



Policy Name: ESDGC Policy

Approved by: _____ on _____

To be reviewed: Spring 2024

Edition/Version Number: v2

Beliefs and Values

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

This document explains how we at Melin Primary School seek to increase the awareness of the need for participating in sustainable development and an increased sense of our global citizenship. Before explaining how we seek to develop this through school activities, there is first a need for us to agree upon definitions so that everyone is aware of the focus for this policy.

Definitions:

Sustainable Development:

This is concerned with the roles people can play in taking responsibility for the resources we use, the people we meet and the impact our actions may have on social, economic and environmental factors.

Global Citizenship:

This is concerned with the global society and how people are aware of their role within it. It is crucial that every individual understands that we have a right to live in peace and security, have an awareness of our democratic rights and that every individual should have access to basic requirements for life – water, shelter, a pollution-free environment, an ability to earn a living and access to education.

Aims

- Develop knowledge, values and skills to participate in decision making
- To participate in relevant initiatives individually and collectively, both locally and globally
- To look to improve the quality of peoples lives without causing a detrimental effect to the world around us
- Increase awareness of global forces that shape our lives
- Participate in decisions that promote equality, fairness and a sustainable world

- To take responsibility for our actions individually and collectively and to recognise how they may affect other people and the world around us
- To recognise the links between society, economy and environment

Strategy for Delivering Sustainable Development and Global Citizenship Education

“Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices” Jane Hutt, Minister for Children, Education, Lifelong Learning and Skills - Education for Sustainable Development and Global Citizenship - A Strategy for Action, Updated January 2008

Therefore, at Melin Primary School we strive to educate children through cross curricular links. It is more than a body of knowledge as it is about values and attitudes, understanding and skills.

In delivering sustainable development and global citizenship education, all staff at Melin Primary School will seek to follow certain guidelines. In selecting resources, organising activities (curricular and extra-curricular) and establishing working practices within the school specific key concepts should be kept in mind:

- **Interdependence** - people, the environment and the economy are all linked – locally and globally
- **Citizenship and stewardship** – take individual responsibility and action to improve situations
- **Needs and rights** – understand basic needs and rights and how they affect people now and in the future
- **Diversity** – understand, respect and value both human diversity (cultural, social and economic) and biodiversity
- **Sustainable change** – recognise that resources are finite and how this affects the way everyone works
- **Quality of life** – know that basic needs must be met and global equity and justice are essential
- **Uncertainty and precaution** – recognise different approaches to sustainability and global citizenship and that changing situations require a flexible approach
- **Values and perceptions** – identify how acquiring information with regard to less and more economically developed parts of the world enables us to appreciate how and why people have different attitudes and values
- **Conflict resolution** – recognise how conflicts cause division and present a barrier to development and why we need resolution and the promotion of harmony

An example of the type of practices undertaken by Melin Primary School to promote sustainable development and global citizenship include the following:

- ❖ The school will seek to recycle used paper and plastic – paper and plastic bins located in every classroom and eco committee members to gather recycling weekly and dispose of it in the hessian bags.
- ❖ The school will seek to recycle waste where possible, e.g. batteries, stamps, ICT equipment etc.
- ❖ Eco Committee and School Council organise activities such as ‘Green day’
- ❖ The school will take further advantage of ‘e’ based solutions e.g. move to double sided printing; greater use of e-mail; electronic storage of pupil reports and policies
- ❖ Where realistically possible, the school will procure goods and services locally. This will sustain the local economy and reduce unnecessary delivery miles.
- ❖ Playground friends (Foundation Phase) and playground watch (Key stage Two) in the yard
- ❖ Use of resources that promote cultural diversity and respect for all individuals irrespective of their race, gender, religion, socio-economic background or ability.
- ❖ Use of various visiting speakers.
- ❖ Identifying and taking opportunities, wherever and whenever appropriate, to promote issues related to these areas; within the taught curriculum and as part of PSD provision.

Other practices and procedures will be brought in as and when required. These will be a part of the collective decision making occurring in the school at every level and will reflect the flexibility and adaptability necessary for effective sustainable development and global citizenship.

Teaching and Learning

The teaching of Education for Sustainable Development and Global Citizenship should not be seen as an additional subject. It is more than a body of knowledge as it is about values and attitudes, understanding and skills. Education for Sustainable Development and Global Citizenship is inherent from Foundation Phase, where the emphasis is on experiential learning activities both indoors and outdoors and developing an awareness of the environment and the diversity of the people who live there, through to Lifelong Learning. The Cornerstones ILPs contain links to the ESDGC curriculum which are mapped out in the Teacher Hub.

Foundation Phase

There are references to the teaching of Education For Sustainable Development and Global Citizenship throughout the Personal and Social Development, Well-being and Cultural Diversity and Knowledge and Understanding of the World Areas of learning.

Personal and Social Development, Well-being and Cultural Diversity

Range

- *Activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world*
- *Activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives*

Skills

Well-Being

- *Demonstrate care, respect and affection for other children, adults and their environment*

Social

- *Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures*

Knowledge and Understanding of the World

Range

- *Recognise how people's actions can improve or damage the environment*

Key Stage Two

The Key Stage Two Curriculum ensures that the teaching of Education for Sustainable Development and Global Citizenship is taught throughout the Key Stage. The teaching of Education for Sustainable Development and Global Citizenship draws on the skills, knowledge and values of many subjects in the curriculum.

There are references to Education for Sustainable Development through the Personal and Social Education, Geography and Science curriculums.

Personal and Social Education

Specifically the aims of PSE are to:

- *empower learners to participate in their schools and communities as*
- *active responsible citizens locally, nationally and globally*
- *foster positive attitudes and behaviour towards the principles of*
- *sustainable development and global citizenship*

Active citizenship

Learners can be helped to enjoy successful relationships within their families and friendship groups, and can be encouraged to become active citizens in their communities, both local and global. They should develop a practical understanding of their rights and of the links between political decisions and their own lives.

