**ADAMSDOWN PRIMARY SCHOOL**

Diagram

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**Aim High, Be Kind, Show Respect**

To nurture kind, respectful children who show ambition. For all pupils to progress through a range of meaningful experiences enabling them to learn and apply the skills needed for a successful future.

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

**June 2022**

**Education for Sustainable Development and Global Citizenship**

Education for sustainable development and Global Citizenship (ESDGC) is about enabling pupils to develop the knowledge, values and skills to equip them to become responsible, active and informed citizens who participate in decision making about the way we do things individually and as a school community, both locally and globally. These decisions should promote a more equitable and sustainable world, improving the quality of life now without damaging the planet for the future.

# **Aims:**

# In line with Government policy and the New Curriculum, our aim is to provide pupils with relevant and exciting opportunities to explore and better understand today’s complex world and those very real challenges it faces; to encourage both positive action and thoughtful reflection upon those key issues that will help pupils to become informed, active global citizens of the future.

# To prepare our pupils for the challenge of growing up in the twenty-first century, we recognise the significance of embracing and promoting education for sustainable development and global citizenship within our school.

We aim to support and encourage pupils to:

* Explore, enquire, arouse curiosity and to acquire knowledge, understanding and skills to engage effectively and enthusiastically with issues of sustainable development and global citizenship (i.e. environmental, economic and social issues)
* Discuss and debate the needs and rights of both present and future generations
* encourage pupils to participate actively in resolving problems associated with sustainable development in our locality and the development of our school as a sustainable community
* Find out about the relationships between power, resources and human rights
* help pupils to develop an informed concern about the environment and the planet
* Reflect on and evaluate their own actions and take responsibility for them
* Develop an understanding of local and global implications of actions and how individuals and organisations can response to local and global issues
* give students ‘first-hand’ experiences within the environment - our school grounds, our immediate locality and other visits within the region and beyond
* involve pupils in finding practical ways of ensuring the caring use of the environment and its resources, now and in the future;
* allows Students to participate in the school decision-making processes
* Celebrate cultural, religious and linguistic diversity and foster positive attitudes towards others who are different from us

**Strategies for Implementing Education for Sustainable Development and Global Citizenship**

1. **Development of Curriculum**

Education for Sustainable Development and Global Citizenship will be developed through all areas of the curriculum. ESDGC should be embedded meaningfully and relevantly across the whole school curriculum: it should not be confined to the classroom, or to one teacher or subject area. It is to be integrated into all school life, involve all members of the staff, governors and those external partnerships that the school forms

The development and implementation of Humanities What Matters Statement 5 is crucial.

*“****Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.*** *Learners will develop an understanding of their roles as citizens and the importance of creating a just and sustainable future for themselves and their communities in an interconnected world. It encourages learners to be active, informed, and responsible citizens, who are able to identify with and contribute to their local, national and global communities, now and in their future lives. Humanities will invite learners to identify and engage with past, contemporary and anticipated challenges and opportunities facing themselves, their local community, Wales and the wider world. They will also come to understand the nature of economic, environmental and social sustainability, justice, interconnectedness and authority, and realise the significance of living in and contributing to a fairer and more inclusive society. Learners will develop not only an awareness of their own rights, but also of the rights, needs, concerns and feelings of others in creating a sustainable and interconnected world. Questioning and evaluating existing responses to challenges and opportunities will help learners develop as self-aware, informed, ethical global citizens who critically reflect on their own beliefs and values. They will be able to consider the impact of their actions when making choices and exercising their democratic rights and responsibilities. Learners will also be able to justify their decisions when acting socially, politically, economically and entrepreneurially. This will enable learners to take committed social action as caring, participative citizens of their local and global communities, showing a dedication to justice, diversity and the protection of the environment. What is more, by responding to challenges, and taking opportunities for social and sustainable action, they can create meaning and purpose in their own lives”*

The discipline of Geography specifically addresses sustainability in the study of environmental change. Elements of history discipline provide the opportunity to investigate sustainable societies in the past and how ‘civilisation’ as we know it can have a detrimental effect on the sustainable development of our planet. The values and ethics related to religious Education are important to the underlying philosophy of Education for Sustainable Development. Science and technology provides the knowledge and understanding of physical processes and living things, which is required to understand the pertinent issues. The other areas of Learning and Experience will be used for investigating, analysing or communicating relevant information i.e. Maths for analysing data, LLC and Expressive Arts for communicating information. Wellbeing also plays an important role and is crucial in the development of the values, attitudes and skills which will be necessary if the behavioural changes required to achieve sustainable development are to occur.

Our emphasis will not focus on global problems, which seem far removed from our pupil’s experiences but rather on exploring smaller scale solutions and the way in which the individual can influence development. WMS 5 in Humanities Area of Learning and Experience will support our pupils to understand how their actions impact on the world as a whole and also be ready to influence activity at the local level within the community, thinking globally and acting locally.

To demonstrate the cross-cutting nature of ESDGC and to assist with curriculum planning the seven themes for ESDGC are outlined in the Common Understanding are used. However, in practice these themes are integrated and interconnected with each other

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* Wealth and Poverty
* Identity and Culture
* Choices and Decisions
* Health
* The Natural Environment
* Consumption and Waste
* Climate Change

**School of Sanctuary**

We have been recognised as a School of Sanctuary, which means that we arecommitted to creating a culture of welcome and inclusion for all families including refugees and people seeking asylum.

**Rights Respecting School**

We have been accredited a Rights Respecting Schools Silver Award. We are committed for our pupils and theschool community to learn about children’s rights, putting them into practice every day making a positive impact on the whole community. We believe human rights education empowers learners as rights-holders. This enables learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

**Our aims:**

1. **Teaching and Learning about rights**: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.
2. **Teaching and Learning through rights**: by modelling rights respecting language and attitudes, and making strategic decisions that involve students.
3. **Being ambassadors for the rights of others**: developing as rights respecting citizens.

**Fairtrade ???**

**Healthy Schools Award ???**

1. **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, LEA, businesses and local community groups.

**Eco-Schools**

We have currently been awarded \*\*\*\*\*\*\*\*\*\*. Our School Eco-Code will be updated and reviewed on a 3-year cycle.

The Eco-Schools is an international initiative designed to encourage whole-school action for the environment. It is a learning resource that aims to raise awareness of environmental and sustainable development issues throughout activities linked to curricular subjects and areas. It is a recognised award scheme that accredits schools who make a commitment to continuously improve their environmental performance.

The Eco-Schools programme aims to:

• Improve the school’s environment

• Reduce litter and waste

• Increase recycling and reuse of materials

• Promote healthy lifestyle

• Encourages active citizenship

1. **Involving all stakeholders:**

Children, teachers, governors, parents, LA, members of community and local councillors alike will participate in evaluative and management processes e.g. Governors, School Council and EcoCouncil.

**Eco Council**

Eco council will provide pupils with an experience and model of active citizenship. Their role is to embed environmental awareness and action as a fundamental part of the ethos of our school for both pupils and staff and to also engage the wider school community. The council aims to:

● Improve the school’s environment for people and wildlife

● Reduce litter and waste

● Increase recycling and reuse of materials

● Develop pupils’ skills, knowledge and improve their wellbeing

● Build closer links between the school and the community

1. **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.

1. **Resources:**

We recognise the importance of having high quality resources that motivate pupils 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.

# **Monitoring and Evaluating this Policy**

The efficiency and effectiveness of this policy will be monitored and evaluated by the Headteacher and reviewed regularly by the Governing Body.

Head Teacher …………………………………………

Chair of Governors …..……………………………………

Dated …………………………………………