LEA, members of the community, local councillors), alike will participate in evaluative and management processes e.g. Governors, School Council and Eco-committee. (The debate on what constitutes a healthy snack during the morning break was an example of involving the school community).

4. Global and community links will be nurtured and valued: The last sentence in our Mission Statement for the school states; “This school should be a healthy microcosm of a bilingual society and take an active role in the community.” We draw upon expertise within it whenever possible e.g. local historian, local artist, former teacher who has visited Rwanda, organising Operation Christmas Child locally, parents and former parents, ministers of religion, organising the village fun run in aid of charity, support for and involvement with – Children in Need Appeal, Comic Relief and Sport Relief.

We will seek to make links with other schools in this and other countries e.g. we are involved in e-twinning with two schools in France and one in Switzerland. We explore the concept of interdependence by pupils sharing their views about issues that the schools have in common.

5. Resources: We recognise the importance of having high quality resources that motivate children and support learning. Resources are not always physical e.g. British Council offers a gateway to finances, links and training information. Some resources are held in school e.g. the Geography resource area in the English KS2 area. When ordering new resources we take into account the environmental impact and fair trade. All resources will be evaluated to ensure they present a balanced, non-stereotypical view of the world. Other resources will be shared through effective networking e.g. Howardian Centre the feeder comprehensives.

Learning Outcomes: The Key Concepts are;

- **Interdependence:** This concept involves an understanding about the connections and links between all aspects of people's lives and places at a local level, and that decisions taken in one place will affect what happens elsewhere. Pupils should develop an understanding that living things depend on each other and should acquire a sense that all living things have a value. This should lead to an understanding that what people do elsewhere affects them, the places they live, other people, and plants and animals. They should become increasingly aware of the global context within which we trade; industry and consumption operate e.g. local and global issues such as; tsunami, hurricanes, earthquakes, flooding and Fair Trade.
- **Citizenship and Stewardship:** This concept recognises that people have rights and responsibilities to participate in decision making and that everyone should have a say in what happens in the future. This involves a willingness to act as responsible citizens while developing the ability to engage with and manage change at individual and social levels. Pupils are expected to know and understand the connection between personal values, beliefs and how the school and community can be managed more sustainably and equitably e.g. Racial Equality, Anti-bullying, Charities, Healthy Schools, Eco-schools, Green Flag Award, Forest School Status, Monitoring our use of energy, partnership with the Carbon Trust, Recycling.
- **Needs and rights of future generations:** This concept is about learning how we can lead lives that consider the rights and needs of others and recognising that what we do now has implications for what life will be like in the future e.g. School Council, Inclusion and School rules.

- **Diversity:** This concept is about understanding the importance and value of diversity in people's lives – culturally, socially, economically, biologically and realising that our lives are impoverished without such diversity. Through learning, pupils should appreciate cultural and biological diversity in the school and locally. Eventually they should be able to reflect on and engage in, debates and decisions on political, technological and economic changes which impinge on diversity and sustainability e.g. E-twinning, multicultural resources, Equality and Diversity
- **Quality of life equality and justice:** This concept recognises that for any development to be sustainable, it must benefit people in an equitable way. It is about improving everybody's lives. At a basic level this involves understanding the essential differences between needs and wants and developing a sense of fairness and respect. It involves understanding the difference between quality of life and standards of living and seeks a good quality of life for all people, at local, national and global levels and an appreciation of why equity and justice are necessary to an equitable and sustainable society e.g. Fair Trade, Global Equity, Literacy books and poems, Making Poverty History and Fair Deal for Africa
- **Sustainable change:** This concept promotes an understanding that there are limits to the way in which the world, particularly richer countries can develop. The consequences of unmanaged and unsustainable growth might include increased inequality between different groups, poverty, hardship and the degradation of the environment, to the disadvantage of everyone. This involves pupils in understanding how their home and school may be managed more sustainably and beginning to question decisions, practices and processes that affect sustainable development issues e.g. Recycling, Eco-schools, Healthy Eating and School gardens.
- **Uncertainty and precaution:** This concept involves a realisation that because people are learning all the time and their actions may have unforeseen consequences, they should adopt a cautious and questioning approach to the welfare of the world and its peoples. This implies understanding that different people want to do things in different ways and are able to listen to arguments and able to listen to arguments and weigh evidence carefully. Pupils should

thus be able to think critically, systematically and creatively about ESDGC e.g. Thinking Skills, Stereotypes, Bias, Attitudes and values.

