



ESDGC DRAFT POLICY

Responsibility:	K Francis
Review:	October 2016

At Llantwit Major School we recognise that Education for Sustainable Development and Global Citizenship prepares pupils for life in the Twenty First Century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

Education for Sustainable Development helps our pupils to develop the knowledge and skills to make informed decisions about the way we live our lives, and to improve our quality of life whilst protecting the planet for future generations.

Education for Global Citizenship enables our pupils to understand the values and skills to help us make decisions which promote an equitable and sustainable world.

Eco-Code

In order to educate our pupils in sustainable and global issues we instil the following messages through an eco-code displayed in every class.

E-Everyone is responsible for the environment of the school and its grounds

A-Always put litter in a bin

R-Reduce, reuse and recycle

T-Turn off lights, taps and electrical equipment

H-Help us to become responsible global citizens

Within the ACCAC guidance Education for Sustainable Development and Global Citizenship (2002) nine key concepts are outlined. These are identified in our subject audits, and school action plan, and we endeavor to promote the concepts in the following ways:

1. **Through the Curriculum:** All subjects will make explicit references to sustainable development and global citizenship within their Programmes of Study, Common Requirements and Key Skills. Relevant local, national or global events will be highlighted e.g. anniversaries of world events, hazards.
2. **Environment and Community Links:** We will continue to develop links and partnerships with organisations such as Eco Schools, Tidy Towns, Fair-trade Schools and Healthy Schools. This will help us to encourage responsible stewardship which will raise the profile of ESDGC within school.
3. **Involving all stakeholders:** Parties at all levels in school (SLT, teachers, pupils, parents, governors, eco-committee, school council), and members of the community will participate and evaluate ESDGC provision.
4. **Global and Community links nurtured:** We will seek to make links with other schools- feeder primary schools, other secondary schools and schools within other countries.
5. **Resources:** We will endeavour to recognise and develop a vast variety of resources and information sources that we can draw from within the

school. In addition we encourage pupils to evaluate resources to ensure that they represent a balanced view of the world.

Learning Outcomes

Key Concept	Outcomes	Examples
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 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.	Local and global issues e.g. tsunami, hurricanes, flooding Footpath proposal-Llantwit beach, Fair-trade
Citizenship & 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.	Racial Equality Action Plan Anti-bullying Anti-racism Stereotypes Charities Healthy Schools Family Numeracy/Literacy Eco-schools Recycling Fair-trade
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.	School/community rules School council Rights of the Child Inclusion
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	Equality, Diversity

Key Concept	Outcomes	Examples
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.	REACH APPEAL Fair Trade Global Equity Literacy books and poems Making Poverty History
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, 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.	Recycling Eco-schools Healthy Eating Using school grounds Safe Routes to School Future bike sheds Lift sharing/walking Assemblies Year7 Environmental Audit of school grounds
Uncertainty and precaution	This concept Involves a realisation that because people are learning all the time and that their actions may have unforeseen consequences, they should adopt a cautious and questioning approach to the welfare of the world and its peoples. This implies understanding that different people want to do 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.	Attitudes and values Stereotypes Bias (newspaper/media) Thinking Skills
Values and perceptions	This concept helps develop a critical evaluation of images of, and information about local, national and global economies, environments and peoples. Builds 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.	Challenging stereotypes International links Pen-pals- Indian Orphanage
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. Develops learning skills to discuss, negotiate and respond to personal and general conflict.	School Council Peer mentoring Class/school rules

Procedures

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. Work carried out outside the boundaries of National Curriculum or other accreditations will be assessed informally. Significant achievements will be reported to the parents.

Co-ordination. The ESDGC co-ordinator and SLT liason link 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.