

## **Policy for ESDGC (Education for Sustainable Development & Global Citizenship)**

### **Introduction**

Many of the ideas that Education for Sustainable Development and Global Citizenship (ESDGC) promote are reflected in what is traditionally known as multi-cultural or environmental education. At Barker's Lane Community School ESDGC builds upon this to offer the pupils of our school a much more specific and unique response to future challenges. ESDGC is integrated across the curriculum and incorporates a progressive and differentiated approach from Foundation Phase through to Key Stage 2. Our overall aim is for pupils and staff of Barker's Lane Community School to be happy, healthy, responsible and confident citizens

### **Aims**

We believe that all children should become increasingly aware of the concepts of a global education enabling them to become *active* global citizens, preparing them for life in the 21<sup>st</sup> century. We promote the skills, values, attitudes, understanding and knowledge needed to encourage children's positive social and environmental responsibilities in a culturally-diverse society. We want pupils to explore, develop and express their own values and opinions, listening to and respecting the viewpoints of others by engaging in values-based experiences of personal, local, national and global concerns. This is an important step towards encouraging children to make informed choices as to how they exercise their own rights and responsibilities. We approach this through a variety of activities including discussion, debate (including the Eco-Committee and School Council), role play and engaging children in their own learning.

We involve staff and children in a number of projects, working with other schools across Wales and Europe.

We aim to ensure children:

- care for themselves, each other and their environment;
- are aware that their response to environmental issues will affect their quality of life.
- appreciate their role, making links between the school community, the local community and the global community;
- discover that, whatever they are studying, there are connections with the "big picture" of the wider world;
- gain skills and explore issues in ways which will enable them to make up their own minds and decide how to act – critically evaluating their own values and attitudes;
- develop skills which will enable them to challenge injustice, prejudice and discrimination;
- are ethically informed and ready to be active citizens of Wales and the wider world.

### **Learning and Teaching**

The following themes allow opportunities for the children to study a range of issues and relate them to experiences and key concepts:

- Wealth & Poverty
- Identity & Culture
- Choices & Decisions (Peace and conflict)
- Health
- Natural Environment
- Climate Change

- Consumption & Waste

ESDGC is also concerned with future concepts - (encouraging more critical and creative thinking about the future)

- Concern for the future
- Possible/preferable futures
- Vision for the future
- Future generations
- Sustainable development
- Critical thinking (listening to others viewpoints, asking questions, developing an enquiring mind)

We believe children should develop global understanding through a holistic approach to learning. Our principle aim is to develop the key elements of skills, attitudes and knowledge and understanding, through a planned developmental and progressive continuum, taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise.

We aim to ensure learning is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this.

Initially children will gain skills, knowledge and understanding about various experiences related to their daily lives, their families, homes, friends and community. This will be developed as the children progress to include dress, language, diet / food, discipline, courtesy, traditions and customs, beliefs, music, art, dance and literature.

We recognise all children are different and provide suitable learning opportunities for all children by matching the challenge of the activity to the needs / ability of the child. We achieve this through a range of strategies taking account of all learning styles, extending children's thinking skills, providing opportunities for children to plan, develop and reflect on their own learning through the organisation of the learning environment. We encourage children to learn collaboratively and take some ownership for their own learning with adults facilitating this, willing to learn alongside.

Early on the learning continuum, children will have opportunities to empathise with others, exploring their own personal and cultural identities, feelings and express their views through play, talk and drawings. As they progress through the Foundation Phase, they will explore issues of fairness and justice, rights and responsibilities and will have opportunity to communicate with children in different settings with different cultural contexts, e.g. through e-mail.

At Key Stage 2 ESDGC permeates all aspects of the curriculum, not just a strand in PSE. It is essential for developing personal attitudes and values, self-respect and respect for others, participation locally, nationally and globally with a view to preparing learners for the challenges, choices and responsibilities of work and adult life.

### **Planning for ESDGC**

ESDGC is taught to all pupils at Barker's Lane Community School, taking account of the *Common Understanding for ESDGC*, Foundation Phase (FP) philosophies and the National Curriculum.

(see Appendix 1)

### ***The Literacy & Numeracy Framework (LNF)***

The Literacy and Numeracy Framework (LNF) and Digital Competency Framework (DCF) sets expectations for learners to develop and apply their literacy and numeracy and digital competency skills across the curriculum.