Successful relationships demand competent interpersonal skills, a willingness to value others and respect difference. Good relationships are the result of care and support, communication and the willingness to accept responsibility. Learners need to be able to make and maintain friendships, deal with conflict, challenge stereotyping and prejudice, and cope with peer and other influence. More generally, the world of work and employment will demand cooperation and team work.

Learners are members of communities, from local through national to global, and can be helped to play a meaningful and active part in them. Such active citizenship implies a number of considerations. There needs to be an understanding of the nature of communities in Wales and beyond and the roles, relationships, conflicts and inequalities that affect the quality of life. Learners should explore their rights in a democratic society as underpinned by the United Nations Convention on the Rights of the Child. They have a right to be involved in making decisions, and planning and reviewing any actions that might affect them. Learners should also consider their responsibilities as young citizens and be equipped to participate in community life through service and action, which promotes the well-being of that community.

Finally, learners need to develop a political 'literacy', which enables them to make effective decisions and judgements in the world of political and legal systems.

Sustainable Development and Global Citizenship

Learners need to develop the skills, knowledge, attitudes and values to participate in individual and collective decision-making, both locally and globally, that will improve the quality of life now without damaging the planet for the future. They need to be helped to understand the global forces which shape their lives and to acquire the ability to challenge injustice and inequality that will equip them to promote a more equitable and sustainable world.

Education for sustainable development and global citizenship involves learning about the links between society, economy and the environment and between our own lives and those of people throughout the world; about the needs and rights of both present and future generations; about the relationships between power, resources and human rights; and about the local and global implications of human activities and the actions that individuals and organisations can take in response to local and global issues. Concepts such as energy use, climate change, loss of biodiversity and the impact of global poverty are brought to life, understood, acted upon and evidenced through actions by learners, whilst at school or college and through their lives in the wider community.

Range

Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others
- value families and friends as a source of mutual support
- value diversity and recognise the importance of equality of opportunity
- participate in school life
- understand their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities
- the importance of democratic decision-making
- the benefits of families and friends and the issues that can arise
- situations which produce conflict and the nature of bullying
- aspects of the cultural heritage and diversity in Wales
- how injustice and inequality affect people's lives
- what is meant by disability
- the challenges learners might have in accessing learning opportunities in school.

Sustainable Development and Global Citizenship

Learners should be given opportunities to:

- appreciate the natural world as a source of inspiration
- take an active interest in varied aspects of life in school and the wider environment
- develop a positive attitude on issues of poverty and fairness
- how the environment can be affected by the decisions we make individually and collectively
- that local actions have global effects because of connections between places and people
- how poverty and inequality can cause problems.

Geography

In geography, learners have the opportunities to study their role as local and global citizens and appreciate the diversity of communities in Wales and other countries. They investigate how and why environments change and the importance of sustainability. They learn about the links between producers and consumers and how people's economic and environment actions in one part of the world can impact on the lives of others. They learn to use information about places and peoples to counter stereotyping, make well-informed judgments about issues, develop their own views and opinions, and appreciate the values and attitudes of others.

Skills

Understanding places, environments and processes

Pupils should be given opportunities to:

- describe the causes and consequences of how places and environments change, e.g. by season; from past to present; the need for sustainability.

Range

- living in my world: caring for places and environments and the importance of being a global citizen
- where is this place/environment? What is it like and why? What is happening and why?
- how is this place the same as or different from other places/environments and why? Is it always the same? Why is it changing?
- how are places and environments linked/connected to other places and environments? How am I and/or other people linked to other parts of the world?
- how have people affected this place/ environment? How can I and other people look after this environment?
- how do people's views differ about this geographical issue and what do I think?

Science

Range

The Sustainable Earth

Pupils should use and develop their skills, knowledge and understanding by comparing the Earth and other planets, investigating materials around them and considering the importance of recycling.

They should be given opportunities to study:

1. the daily and annual movements of the Earth and their effect on day and year length
2. the relative positions and key features of the Sun and planets in the solar system
3. a comparison of the features and properties of some natural and made materials
4. the properties of materials relating to their uses
5. a consideration of what waste is and what happens to local waste that can be recycled and that which cannot be recycled.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Foundation Phase and National

Curriculum. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson or Key Stage Two to ensure pupils are sufficiently challenged.

Monitoring, Evaluation and Review

A new policy will be developed to fit with the new curriculum arrangements commencing in 2022.

DH

October 2020

Further information

Useful Contacts and Links

The following websites contain information about developments and resources to support education for sustainable development and global citizenship.

Many of these websites also contain links to other websites.

National Assembly for Wales

www.wales.gov.uk

www.learning.wales.gov.uk

ACCAC, the Qualifications, Curriculum and Assessment Authority for Wales

www.accac.org.uk

Estyn, Her Majesty's Inspectorate for Education and Training in Wales

www.estyn.gov.uk

DFID, Department for International Development

www.dfid.gov.uk

www.globaldimension.org.uk

British Council

www.britishcouncil.org/education

Cyfanfyd, the Development Education Association for Wales

www.cyfanfyd.org.uk

EcoSchools

www.eco-schools.org.uk

Joint DEA/CEE project

www.wssd-education.org.uk

Oxfam

www.oxfam.org.uk

www.oxfam.org.uk/coolplanet

Partnership website focusing on global citizenship work

www.citizenship-global.org.uk

RSPB

www.rspb.org.uk/cymru

www.rspb.org.uk/education

WWF

www.wwflearning.co.uk

Information taken from

Education for Sustainable Development and Global Citizenship

published by ACCAC on behalf of the Welsh Assembly Government 2002