



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

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1. Opening Statement

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

“We strive to educate responsible, healthy, global citizens amongst both our students and the wider school community”

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.

2. Implementation

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:

- 2.1 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. tsunamis, anniversaries of world events.
- 2.2 Environment and Community Links:** Our environment will be cared for through responsible stewardship. We will actively seek partnership working alongside such organisations as Eco-schools, our partner primary schools, Forest Education Initiative, Newport Wastesavers, LEA and local community groups.
- 2.3 Involving all stakeholders:** Children and adults (teachers, governors, parents, LEA, members of the community, local councillors, church representatives,

community Police) alike will participate in evaluative and management processes e.g. Governors, School Council and Eco-Committee.

- 2.4 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 e.g. Link School Programme, Dilizintaba, Tsolo, Eastern Cape, South Africa.
- 2.5 Resources:** We recognise the importance of having high quality resources that motivate children and support learning. Some resources will be held at school level and a school policy on purchasing and using resources will continue to 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. GEMS, School Library service and LEA.

3. Learning Outcomes

Themes	Examples that might be found in school
<p>CONSUMPTION AND WASTE is about: Sustainability; understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business.</p>	<p>Recycling Eco-schools Green Day Healthy Eating Outdoor Classroom Wind Turbine Project Energy Reduction Project Collective Worship</p>
<p>CLIMATE CHANGE is about: Recognizing that climate can be affected by many factors and that climate change affects humans and other living things.</p>	<p>Local and global issues, e.g. Tsunami Hurricanes Flooding</p>
<p>CHOICES AND DECISIONS 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.</p>	<p>Equality and Diversity Policy Harassment Policy and Staff Guidance Anti-bullying PSCE and CWW Charities Healthy Schools Eco-schools Recycling Fair Trade School Council</p>

<p>HEALTH is about: Understanding the essential features of ‘good health’ and recognizing the impact of choices about health issues on the quality of life for all people.</p> <p>IDENTITY AND CULTURE is about: Recognizing and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities.</p> <p>THE NATURAL ENVIRONMENT is about: Recognizing the wealth, diversity and value of natural environments and how these can affect, and be affected by, the actions of human communities.</p> <p>WEALTH AND POVERTY is about: Recognizing 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.</p>	<p>Healthy Schools Appetite for Life</p> <p>Equality and Diversity Policy Harassment Policy and Staff Guidance Action Plan PSCE and CWW Global Link Project Equality, Diversity and Achievement Award</p> <p>FEI – Outdoor Classroom Eco-schools Collective responsibility and appreciation of the school environment</p> <p>Fair Trade Literacy books and poems Making Poverty History Charities Black History Month</p>
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4. 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. ESDGC work is highlighted within pupil’s work books. Work carried out outside the boundaries of National Curriculum or other accreditations will be assessed informally. Significant achievements will be reported to the parents.

5. Co-ordination

The teacher who has the ESDGC co-ordinator 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.

6. CPD

CPD will be provided to support the needs of the school and individuals. Funding will be made available to support this.

7. 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 committee that provides a forum for pupils to express their views, plan action campaigns and feedback to governors. We participate in the 'Tidy Wales Award', Healthy Schools' initiative, 'Black History Month' and are actively involved in exploring renewable energy with Awel Aman Tawe. We have Fair Trade status and have a weekly Fair Trade stall. We have a transition Key Stage 2/3 project in operation. We are part of the 'Safe Route to School' project, positioned on a national cycle route, and have facilities to encourage pupils to cycle to school.

8. 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.

9. Racial Equality

ESDGC merges with areas covered by the Equality and Diversity Policy. 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.

10. Equal Opportunities

All work on ESDGC supports the school's Equality and Diversity Policy and practices.

11. 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. Advice is taken from outside agencies.

Signed: _____ (Headteacher)

Signed: _____ Chair of Governing Body

Date: 4 June 2009

Review date: June 2012