- **Values and perceptions:** This concept helps develop a critical evaluation of images of, and information about local, national and global economics, environments and peoples. Builds an appreciation of the effect these have on people's attitudes and values and how negative or selective information can contribute to stereotyping and prejudice e.g. challenging stereotyping, E-twinning.
- **Conflict Resolution:** This concept promotes an understanding of how conflicts can be a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony. Develops learning skills to discuss, negotiate and respond to personal and general conflict e.g. School Council, Circle time, class and school rules

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 the work will be formally assessed but much will be informally assessed. Work carried out outside the boundaries of the National Curriculum will be assessed informally.

Co-ordination:

The Geography co-ordinator will develop, raise awareness, support and work with colleagues to monitor and evaluate ESDGC within the school. Further development of ESDG will be included in the School Improvement Plan as and when necessary.

CPD

CPD will be provided to support the needs of the school and individuals. Better Schools Fund identified ESDGC as an area for funding (April 2006- 2009). Unfortunately this WAG grant has been reduced year on year. Further training will have to come from the school's allocation of money for CPD.

Extra-curricular and out of school opportunities

Our extra-curricular provision allows our pupils to broaden their understanding of sustainable development and Global Citizenship. We have a very active Eco-committee with two representatives from each class from Y2 – Y6. Through their leadership we have gained the Green Flag status for the second time and the Forest Schools status. They have a strong Action Team that monitor the use of energy on a weekly basis and lead on many environmental issues. The Gardening Club meets twice weekly and grows a variety of crops in the vegetable garden, herbs in the herb garden and various fruits in the two green houses. Pupils have also planted an orchard with apple, pear and plum trees. A variety of different plants are grown in the seaside, bog and cottage gardens. Pupils have also planted a willow dome. The Foundation Phase pupils have developed their own growing areas as part of their outside classrooms.

Pupils are also involved in entrepreneurial tasks by growing and selling plants.

Pupils organise a litter pick up in the village of Creigiau and work with the Keep Wales Tidy campaign.

We are part of the Healthy Schools initiative under the leadership of The School Council and the Eco-committee.

The pupils monitor the use of energy on a weekly basis and produce graphs to show consumption. Through this interest in energy consumption, the school has been chosen as a pilot school by the Council for using low energy lighting as well as taking part in projects with the carbon trust.

The school is interested in installing solar panels, following some other successful initiatives.

We are part of an e-twinning project with a school in Switzerland and two schools in France.

We participate in Operation Christmas Child, Children in Need Appeal, Comic Relief, Sport Relief, Helping to build a school in Rwanda and supporting a different charity each year. (This charity will have some significance to the school community).

The school newspaper, Seren Creigiau Star, regularly report on ESDGC issues. (Back copies are available on our website).

The extra curricular provision supports the Gifted and Talented agenda and allows children with specific interests to pursue them further.

Leadership and Management roles and responsibilities

A link governor has responsibility for Geography and ESDGC and is the first point of reference for this area on the Governing Body. The Geography and ESDGC co-ordinator monitors the provision within the curriculum.

Racial Equality

ESDGC merges with areas covered by Racial Equality. It is Essential to bear in mind that there are differences. It is easy, but inappropriate, to teach ESDGC without bringing a racial equality dimension or perspective. To embed ESDGC and Racial Equality as an ethos within the school community, they will be linked and those links made explicit.

Equal Opportunities

All work on ESDGC supports the school's equal opportunities policies and practices.

Health and Safety

We adhere to the requirements of our Health and Safety Policy. Parental permission is sought for all work off site and also in those activities in the school grounds that involve pupils taking action e.g. litter sorting, recycling etc. Advice is also taken from outside agencies.

Carroll Hurford (21.03.10)