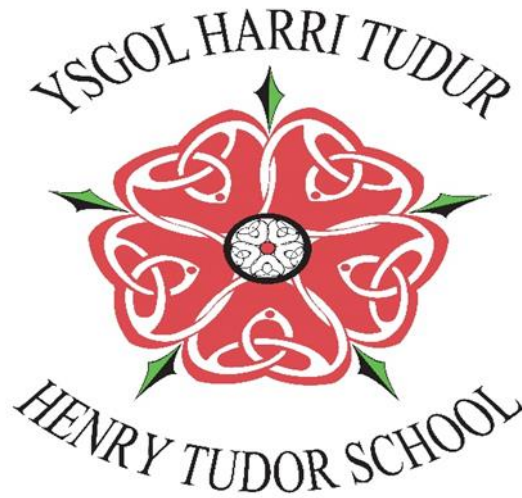


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Henry Tudor School

**Sustainable Development & Global
Citizenship Policy**

Adopted by Resources Committee: Summer 2012

Last reviewed: Spring 2019

Review every 4 years

Next Review: Summer 2023

Education for Sustainable Development & Global Citizenship Policy [ESDGC]

Sustainable Development and Global Citizenship is a term that has many and varying definitions which can be summarised as:

“Looking after the World and its people as though we intend to live in it forever”

ESDGC is about:

- the things that we do every day
- the big issues in the world - such as climate change, trade, resource and environmental depletion, human rights, conflict and democracy, - and about how they relate to each other and to us
- how we treat the earth
- how we treat each other, no matter how far apart we live
- how we prepare for the future

Every one of us has a part to play

Paying due attention to the definition expressed in ACCAC’s “Education for Sustainable Development and Global Citizenship: Why? What? How? ACCAC 2002”

Education for sustainable development (ESD) is about enabling pupils/students 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 the global forces that shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision making, both locally and globally, which promotes a more equitable and sustainable world.

Sustainable development is about integrating our social, economic and environmental objectives to improve our well being now and in the future.

ESDGC 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. It is an ethos that can be embedded throughout schools, an attitude to be adopted, a value system and a way of life. ESDGC links the environment and the people who live in, and from it. It looks at the world and the ways that all living things relate to each other. It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it. ESDGC encourages and supports the development of thinking skills, and helps involve and engage young people in their own learning.

The challenge for schools is to provide opportunities for teachers and learners to consider global issues; make links between what is personal, local, national and global; engage in culturally-diverse experiences; critically evaluate their own values and attitudes; and develop skills that will enable them to challenge injustice, prejudice and discrimination. This is ESDGC: embracing it has the potential to enhance and enrich education.

A Whole School Approach to ESDGC

ESDGC needs to be addressed by the whole school community, not just teachers and learners, but parents, carers, governors, visitors and non-teaching staff. To be effective, ESDGC needs to be embedded across the curriculum and infused throughout the life of the school. There must be an awareness of what this means:

For schools, ESDGC is:

- part of the ethos, pedagogy and organisation of the school;
- about the messages inherent in the way the school is organised and managed;
- something that requires schools to “do” as well as teach;
- something that requires co-ordination across the whole school; and
- something that Estyn will inspect.

For teachers, ESDGC is about:

- a whole-school approach to education;
- preparing learners for the new challenges that will be a part of their future such as climate change and international competition for resources;
- developing learners’ worldview to recognise the complex and interrelated nature of their world;
- an approach to teaching and learning to which every subject can contribute; and building the skills that will enable learners to think critically, think laterally, link ideas and concepts, and make informed decisions.

For learners, ESDGC is about:

- being encouraged to care for themselves, each other and their environment;
- the issues they have a right to know about for their future;
- appreciating their role in the school community, the local community and the global community;
- discovering that, whatever they are studying, there are connections with the “big picture” of the wider world; and
- gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act.

