



Policy Name: ESDGC Policy

Approved by: \_\_\_\_\_ on \_\_\_\_\_

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## **Beliefs and Values**

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

This document explains how we at Melin Primary School seek to increase the awareness of the need for participating in sustainable development and an increased sense of our global citizenship. Before explaining how we seek to develop this through school activities, there is first a need for us to agree upon definitions so that everyone is aware of the focus for this policy.

### **Definitions:**

#### **Sustainable Development:**

This is concerned with the roles people can play in taking responsibility for the resources we use, the people we meet and the impact our actions may have on social, economic and environmental factors.

#### **Global Citizenship:**

This is concerned with the global society and how people are aware of their role within it. It is crucial that every individual understands that we have a right to live in peace and security, have an awareness of our democratic rights and that every individual should have access to basic requirements for life – water, shelter, a pollution-free environment, an ability to earn a living and access to education.

### **Aims**

- Develop knowledge, values and skills to participate in decision making
- To participate in relevant initiatives individually and collectively, both locally and globally
- To look to improve the quality of people's lives without causing a detrimental effect to the world around us
- Increase awareness of global forces that shape our lives
- Participate in decisions that promote equality, fairness and a sustainable world

- To take responsibility for our actions individually and collectively and to recognise how they may affect other people and the world around us
- To recognise the links between society, economy and environment

### **Rights of the Child**

Melin Primary School respects the Rights of the Child and firmly believes that it contributes positively to both the four purposes of our curriculum, but also our vision as a school. This policy supports these aims through the following rights:

- **Article 3** - All adults should always do what is best for you.
- **Article 13** - You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.
- **Article 17** - You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world.
- **Article 28** - You have the right to education.
- **Article 29** - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment

### **Strategy for Delivering Sustainable Development and Global Citizenship Education**

*“Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices” Jane Hutt, Minister for Children, Education, Lifelong Learning and Skills - Education for Sustainable Development and Global Citizenship - A Strategy for Action, Updated January 2008*

Therefore, at Melin Primary School we strive to educate children through cross curricular links. It is more than a body of knowledge as it is about values and attitudes, understanding and skills.

In delivering sustainable development and global citizenship education, all staff at Melin Primary School will seek to follow certain guidelines. In selecting resources, organising activities (curricular and extra-curricular) and establishing working practices within the school specific key concepts should be kept in mind:

- **Interdependence** - people, the environment and the economy are all linked – locally and globally
- **Citizenship and stewardship** – take individual responsibility and action to improve situations
- **Needs and rights** – understand basic needs and rights and how they affect people now and in the future
- **Diversity** – understand, respect and value both human diversity (cultural, social and economic) and biodiversity
- **Sustainable change** – recognise that resources are finite and how this affects the way everyone works
- **Quality of life** – know that basic needs must be met and global equity and justice are essential
- **Uncertainty and precaution** – recognise different approaches to sustainability and global citizenship and that changing situations require a flexible approach
- **Values and perceptions** – identify how acquiring information with regard to less and more economically developed parts of the world enables us to appreciate how and why people have different attitudes and values
- **Conflict resolution** – recognise how conflicts cause division and present a barrier to development and why we need resolution and the promotion of harmony

An example of the type of practices undertaken by Melin Primary School to promote sustainable development and global citizenship include the following:

- ❖ The school will seek to recycle used paper and plastic – paper and plastic bins located in every classroom and eco committee members to gather recycling weekly and dispose of it in the hessian bags.
- ❖ The school will seek to recycle waste where possible, e.g. batteries, stamps, ICT equipment etc.
- ❖ Eco Committee and School Council organise activities such as ‘Green day’
- ❖ The school will take further advantage of ‘e’ based solutions e.g. move to double sided printing; greater use of e-mail; electronic storage of pupil reports and policies
- ❖ Where realistically possible, the school will procure goods and services locally. This will sustain the local economy and reduce unnecessary delivery miles.
- ❖ Playground friends (Foundation Phase) and playground watch (Key stage Two) in the yard
- ❖ Use of resources that promote cultural diversity and respect for all individuals irrespective of their race, gender, religion, socio-economic background or ability.
- ❖ Use of various visiting speakers.
- ❖ Identifying and taking opportunities, wherever and whenever appropriate, to promote issues related to these areas; within the taught curriculum and as part of PSD provision.

Other practices and procedures will be brought in as and when required. These will be a part of the collective decision making occurring in the school at every level and will reflect the flexibility and adaptability necessary for effective sustainable development and global citizenship.

### **Teaching and Learning**

The teaching of Education for Sustainable Development and Global Citizenship should not be seen as an additional subject. It is more than a body of knowledge as it is about values and attitudes, understanding and skills. Education for Sustainable Development and Global Citizenship is inherent from Foundation Phase, where the emphasis is on experiential learning activities both indoors and outdoors and developing an awareness of the environment and the diversity of the people who live there, through to Lifelong Learning. The Cornerstones ILPs contain links to the ESDGC curriculum which are mapped out in the Teacher Hub.

