

Sustainable Development Policy

Ysgol Llanbedrog



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Signed on behalf of the Chair of Governors:

Alaw Ceris

Date:

29/1/24

1. Introduction

Sustainable Development and Global Citizenship is a term that has many and varying definitions. Here, children and school staff have adopted a simple statement of intent that is understood by children and adults.

We feel that Sustainable Development and Global Citizenship are important in our school as we want to know more about people in Britain and beyond, their different cultural backgrounds, their own languages, their religions and culture (including aspects such as music, food, literature and customs). The world is an interesting place full of different people - it is important that we are kind to all who are part of our world and try to understand their way of life. We hope to raise everyone's awareness in order to aim towards showing respect and the ability to live with others in a harmonious society.

We also want to know how people have an impact on the world and how we can make sure that we protect the world for those who come after us.

2. Aim

Promote and appreciate the international dimension in the school's curriculum and for the pupils' wider experiences. Prepare the pupils in order that they can protect our world and live harmoniously in a changing world, with confidence in themselves and respect towards others.

In formulating our statement of intent, we have given consideration to

- the definition of ESDGC in the publication 'Guidance for Sustainable Development Education and Global Citizenship' (2002),
- to the Revised Personal and Social Education Framework (2008)
- and 'ESDGC A common understanding for schools' (2008).

Education for Sustainable Development and Global Citizenship (ESDGC) is recognised as one of the themes of the Personal and Social Education Framework (2008). The school plans for this field through our Geography, Religious Education, Personal and Social Education, Religious Services, various activities to collect for charities, Green Group etc.

Education for Sustainable Development (ESD) enables 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 global forces that shape their lives and to acquire the knowledge, experiences, skills and values that will equip them to participate in decision-making, both locally and globally, which promotes a more equitable and sustainable world.

3. Guidelines

- 3.1 Opportunities need to be identified to develop the International curriculum dimension throughout the whole curriculum. Global issues and learning about sustainable development is part of the Geography and Personal and Social Education curriculum and is taught to a varying degree through other fields within the curriculum. Assemblies also often include a global dimension.
- 3.2 Try to contact citizens of other countries through classroom links, visits and highlighting the background of children from other countries at the school. When opportunities arise, we welcome visitors from all sections of society, race, belief etc, in order that they can present information to the

children about their way of life, and to give children the opportunity to ask questions e.g. the local vicar, Fair Trade representatives.

- 3.3 Provide experiences using a variety of media to promote understanding of current developments, including magazines, newspapers, videos, DVDs, suitable stories and poetry, the internet etc.
- 3.4 Ensure a better understanding of life conditions and issues in other parts of the world e.g. via contact with a child from India sponsored by the children.
- 3.5 Try to arrange relevant visits. This will assist the children to get to know similar as well as different characteristics.
- 3.6 When children from different cultures come into school (or the children have been on holiday / visit to a relevant place) we will plan activities to include some of the traditions and try to encourage discussion.
- 3.7 Use of relevant global events from the news to stimulate discussions.
- 3.8 Seek natural opportunities to learn about business links with Europe and the wider world where this is possible.
- 3.9 There is an effective School Council in operation and all the school community know of it and identify with it. It makes decisions and often discusses global, social and environmental issues relevant to the school and the local community. Through the School Council and questionnaires the children participate in the school's self-evaluation system.
- 3.10 A wide programme of health education is supported, including Sex Education, drugs, healthy school and health and fitness.
- 3.11 Through links and visits, teaching the children about Fair Trade and the staff try to use Fair Trade merchandise.
- 3.12 In order to teach our pupils successfully about sustainable matters and global issues we plan and incorporate ESDGC into the curriculum and all aspects of school life, including the ethos, organisation and management. We have to 'act' as well as 'teach'.
- 3.13 We take a holistic attitude towards our pupils' education and ensure that there are opportunities where all subjects can contribute.
- 3.14 By implementing this approach we aim to ensure that our pupils see the consistent links between areas of interest, curricular subjects and contemporary issues that will ensure ownership of the 'bigger picture' or the wider world.
- 3.15 Learning through experiences is a core part of our teaching philosophy and these experiences are not confined to the classroom.
- 3.16 All school staff will show a positive attitude towards any matter concerning race or religion in the classroom, on the yard or with parents.