The Common Areas of ESDGC

Commitment and leadership

ESDGC can provide a framework to help Headteachers manage change and create a positive ethos. Leaders in ESDGC are also needed at all levels in a school, but the demonstration of commitment to ESDGC by Headteachers and senior leaders in schools is essential for ESDGC to be successfully implemented.

Learning and Teaching

ESDGC draws on the skills, knowledge and values of many subjects in the curriculum. ESDGC also provides relevant examples for all subject areas to use. It complements the work on Developing Thinking across the curriculum and encourages learners to develop and re-assess their values from an informed position. ESDGC contributes to the overall development of learners preparing them for the challenges they will meet in the 21st Century

School management

ESDGC can contribute to the school community by developing a set of shared values and a positive ethos. The curriculum aspects of ESDGC are successfully delivered when the management of the school recognises its connections to the local and global community; demonstrates a commitment to sustainable practices such as energy saving, ethical purchasing, transport or healthy eating; and exemplifies its commitment to cultural diversity through its school management policies.

Partnerships and Community

ESDGC connects with many issues in local and global communities. There are increasing numbers of organisations in the public sector, in civil society and in the private sector which are concerned with these issues. Many of these organizations can offer support for ESDGC in either the curriculum or the management of the school. Equally the school can contribute to raising awareness of ESDGC in the community

Research and monitoring

Retaining an overview of ESDGC in a school is essential to ensure a whole-school approach and continued progress in this area. It is important to identify the connections between different activities across the school, thus reflecting the interdependent nature of ESDGC. Researching possible developments, monitoring resource use and auditing the curriculum can all contribute to a joined-up approach. These actions will also link into the ESDGC aspects of an Estyn inspection.

1. **The formal curriculum:** we will address the explicit references to sustainable development and global citizenship where they exist in the National Curriculum Programmes of Study, particularly in science and geography, and within [the PSE Framework](#). Where possible, links between ESDGC and other curriculum areas will be explored, for example in Welsh/English, D&T, art, music and RE. All pupils/students will be expected to work towards the Welsh Baccalaureate Qualification. The school will develop the teaching of skills throughout the curriculum.
2. **Informal Curriculum:** the school will provide out of school hours activities both in the form of department 'clubs' and to include 5x60 and Learning Coach homework club. Pupils/students will be given the opportunity to gain Duke of Edinburgh awards.
3. **Environment:** Our environment will be cared for through responsible stewardship. We will actively seek partnership working through such organisations as Pembrokeshire County Council Waste Management Service, Eco-Schools, Pembrokeshire Sustainable Schools Award, SCAN, West Wales Eco Centre and The Pembrokeshire Coast National Park. The school will ensure that its vending machines on site dispense healthy snacks only and the canteens work under the guidance of the local authority's Healthy Schools policy.
4. **Involving all stakeholders:** Children and adults (teachers, governors, parents/carers) alike will participate in evaluative and management processes, through our School Council.
5. **Resources:** Resources will be managed carefully and wisely. When purchasing we will take into account environmental impact. Teachers will be offered training as an ongoing process for their own professional development.
6. **Global and community links will be nurtured and valued:** We will 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 other countries.
7. **Pupil/student participation:** Pupils/students will be encouraged to take part in events to raise money for both local and worldwide charity organisations. Through the school council, pupils/students will have the opportunity to impact upon many different decisions made in school, to include both the appointment of new staff and selection of Head Pupils/students of the school.
8. **Equal Opportunities and Racial Awareness:** All pupils/students have access to a curriculum which is appropriate to their needs and abilities, including various Vocational subjects through the association with the Green Links company. The school will have appropriate policies regarding Equality of opportunity.
9. **Welsh Dimension:** The school will hold an annual Eisteddfod competition and both pupils/students and staff will actively be encouraged to use the Welsh language on a daily basis.
10. **Transition:** Effective programmes will be in place to assist in smooth transition between all Key Stages and also from school into employment and further/higher education.