Literacy skills in oracy, reading and writing; and numeracy skills in numerical reasoning, number, measures and data are planned for across all areas of the curriculum.

### ***Digital Competency Framework (DCF)***

The Digital Competency Framework (DCF) develops skills and confidence that enable learners to become adaptable to changes in technology over time. The DCF is planned across the curriculum to develop skills in **citizenship, interacting & collaborating, producing and data & computational thinking.**

### ***Skills across the Curriculum***

Learners are given opportunities to build on their thinking and ICT skills in line with the non-statutory *Skills framework for 3 to 19-year-olds in Wales*. Learners continue to acquire, develop, practise, apply and refine these skills through group and individual activities in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

### ***Additional Learning Needs inc. More Able & Talented***

ESDGC is developed with all children, whatever their ability. It forms part of a broad and balanced education for all children.

Learning opportunities are matched to the needs of all children to include challenge and support for our most and least able children. When necessary these take account of any relevant targets set for individual children in their Individual Education Plans (IEPs).

Barker's Lane Community School recognises and supports the needs of all children. Pupils will be offered appropriate challenging opportunities to generate their own learning, to think and work independently and to foster a love and commitment to lifelong learning.

### ***Equality***

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

### ***Curriculum Cymreig***

Opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical and linguistic characteristics of Wales. The local and school environment is utilised to support this.

### ***Health and Safety***

Children are encouraged to discuss safety implications concerning themselves and their fellow pupils when working. We aim to ensure pupils work in an environment which is safe and hazard free at all times.

### ***Partnerships and Community***

Parents and members of the community are encouraged throughout the school to support their children's learning.

### ***Liaison / Transition***

Whole school planning allows for smooth transition between phases. Liaison between learning area leaders and local high schools allows for smooth transition, progression and continuity from FP to KS2 to KS3.

### ***Assessment and Recording***

Teachers assess children's progress in ESDGC by making judgements as they observe them participating in activities and by looking at their written work.

### ***Resources***

There are a range of resources to support ESDGC across the school. Resources are housed in PSE & Well-Being learning areas / classrooms / central resource areas.

### ***Monitoring and Review***

Monitoring the standards of learning and the quality of teaching in ESDGC is the responsibility of the ESDGC Leaders. They liaise with LA representatives and the British Council for further advice and guidance on new initiatives. The work of the ESDGC Leaders also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for the subject in the school. The Learning Area Leaders will be supported by the headteacher in establishing this role. Initiatives and new targets are recorded on our School Improvement Plan and shared with staff and governors termly.

This policy was compiled by Mrs S Stapley in April 2015 in consultation with staff and the governing body. It was reviewed in May 2018. The next review will be following statutory changes to the curriculum or Summer 2021 at the latest.

## Appendix 1

### Foundation Phase – Range:

	<b><i>Learners should be given opportunities to:</i></b>	<b><i>and to understand:</i></b>
<b>Wealth &amp; Poverty</b>	<ul style="list-style-type: none"> <li>• treat others fairly</li> <li>• appreciate the different feelings of others</li> <li>• share resources with others</li> </ul>	<ul style="list-style-type: none"> <li>• some people are richer and some are poorer</li> <li>• what is fair and what is unfair</li> <li>• they depend on other people’s work for food and water, shelter and clothing</li> </ul>
<b>Identity and culture</b>	<ul style="list-style-type: none"> <li>• recognise that discrimination and exclusion is wrong</li> <li>• value friends and family</li> <li>• respect religious beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• everyone is special and different</li> <li>• essential similarities between all human beings</li> <li>• others may celebrate different festivals</li> </ul>
<b>Choices and decisions</b>	<ul style="list-style-type: none"> <li>• have their views listened to and listen to the views of others</li> <li>• work cooperatively on tasks can solve problems</li> <li>• see that rules can help everyone</li> </ul>	<ul style="list-style-type: none"> <li>• choices and decisions have consequences</li> <li>• ways of avoiding and resolving conflicts</li> <li>• they can explore social and moral dilemmas through group enquiry</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• recognise the need for personal hygiene</li> <li>• recognise their responsibilities to keep themselves and others safe</li> <li>• recognise the importance of eating properly and exercising</li> </ul>	<ul style="list-style-type: none"> <li>• people need a combination of foods</li> <li>• all food comes from animals or plants</li> <li>• the need for personal hygiene to prevent spread of disease</li> <li>• not everyone has enough food, clean water, safe and to understand: environment and good relationships</li> </ul>