What Matters Statements in Humanities cover aspects of Education for Sustainable Development and Global Citizenship

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex and are perceived, interpreted and represented in different ways
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

### ***Active citizenship***

Learners can be helped to enjoy successful relationships within their families and friendship groups, and can be encouraged to become active citizens in their communities, both local and global. They should develop a practical understanding of their rights and of the links between political decisions and their own lives.

Successful relationships demand competent interpersonal skills, a willingness to value others and respect difference. Good relationships are the result of care and support, communication and the willingness to accept responsibility. Learners need to be able to make and maintain friendships, deal with conflict, challenge stereotyping and prejudice, and cope with peer and other influence. More generally, the world of work and employment will demand cooperation and team work.

Learners are members of communities, from local through national to global, and can be helped to play a meaningful and active part in them. Such active citizenship implies a number of considerations. There needs to be an understanding of the nature of communities in Wales and beyond and the roles, relationships, conflicts and inequalities that affect the quality of life. Learners should explore their rights in a democratic society as underpinned by the United Nations Convention on the Rights of the Child. They have a right to be involved in making decisions, and planning and reviewing any actions that might affect them. Learners should also consider their responsibilities as young citizens and be equipped to participate in community life through service and action, which promotes the well-being of that community.

Finally, learners need to develop a political 'literacy', which enables them to make effective decisions and judgements in the world of political and legal systems.

### **Sustainable Development and Global Citizenship**

Learners need to develop the skills, knowledge, attitudes and values to participate in individual and collective decision-making, both locally and globally, that will improve the quality of life now without damaging the planet for the future. They need to be helped to understand the global forces which shape their lives and to acquire the ability to challenge injustice and inequality that will equip them to promote a more equitable and sustainable world.

Education for sustainable development and global citizenship involves learning about the links between society, economy and the environment and between our own lives and those of people throughout the world; about the needs and rights of both present and future generations; about the relationships between power, resources and human rights; and about the local and global implications of human activities and the actions that individuals and organisations can take in response to local and global issues. Concepts such as energy use, climate change, loss of biodiversity and the impact of global poverty are brought to life, understood, acted upon and evidenced through actions by learners, whilst at school or college and through their lives in the wider community.

### **Active citizenship**

**Learners should be given opportunities to:**

- develop respect for themselves and others
- value families and friends as a source of mutual support
- value diversity and recognise the importance of equality of opportunity
- participate in school life
- understand their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities
- the importance of democratic decision-making
- the benefits of families and friends and the issues that can arise
- situations which produce conflict and the nature of bullying
- aspects of the cultural heritage and diversity in Wales

- how injustice and inequality affect people's lives
- what is meant by disability
- the challenges learners might have in accessing learning opportunities in school.

### **Sustainable Development and Global Citizenship**

Learners should be given opportunities to:

- appreciate the natural world as a source of inspiration
- take an active interest in varied aspects of life in school and the wider environment
- develop a positive attitude on issues of poverty and fairness
- how the environment can be affected by the decisions we make individually and collectively
- that local actions have global effects because of connections between places and people
- how poverty and inequality can cause problems.

### **Additional Learning Needs and Inclusion**

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Foundation Phase and National Curriculum. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson or Key Stage Two to ensure pupils are sufficiently challenged.

### **Monitoring, Evaluation and Review**

The policy will be reviewed in line with the New Curriculum

DH

October 2020

**Reviewed and Updated**

March 2024

D. Harris

### **Further information**

Useful Contacts and Links

The following websites contain information about developments and resources to support education for sustainable development and global citizenship.

Many of these websites also contain links to other websites.

National Assembly for Wales

[www.wales.gov.uk](http://www.wales.gov.uk)

[www.learning.wales.gov.uk](http://www.learning.wales.gov.uk)

ACCAC, the Qualifications, Curriculum and Assessment Authority for Wales

[www.accac.org.uk](http://www.accac.org.uk)

Estyn, Her Majesty's Inspectorate for Education and Training in Wales

[www.estyn.gov.uk](http://www.estyn.gov.uk)



DFID, Department for International Development

[www.dfid.gov.uk](http://www.dfid.gov.uk)

[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

British Council

[www.britishcouncil.org/education](http://www.britishcouncil.org/education)

Cyfanfyd, the Development Education Association for Wales

[www.cyfanfyd.org.uk](http://www.cyfanfyd.org.uk)

EcoSchools

[www.eco-schools.org.uk](http://www.eco-schools.org.uk)

Joint DEA/CEE project

[www.wssd-education.org.uk](http://www.wssd-education.org.uk)

Oxfam

[www.oxfam.org.uk](http://www.oxfam.org.uk)

[www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

Partnership website focusing on global citizenship work

[www.citizenship-global.org.uk](http://www.citizenship-global.org.uk)

RSPB

[www.rspb.org.uk/cymru](http://www.rspb.org.uk/cymru)

[www.rspb.org.uk/education](http://www.rspb.org.uk/education)

WWF

[www.wwflearning.co.uk](http://www.wwflearning.co.uk)

Information taken from

Education for Sustainable Development and Global Citizenship

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