

Being the best we can be
Standards, Respect, Achievement, Care



Education for Sustainable Development & Global Citizenship

Date Policy formally approved by Governing Body/Committee:	
Date Policy becomes effective:	
Review Date(s):	
Issue No:	1
Is this Local Authority or School Policy	Local Authority / School
Is this a statutory or recommended policy/document	
Is this a new or a revised policy	New / Reviewed
Signed (Headteacher/School)	
Signed (Chair of Governing Body	

March 2017

Education for Sustainable Development

Enables people 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

Enables people to understand the global forces which 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.

There are seven key themes which are used to demonstrate the breadth of ESDGC:-

1. Identity and culture
2. The natural environment
3. Wealth and poverty
4. Health
5. Climate change
6. Consumption and waste
7. Choices and decisions

Concepts associated with ESDGC

Interdependence - understanding how people, the environment and the economy are inextricably linked at all levels from local to global.

Citizenship and Stewardship - recognising the importance of taking individual responsibility and action to make the world a better place.

Needs and Rights - understanding our own basic needs and about human rights, and the implications for the needs of future generations of actions taken today.

Diversity - understanding, respecting and valuing both human diversity – cultural, social and economic – and biodiversity.

Sustainable Change - understanding that resources are finite and that this has implications for people’s lifestyles and for commerce and industry.

Quality of Life - acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met universally.

Uncertainty and Precaution - acknowledging that there are a range of possible approaches to sustainability and global citizenship and those situations are constantly changing, indicating a need for flexibility and lifelong learning.

Values and Perceptions - developing a critical evaluation of images of and information about the less and more economically developed parts of the world and an appreciation of the effect these have on people's attitudes and values.

Conflict Resolution - understanding how conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony.

Two Key Objectives at Ysgol Clywedog for ESDGC:-

1. To ensure that ESDGC is embedded within the school development plan (DP)
2. To develop an integrated approach to the development of ESDGC – from subject content, through to teaching and learning and school ethos and management.

Through the curriculum

At Ysgol Clywedog, ESDGC is integrated across the whole school curriculum where the development of ESDGC is seen as relevant to the learning journey of our pupils. ESDGC forms a core part of the philosophy and practice at Ysgol Clywedog and is monitored, evaluated and regularly developed. The school recognises the emphasis placed on ESDGC within the 2008 revised curriculum for Wales and departments '*take appropriate opportunities to promote ESDGC in all relevant aspects of their teaching*'. Opportunity will be taken wherever possible and appropriate to address and explore specific local, national or global events.

The Year 7 *Learning to Learn* programme includes two units particularly focussed on ESDGC – *Wales and the World* and *Our Environment*.

In the unit *Wales and the World* students consider their sense of community and cultural identity. The unit provides opportunities for pupils to consider their sense of cultural identity, ie; 'welshness' in relation to their friends, family and wider community.

Students are encouraged to develop an understanding of what it means to have or develop a sense of cultural identity in relation to their own community and other communities. Students have an opportunity to investigate a foreign community in order to make comparisons.

In the unit *Our Environment*, students consider their understanding of environmental issues and what it means to be eco friendly. The unit provides opportunities for pupils to consider their own environment, particularly the learning environment. Students are encouraged to develop an understanding of what it means to have an eco friendly school and work together to devise and create opportunities through working together to promote the

environmental agenda in school.

Listening to Learners

Throughout the school learners develop their understanding and skills through carrying out their own initiatives and outcomes for learners are monitored within curriculum areas and through listening to learner programmes. Through tutor time activities and the School Council, learners have the opportunity to make regular suggestions for, and participate in, initiatives to support sustainable development and global citizenship.

Global and Community Links

We aim to make our school the centre of its community, drawing upon the expertise within it whenever possible. We will seek to make/have made 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.

Assessment, Recording and Reporting

The work the students do in different subjects which involves ESDGC will be assessed as other as 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 the National Curriculum or other accreditations will be assessed informally. Significant achievements will be reported to parents through the school merit and reporting systems.

Leadership and Management Roles and Responsibilities

A Senior Teacher has overall responsibility for ESDGC and monitors the provision within the curriculum and within extra-curricular activities. They will also develop, raise awareness, support and work with colleagues to monitor and evaluate the area. Further in-school training will be identified within the School Improvement 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.

For example;-

- ❖ we participate in the Eco Schools initiative;
- ❖ we are working towards achieving Fairtrade status as a school;
- ❖ we are actively involved in the Healthy Schools' initiative;
- ❖ students take part in Welsh Eisteddfods;
- ❖ a school visit to France takes place annually;

- ❖ a school visit to Spain takes place annually.

The extra-curricular provision supports the provision for students who are more able and talented and allows children with specific interests to pursue them further.

Equality of Opportunity

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 LA Health & Safety Policy. Parental permission is sought for all work off site and also in those activities in the school grounds that involve students taking action, eg; litter sorting and recycling, etc. Advice is taken as appropriate from outside agencies.

Signed: _____ Date: _____
On behalf of Governors

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On behalf of the school