<b>Natural environment</b>	<ul style="list-style-type: none"> <li>• develop a sense of awe and wonder at the beauty of landscapes, habitats and living things</li> <li>• care for the environment and recognise its importance</li> </ul>	<ul style="list-style-type: none"> <li>• people's actions can improve or damage the environment</li> <li>• living things depend on each other</li> <li>• the variety of living things</li> <li>• different habitats support different animals and plants</li> <li>• how environment changes with seasons and land use there are differences between their own locality, other parts of Wales and other parts of the world</li> </ul>
<b>Consumption and waste</b>	<ul style="list-style-type: none"> <li>• take care of their belongings</li> <li>• use resources carefully</li> <li>• dispose of used resources responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• natural resources can run out</li> <li>• some things can be recycled and others reused</li> <li>• people produce unnecessary waste</li> <li>• people live differently in different parts of the world</li> <li>• wants and needs are two different things</li> </ul>
<b>Climate change</b>	<ul style="list-style-type: none"> <li>• recognise the importance of saving energy</li> <li>• believe they can make a difference through their actions and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• weather changes with the seasons</li> <li>• different places have different weather patterns</li> <li>• patterns of weather can change from year to year</li> <li>• weather patterns affect the way people live</li> <li>• energy is needed to power lighting, heating and transport</li> <li>• there are alternative sources of energy from sun and wind</li> </ul>

**Key Stage 2 – Range:**

	<b><i>Learners should be given opportunities to:</i></b>	<b><i>and to understand:</i></b>
<b>Wealth &amp; Poverty</b>	<ul style="list-style-type: none"> <li>• recognise that people should be entitled to have their basic needs met</li> </ul>	<ul style="list-style-type: none"> <li>• the effects of inequality on the quality of people's lives</li> <li>• local actions have effects in the wider world because of the connections between places and people</li> </ul>
<b>Identity and culture</b>	<ul style="list-style-type: none"> <li>• recognise the impact of discrimination and prejudice on individuals and groups</li> <li>• recognise they are global citizens of an interconnected world</li> </ul>	<ul style="list-style-type: none"> <li>• we all have similarities and differences</li> <li>• that people have differing beliefs and values</li> <li>• cultural values and religious beliefs shape the way people live</li> </ul>

<b>Choices and decisions</b>	<ul style="list-style-type: none"> <li>• participate in aspects of school life helping to make decisions</li> <li>• express and enact respect for self and others</li> <li>• appreciate that personal actions have consequences</li> <li>• question statements and opinions and look for evidence</li> </ul>	<ul style="list-style-type: none"> <li>• how to prevent and avoid conflicts</li> <li>• what is meant by the rights of the child and that not everyone has these</li> <li>• that environment can be affected by the decisions we make individually and collectively</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• care for their own health and the health of others</li> <li>• recognise their responsibilities to keep themselves and others safe</li> <li>• appreciate the importance of family and community when making health choices</li> </ul>	<ul style="list-style-type: none"> <li>• the basic ingredients of a healthy lifestyle</li> <li>• the impacts of environment on health and wellbeing</li> <li>• poverty and inequality cause health problems and vice versa</li> <li>• the importance of access to clean water for health</li> </ul>
<b>Natural environment</b>	<ul style="list-style-type: none"> <li>• develop respect for landscapes, habitats and living things</li> <li>• develop a fascination with and respect for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• the needs of living things</li> <li>• people depend on the environment for energy, food and other materials and resources</li> </ul>
<b>Consumption and waste</b>	<ul style="list-style-type: none"> <li>• take personal action and influence others to save energy and reduce consumption</li> </ul>	<ul style="list-style-type: none"> <li>• where the things people consume come from and go to</li> <li>• ways to reduce their energy use and the energy use of others</li> <li>• that waste can cause pollution</li> </ul>
<b>Climate change</b>	<ul style="list-style-type: none"> <li>• to recognise that individuals and groups can take action to educate and campaign</li> <li>• that there is a range of views as to how best combat climate change</li> </ul>	<ul style="list-style-type: none"> <li>• climate can change with time</li> <li>• the range of ways to both save and generate energy</li> <li>• the difference between climate and weather</li> </ul>