4. The principles of ESDGC will be highlighted in the following ways:

4.1 The Curriculum:

- We will address the explicit requirements of the NC Study Programmes,
- Key / Basic Skills,
- Make the most of events / celebrations / site / local and worldwide opportunities
- High standards,

- Cross-curriculum Teaching,
- Use of ICT

4.2 Skills:

ESDGC offers special opportunities to develop skills in the skills framework, particularly thinking skills. ESDGC activities in the school are very suitable media to develop specific skills.

4.3 Environment and community links:

Caring for our environment through responsible stewardship / caring for the future. Create partnerships to promote this and be part of specific programmes e.g. Green Group, recycle clothing, food, paper etc.

4.4 Involving all stakeholders:

Various different people will participate in the process - children, School Council, Green Group (that gives an annual presentation to the Governors), staff, parents, villagers and School Governors.

4.5 Global and community links:

We have links with other local schools. This allows opportunities for us to explore the concept of interdependence and issues that we have in common as schools. There is a good link with the LEA.

4.6 Resources:

We will ensure that books, videos, DVDs, resources and toys are available in the school to reflect our multicultural society. When ordering resources we will take into account environmental impact and fair trade, and will recycle where possible and give a place to fair trade goods when possible in the general ordering of resources.

5. Learning Outcomes

Noted below are the themes within ESDGC and the work achieved to ensure successful learning outcomes at the school. This may be included as an appendix.

- Themes (from the common understanding)
- Work / Activity (opportunity to use Appendix 2 of the Common Understanding)
- Choices and decisions
- From day to day - across the curriculum and in usual school activities
- Health
- PESS Scheme, Personal and Social Education, Physical Education, Healthy School activities
- Consumption and waste
- Geography, Science, Green Group
- Identity and culture
- Geography, Physical Education, Personal and Social Education, Music, daily in school
- Climate change
- Geography, Science,
- Wealth and Poverty
- History, Geography, Religious Education, Personal and Social Education,
- The Natural Environment
- Geography, Personal and Social Education, within school

6. Extra-curricular opportunities and Outside the School

The school offers a provision that enables pupils to extend their understanding of sustainable development and global citizenship.

We participate in the Green Group scheme, Healthy School, part of a Fair Trade Scheme.

A strong structure is in place to enable pupils to express their views e.g. School Council, Circle Time, Green Group, Talking Boxes, Questionnaires

We participate in many campaigns and initiatives e.g. various activities with Fair Trade and Sustainability, Clothes collection for Seren scheme, sponsorship of a child from India, litter collection with villagers, non-electricity day at school.

7. Assessment, Recording and Reporting

The work involving ESDGC within subjects is assessed within those subjects. If appropriate some of the work will be formally assessed, however, the vast majority of the work will be assessed informally. Any significant successes will be shared with parents.

8. Leadership and Management Roles and Responsibilities

One link governor with responsibility for Education for Sustainable Development (ESD) and one link governor with responsibility for Education for Global Citizenship (GC) have been nominated. In the same manner a teacher has responsibility for Education for Sustainable Development (ESD) and for Education for Global Citizenship (GC) and will monitor the provision within the curriculum. ESDGC is included in the school's self-evaluation arrangements.

8.1 Coordination

The role of the ESDGC Coordinators is to develop, raise awareness, support and work together to monitor and self-evaluate the field. Any needs and training will be identified in the SDP and in the Performance Management cycle.

9. Equality

All work on ESDGC at the school supports the school's equal opportunities policies.

10. Health and Safety

We adhere to the requirements and recommendations of the LEA's Health and Safety Policy. Parents' consent is requested for all activities outside school premises. (One-off consent for local activities). A risk assessment will be undertaken for each visit as required. Advice will be sought from external agencies.

11. Conclusion

Although we live in a rural society, that is mainly Welsh, it is imperative that our children are aware of cultures and ways of life beyond their local area. We have a duty to try and extend our pupils' horizons and equip them to live in a world that is always getting smaller, and encourage them to withstand cultural prejudice in all forms by enabling them to develop intelligent views and opinions.

