

Birchgrove Primary School



Where every child is a star!

ESDGC Policy

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Birchgrove Primary School

Education for Sustainable Development and Global Citizenship Policy

(ESDGC) is all about preparing pupils for life in the 21st Century.

It is about:

- The links between society, economy and environment and between our own lives throughout the world.
- The needs and rights of both present and future generations.
- The relationship between power, resources and human rights.
- The local and global implications of everything we do and the actions that individuals take in response to local and global issues.

(ESDGC: A Common Understanding for Schools July 2008)

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 pupils 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 pupils 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 pupils the **Five R's**:

- **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.

ESDGC will also be developed through curriculum subjects including RE, Geography, Science, PSE and Collective Worship. Maximum opportunity will be taken to exploit specific local, national or global 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, Healthy Schools and local services as well as exploring and establishing new links and effective networks and partnerships with the local community.

3. Involving all stakeholders: Children and adults alike will participate in, evaluate and manage processes e.g. Governors, School Council, Eco Council, pupils, parents and staff. Information will be made available to all stakeholders.

4. Global and community links will be nurtured and valued: We aim to make our school the centre of its community, drawing upon 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.

We will help pupils to understand their own rights and responsibilities as citizens locally and globally, and have respect for the rights and responsibilities of others. As a school we will celebrate religious and linguistic diversity and foster positive attitudes towards others who are different to us.

5. Resources: We will help pupils to develop the skills to be critical thinkers by giving them the facts. They will be given a wide range of resources so that they can have balanced information and come to their own judgements. We will recognise the importance of having high quality resources that motivate children and support learning. When purchasing new resources we will take into account environmental impact and fair trade.

Other resources will be shared through effective networking. Further resources can be obtained from outside agencies e.g. School library service and the LEA.

Assessment, recording and reporting

The work that pupils do in different subjects that involves ESDGC will be assessed as much as other aspects of those subjects. Some of this work may be formally assessed but much will be informally assessed. Significant achievements and events will be reported to parents.

Co-ordination

The teacher who has the ESDGC co-ordinators 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.

CPD

CPD will be provided to support the needs of the school and individuals as and when it is identified.

Extra-curricular and out of school opportunities

Our extra-curricular provision will allow our pupils to broaden their understanding of Sustainable Development and Global Citizenship. It will promote healthy living through a range of activities and learning opportunities. We participate in the Eco-schools and Healthy Schools initiatives. We have a School and Eco council that provide a forum for pupils to express their views, plan action campaigns and feedback to peers and teachers.

Racial Equality

We will encourage all pupils to participate in multicultural festivals and events and enter both local and national competitions related to this theme.

Pupils are also encouraged to celebrate being Welsh. All pupils take part in the School Eisteddfod and its various competitions. Incidental Welsh is used in all classrooms and bilingual signs are clearly displayed around the school.

Equal Opportunities

All work on ESGC supports the school's Equal Opportunities policies and practices. Boys and girls have the same opportunities to access the curriculum and extra curricular activities.

Health and Safety

We adhere to the requirements and recommendations of the LEA's Health and Safety Policy. Parental permission is sought for all visits off site and also for those activities in the school grounds where necessary. Advice is taken from outside agencies where appropriate.

We feel that at Birchgrove Primary School, by providing pupils with relevant and exciting learning opportunities, we can help our pupils to become knowledgeable global citizens who can make a great contribution to a more sustainable world.

The Key Concepts of ESGC are:

Interdependence: 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 a 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.

Citizenship and stewardship: 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. 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.

Needs and rights of future generations: 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.

Diversity: 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.

Quality of life, equity and justice: 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.

Sustainable change: 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 and 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.

Uncertainty and precaution: This concept involves a realisation that because people are learning all the time that their actions may have unforeseen consequences, they should adopt a cautious and questioning approach to the welfare of the world and its people. This implies understanding that different people want to do different 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.

Values and perceptions: This concept helps develop a critical evaluation of images and information about local, national and global economies, environments and people. Build 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.

Conflict resolution: 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. It develops skills to discuss, negotiate and respond to personal and general conflict.