

# Ysgol Gynradd Rogiet Primary School



## Policy for Education for Sustainable Development and Global Citizenship (ESDGC)

*June 2017*



## Introduction

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

### **‘Everybody Plays a Part’ - ‘Pawb yn Chwarae eu Ran’**

Rogiet Primary School is a Rights Respecting School. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others.

At Rogiet children learn about rights through the United Nations Convention on the Rights of the Child (UNCRC). Children are taught that with rights come responsibilities. We believe that learning should be fun and that by encouraging respect for each other and valuing the opportunities available we all grow and learn together.

### **ESDGC is about**

- The links between society, economy and environment and between our own lives and those 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.

### **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:

- **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. natural disasters, anniversaries of world events.
- **Environment and Community Links:** Our environment will be cared for through responsible stewardship. We will actively seek partnership working through such organisations as: *Eco-school; Keep Wales Tidy, LA and Local Council Departments.*
- **Involving the whole school community:** Children and adults alike will participate in evaluative and management processes e.g. Governors, School Council, Food and Fitness Committee, Eco-Committee.
- **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.

## Assessment, Recording & Reporting

The work that the pupils do in different subjects that involves ESDGC will be assessed as other aspects of those subjects are assessed, most commonly, through Science. 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/carers.

## 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 Development Plan and the school performance management cycle.

## Learning Outcomes

Themes	What it is about	Examples that might be found in school
Consumption and Waste	Sustainability; understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business	Recycling, Eco- Schools, Healthy eating, Using school grounds, Food miles
Choices and Decisions	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.	Racial Equality, Action Plan, Anti-bullying, Anti-racism, Stereotypes, Charities, Healthy Schools, Family, SEAL, Numeracy/Literacy, Eco-Schools, Recycling, Fair Trade.
Health	Understanding the essential features of 'good health' and recognising the impact of choices about health issues on the quality of life for all people.	Healthy Schools, Healthy Tuck, Food Miles, Run a Mile, SRE teaching, SEAL
Climate Change	Recognising that climate can be affected by many factors and that climate change affects humans and other living things.	Local & global issues e.g. Tsunami, hurricanes, flooding, Enterprise Week, Fair trade.
Identity & Culture	Recognising and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities.	Racial Equality, Action Plan, Anti-bullying, Anti-racism, Stereotypes, Multicultural resources, International links, Equality, Diversity and Achievement.
The Natural Environment	Recognising the wealth, diversity and value of natural environments and how these can affect, and be affected by the actions of human communities.	Environmental packs, biodiversity plans
Wealth & Poverty	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.	Fair Trade, Fair Deals in Africa (link school in Malawi), Global Equity, Literacy books and poems, Making Poverty History, Charities.

### **Extra-Curricular and out of School Opportunities**

Our extra-curricular provision allows our pupils to broaden their understanding of sustainable development and Global Citizenship. E.g. Eco Schools, Black history month, fair trade and link with international schools. The extra-curricular provision supports the MAT agenda and allows children with specific interests to pursue them further.

### **Leadership and Management Roles and Responsibilities**

A link governor has a responsibility for Science/ESDGC and is the first point of reference for this area on the Governing Body.

The teacher who has the Science/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 Development Plan and the school performance management cycle. Support is provided through Monmouthshire's Sustainable Development Officer.

### **Home / School Links**

Home Learning activities may be sent home when appropriate in order to reinforce concepts and skills being learned in school.

### **Health & Safety**

Safe working practices are followed in the study of ESDGC to ensure the health and safety of all children and staff at all times. Risk assessments are carried out when necessary.