

Ysgol Bryn Gwalia



Education for Sustainable Development and Global Citizenship Policy

Last Review Date	January 2022
Date to be reviewed by Senior Management Team	April 2025
Date Adopted by Governing Body	April 2022
Head Teacher – Mrs Lorraine Dalton	<i>L Dalton</i>
Chair of Governors – Mrs Janiene Davies	<i>J E Davies</i>

Introduction

We believe that the impact we have on our planet affects not just those here at the moment, but for generations centuries into the future. If we can make small changes now, we may be able to make giant changes for the future.

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 Curriculum for Wales. Maximum opportunity will be taken to exploit specific local, national or global events e.g. tsunami, anniversaries of world events.
2. **Environment and Community Links:** Our environment will be cared for through responsible stewardship. We will actively seek partnership working through such organisations as (Eco-schools, Wrexham Local Authority and other local agencies).
3. **Involving all stakeholders:** Children and adults (school staff, governors, parents/carers, Local Authority, members of community, local councillors, church representatives), alike will participate in evaluative and management processes e.g. Governors, School Council and Eco-Council.



4. **Global and community links will be nurtured and valued:** We aim to make our school the centre of its community, drawing upon the expertise within it whenever possible. We will seek to make links with other schools in this and other countries. We will 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 will be held at school level and a school policy on purchasing and using resources will be developed which takes into account 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. Further resources can be obtained from outside agencies e.g. Local Authority, School Improvement Services, Eco Schools.

Learning Outcomes

Themes		Examples that might be found in school
CONSUMPTION AND WASTE is about:	Sustainability; understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business.	Recycling Eco-schools Healthy Eating Using school grounds Food miles
CHOICES AND DECISIONS is about:	Developing respect for self and others, accepting responsibility for personal actions and participating in group decisions. Understanding how our actions can have consequences for others.	Racial Equality Action Plan Anti-bullying Anti-racism Stereotypes Charities Healthy Schools Family Numeracy/Literacy Eco-schools Recycling Fair Trade
HEALTH is about:	Understanding the essential features of 'good health' and recognising the impact of choices about health issues on the quality of life for all people.	Healthy Schools Healthy Tuck Food Miles
CLIMATE	Recognising that climate can be affected by	Local and global

<p>CHANGE is about:</p>	<p>many factors and that climate change affects humans and other living things.</p>	<p>issues e.g. tsunami, hurricanes, flooding Fairtrade</p>
<p>IDENTITY AND CULTURE is about:</p>	<p>Recognising and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities.</p>	<p>Racial Equality Action Plan Anti-racism Stereotypes Multicultural International Linking</p>
<p>THE NATURAL ENVIRONMENT is about:</p>	<p>Recognising the wealth, diversity and value of natural environments and how these can affect, and be affected by the actions of human communities.</p>	<p>Environmental packs</p>
<p>WEALTH AND POVERTY is about:</p>	<p>Recognising that all human beings have certain needs, but that these needs are not always met in all places, in all societies and understanding that inequalities can seriously affect people's lives, but our actions as individuals/groups can make a difference in combating poverty.</p>	<p>Fair Trade Making Poverty History Charities</p>

Assessment, recording and reporting

The work that the 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 parents/carers.

Co-ordination

Teachers who co-ordinate ESDGC will develop, raise awareness, support and work with colleagues to monitor and evaluate the area. Further in school training will be identified within the School Development Plan and the school performance management cycle.

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 participate in the Eco-Schools

initiative and have a strong School Council that provides a forum for pupils to express their views, plan action campaigns and feedback to governors.

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 in 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 and recommendations of the Local Authority's 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, eg, litter sorting and recycling etc. Advice is taken from outside agencies.

Evaluation & Review

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.