



# **Education for Sustainable Development and Global Citizenship**

July 2024



# Education for Sustainable Development and Global Citizenship Review Sheet

Date of Review	Reviewer(s)	Comments



## 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 instill 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 center 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. All resources will be evaluated to ensure they present a balanced, non-stereotypical view of the world.

Themes	Information	Examples that might be found in school
<b>Consumption and waste</b> is about:	Sustainability; understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business.	<ul style="list-style-type: none"> <li>• Recycling</li> <li>• Eco-schools</li> <li>• Healthy Eating</li> <li>• Using school grounds</li> </ul>
<b>Choices and Decisions</b> 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.	<ul style="list-style-type: none"> <li>• Racial Equality Action Plan</li> <li>• Anti-bullying</li> <li>• Anti-racism</li> <li>• Stereotypes</li> <li>• Charities</li> <li>• Healthy Schools</li> <li>• Family</li> <li>• Numeracy/Literacy</li> <li>• Eco-schools</li> <li>• Recycling</li> <li>• Fair Trade</li> </ul>
<b>Health</b> 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.	<ul style="list-style-type: none"> <li>• Healthy Schools</li> <li>• Healthy snack</li> <li>• PC Ellis</li> </ul>
<b>Climate Change</b> is about:	Recognising that climate can be affected by many factors and that climate change affects humans and other living things.	<ul style="list-style-type: none"> <li>• Local and global issues e.g. tsunami, hurricanes, flooding</li> <li>• Fairtrade</li> </ul>
<b>Identity and Culture</b> is about:	Recognising and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities.	<ul style="list-style-type: none"> <li>• Racial Equality Action Plan</li> <li>• Anti-racism</li> <li>• Stereotypes</li> <li>• Multicultural International Links</li> </ul>



<b>The Natural Environment</b> is about:	Recognising the wealth, diversity, and value of natural environments and how these can affect, and be affected by the actions of human communities.	
<b>Wealth and Poverty</b> is about:	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.	<ul style="list-style-type: none"> <li>• Fair Trade</li> <li>• Themes/ Topics</li> <li>• Charities</li> </ul>

### **Assessment, recording and reporting**

The work that the pupils do in different subjects that involve 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 the 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 Senedd y Plant 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 for those activities in the school grounds that involve pupils taking action, e.g. litter sorting and recycling. Advice is taken from outside agencies.

## **Evaluation & Review**

This policy will be reviewed by the Senior Management Team and Governing Body every 3 years.

