



Policy for Sustainable Development and Global Citizenship

Sustainable Development and Global Citizenship is a term that has many and varying definitions. At Ysgol Rhys Prichard, we have adopted our own simple mission statement that we believe can be equally understood by children and adults alike:

“The Future starts Now”

In defining our mission statement, we have paid due attention to the definition expressed in ACCAC’s ‘Guidance on Education for Sustainable Development and Global Citizenship’ (2002):

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 National Curriculum Programmes of Study, Common Requirements and Key Skills. 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, Forest Education Initiative, LEA and Local Council Departments*

3. **Involving all stakeholders:** Children and adults (teachers, governors, parents, LEA, 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. GEMSS, School Library service and LEA.

Learning Outcomes

Key Concept	Examples that might be found in school
<p>Interdependence</p> <p>This concept involves an understanding about the connections and links between all aspects of people's lives and places at a local and global 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 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 trade, industry and consumption operate.</p>	<p>Local and global issues e.g. tsunamis, hurricanes, flooding Dynamo Fairtrade</p>
<p>Citizenship and stewardship</p> <p>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.</p>	<p>Racial Equality Action Plan Anti-bullying Anti-racism Stereotypes Charities Healthy Schools Family</p>

<p>Needs and rights of future generations</p>	<p>Pupils are expected to know and understand the connection between personal values, beliefs and behaviour and how the school and community can be managed more sustainably and equitably</p> <p>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. discussion could cover rights of the child, common human rights and sustainable change.</p>	<p>Numeracy/Literacy Eco-schools Recycling</p> <p>School/community rules School council Rights of the Child Inclusion</p>
<p>Diversity</p>	<p>This concept is about understanding the importance and value of diversity in people's lives – culturally, socially, economically and biologically and realising that all our lives are impoverished without such diversity. Through learning, pupils should appreciate cultural and biological diversity in the school and locality and eventually be able to reflect on and engage in, debates and decisions on political, technological and economic changes which impinge on diversity and sustainability</p>	<p>Multicultural resource boxes Environmental packs Comenius Equality, Diversity and Achievement Award</p>
<p>Quality of life, equity and justice</p>	<p>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.</p>	<p>Fair Trade Fair Deal for Africa Global Equity Literacy books and poems Making Poverty History</p>
<p>Sustainable change</p>	<p>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.</p>	<p>Recycling Eco-schools Walking buses Healthy Eating Using school grounds Millennium Centre</p> <p>Attitudes and values Stereotypes Bias (newspaper/media) Philosophy for</p>

<p>Uncertainty and precaution</p>	<p>This concept involves a realisation that because people are learning all the time and that 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 weigh evidence carefully. Pupils should thus be able to think critically, systematically and creatively about ESDGC.</p>	<p>children Thinking Skills</p>
<p>Values and perceptions</p>	<p>This concept helps develop a critical evaluation of images of, and information about local, national and global economies, 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.</p>	<p>Challenging stereotypes Comenius International links</p>
<p>Conflict Resolution</p>	<p>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.</p>	<p>School Council Peer mediation Circle time Class/school rules</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 the parents.

Co-ordination

The ESDGC co-ordinator's role 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 Improvement Plan and the school performance management cycle.

CPD

CPD will be provided to support the needs of the school and individuals.

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 Action Team that provides a forum for pupils to express their views, plan action

campaigns and feedback to governors. We participate in 'Tree week', Healthy Schools' initiative, 'Black History Month', 'One World Week' and 'National School Grounds Day', Fairtrade fortnight and run an eco club. Our School 'Tuck Shop', stocks a range of fresh fruit. 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 a responsibility for ESDGC and is the first point of reference for this area on the Governing Body. The Co-ordinator for ESDGC 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 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 LEA'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.

Signed - _____

Date - _____

ESDGC: How well are we doing?

		Evidence
Is ESDGC included in the self evaluation framework?		
Are the statutory requirements for ESDGC in geography being met?		
Does the PSE provision give enough attention to ESDGC?		
Are opportunities to develop and extend pupils' awareness and understanding of ESDGC identified in other subjects?		
Do pupils show an appropriate level of awareness and understanding of SD and of the knowledge, understanding, skills, attitudes and values necessary to become a global citizen?		
Are pupils given the opportunity to develop their awareness and understanding of ESDGC through extra-curricular activities?		
Does the school have adequate resources for ESDGC?		
Are staff sufficiently trained to teach ESDGC?		
Does the school have a good understanding of ESDGC?		
Does the school have a policy on ESDGC?		
Does the school act sustainably through:		
◆ Effective measures in the use of energy?		
◆ Minimising waste?		
◆ Promoting recycling?		
◆ Supporting healthy lifestyles?		
Is the school engaged in projects that promote ESDGC?		
Has the school gained any award for its work in promoting ESDGC?		

The way forward / Priorities for improvement: