



Ysgol Gynradd Gymraeg Penderyn.

Policy for: Sustainable Development & Global Citizenship

Approved by Governing Body: Spring 2023

Signed (Chair of Governors):

Signed (Headteacher):

Review Date: Spring 2024

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Policy on Education for Sustainable Development and Global Citizenship

ESDGC is about:

- The links between society, economy and environment and between our own lives and those of people throughout the world.
- The needs and rights of both present and future generations.
- The relationships between power, resources and human rights.
- The local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues.
- How to preserve and protect the environment, reduce pollution and manage natural resources in a sustainable way
- How to reduce the inequalities that exist between different peoples in all parts of the world and protect their human rights
- How to develop peaceful and harmonious communities by promoting understanding between people who are different from one another

Aims

- To embed ESDGC across the curriculum, through all subjects and at all ages
- To prepare children for new challenges that will be part of their future such as climate change and international competition for resources
- To develop children's worldview to recognise the complex and interrelated nature of their world
- To develop the skills that will enable children to think critically, think laterally, link ideas and concepts, and make informed decisions

To make ESDGC:

- an approach to teaching and learning to which every subject can contribute
- part of the ethos, pedagogy and organisation of the school
- inherent in the way the school is organised and managed
- something that we "do" as well as teach
- something that we co-ordinate across the whole school
- a whole-school approach to education.

To make ESDGC for children about:

- being encouraged to care for themselves, each other and their environment
- the issues they have a right to know about for their future
- appreciating their role in the school community, the local community and the global community
- discovering that, whatever they are studying, there are connections with the "big picture" of the wider world
- gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act

Implementation

As a school we are committed to embedding ESDGC across the curriculum and throughout the school and to the employment of sustainable development practices by:

- Ensuring that ESDGC is implicit or explicit in schemes of work
- Developing children's thinking and learning skills through ESDGC
- Developing a shared understanding of the school's ECO logo.

- Developing an ECO code.
- Taking part in appeals, events or product aid to link giving to specific needs.
- Ensuring all appropriate policies are in place regarding inclusion, equal opportunities and Racial equality and cultural diversity.
- International Schools Link and links with schools in other parts of the UK.
- Maintaining an ECO schools display / information board.
- Developing the role of our Playground buddies
- Giving Foundation Phase learners opportunities to 'star' in whole school assemblies
- Maintaining Anti-bullying policies and conflict resolution strategies which support all classes
- Further developing the role of our School council
- Ensuring our School Libraries contain appropriate resources
- Making drinking water readily available
- Maintaining extra curricular sports and recreation activities
- Becoming an Eco School (Bronze and Silver awards already achieved).
- Moving towards more sustainable purchasing
- Monitoring energy consumption
- Developing the role of our Eco committee
- Developing the outdoor environment
- Maintaining Healthy Schools Status (We are currently working in Phase 1)

Skills Development

Basic Skills

The basic skills of Literacy and Numeracy will be developed through the delivery of ESDGC programmes of work in ways appropriate to the needs of each child.

Key skills across the curriculum

The 'skills framework' identifies a range of 'key skills', the development of which will enable each child to develop as an active and interactive learner of the skills necessary to meet the demands of our programmes of study and to enjoy the opportunities they offer and to 'prepare them for the opportunities, responsibilities and experiences of later life.'

In developing ESDGC, as in all areas, children will be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Children will continue to acquire, develop, practice, apply and refine the key skills of thinking, communication, ICT and number through group and individual tasks in a variety of geographical contexts.

Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Critical Skills

Practical and investigative work is developed through 'critical skills' challenges and strategies. This approach develops thinking and learning skills.

Curriculum Cymreig

ESDGC contributes to the Curriculum Cymreig by offering opportunities for learners to explore by investigation comparison the diversity of the natural and human landscapes in Wales. They examine the economic processes that have changed Wales and how decision making at local, national and European levels can affect Wales' development. They explore the reasons for economic and environmental issues that affect communities in Wales, including their own. They develop a sense of place and identity through investigating the links between communities and between regions in Wales, as well as understanding relationships between Wales and other countries.

PSE/ ESDGC

Learners have 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 environmental 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.

Roles and Responsibilities

It is the role of the class teacher:

To implement the policy in the classroom.

To ensure each child's entitlement to the protection outlined in the policy.

To plan carefully to deliver children's curricular entitlement to ESDGC

The Role of the ESDGC Co-ordinator

To monitor the implementation of the policy to ensure each child's entitlement is met.

To ensure that each member of staff receives support and training, where necessary, to facilitate their successful implementation of this policy.

It is the duty of the Headteacher and Governing Body:

To oversee the implementation of the policy.

To make financial provision to support the implementation of the policy.

To secure any necessary provision for children with special needs, however those needs present themselves.

To ensure and protect the entitlement of every adult and child to the rights contained within the policy.

It is the role of the headteacher to develop a school ethos which will ensure the success of ESDGC strategies

Assessment / Evaluation

As a school we assess the impact of all current policies through discussion, consultation, evaluation and auditing tools.

We will extend that process by ensuring that the results of auditing are reported to the governing body and made available, as appropriate, to other interested parties.

Policy review questions:

-In each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach ESDGC?

-In which areas of the curriculum do pupils explore concepts and issues relating to ESDGC?

-In which areas of the curriculum are pupils challenged to consider issues of:

- how to preserve and protect the environment, reduce pollution and manage natural resources in a sustainable way

- how to reduce the inequalities that exist between different peoples in all parts of the world and protect their human rights

- how to develop peaceful and harmonious communities by promoting understanding between people who are different from one another?

- how do we monitor and evaluate our effectiveness in providing a curriculum that reflects and communicates respect for pupils of all backgrounds and communities?

- how do extra-curricular activities and events cater for the interests and capabilities of all pupils, and take account of parental concerns related to religion and culture?

Provision for Pupils with Additional Learning Needs

As a school we are firmly committed to equality of educational opportunity for each and every child. We have ALN school policy in place. Every child is entitled to every aspect of ESDGC regardless of the nature of their needs.

Our objective based model of teaching, learning and assessment ensures that each child is working at an appropriate level in all curriculum areas, and strategies are in place to support the learning of each child through differentiated planning and delivery of the curriculum. The environment we are striving to create should support and enrich each child regardless of gender, sex, creed, ability or disability.

Each child's work will be recorded in an appropriate manner and relevant to the ability or disability of the child eg. non-written work, computer aided, braille etc. Should specialist equipment be needed we will organise classes around it and including it. We will plan for it. Should specialist tuition be required we will acquire it as and when the need arises.

When planning to provide for pupils needs outside the "norm" we must also be aware that there may be children who have particular gifts and work may be need to be "differentiated up". Any specialist equipment, programmes of work, special tuition etc. will be acquired as and when the need arises. If specialities cannot be coped with within the school structure these pupils are also entitled to the protection and provision under the later stages of the code of practice.