



ESDGC Policy

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Person(s) responsible for implementation:	Headteacher
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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 Hafod y Wern CP 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 throughout all learning areas and incorporates a progressive and differentiated approach from Early Phase through to Key Stage 2. Our overall aim is for both pupils and staff of Hafod y Wern CP School to be happy, healthy, responsible and confident citizens. ESDGC is exciting and purposeful and we have developed a curriculum that is inspiring and relevant in terms of both learning and teaching. Its whole ethos reflects the aims of our school vision and in doing so forms an essential part of the school's strategic plan.

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 21st 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 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 establishing a 'Community of Enquiry' which encompasses a carefully planned and structured process for developing children's 'thinking skills', engaging them in their own learning.

We aim to ensure children:

- care for themselves, each other and their environment;
- are aware that they have a right to know about for their future;
- develop an appreciation of 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.

Ensuring focus on two concepts

1. Global Concepts - (exploring inter-connections between the local and global community)

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

2. 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)

Teaching and learning style

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.

The key elements

'Education for Sustainable Development and Global Citizenship' (ESDGC) is built upon these key elements and forms the basis of our medium term plans:

Knowledge and Understanding

Wealth & Poverty

- Developing knowledge about the various forces that shape all our lives including inequalities of power and wealth in the world
- Developing knowledge about the links between our lives and others throughout the world
- Develop a Vision for the future

Identity & Culture

- Developing knowledge about their own and other countries culture, history and traditions
- Experience and explore cultural differences between their own and others; understand that cultural values and religious beliefs shape the way people live
- Celebrate and value diversity
- Develop respect and tolerance for others

Health

- Developing knowledge of importance of balanced diet, clean water and personal hygiene
- Responsibilities towards providing a safe environment
- Importance of family and community when making health choices
- Impact of environment on health and wellbeing

Choices & Decisions

- Developing an understanding of what peace and conflict is, and learning how to prevent, avoid and deal with conflict
- Developing an understanding that our actions have consequences now and for the future
- The environment can be affected by individual and collective decisions

Natural Environment

- Developing respect and a fascination for landscapes, habitats and living things
- Dependency of people on the environment for energy, food and other materials / resources

Consumption & Waste

- Our impact on the environment
- Ways to reduce own energy use and energy use of others

Climate Change

- Climate can change with time
- Difference between climate and weather

Sustainable futures

Positive Attitudes

- Commitment to social justice and equity
- Have an optimistic concern for local and global issues
- Be curious to find out more about people and issues
- Sense of identity and self-esteem
- Have a sense of their own worth
- Valuing and respecting diversity

- Value, appreciate and enjoy a positive attitude to diversity of cultures including their own
- Be encouraged to stand up for their rights and those of others
- Concern and commitment to the environment and sustainable development
- Care about and for the environment, sense of wonder and curiosity
- Develop awareness that their actions can influence the future Belief that people can make a difference
- Be willing to take part and work together with others for a more just world
- Admit and learn from mistakes/have awareness of consequences

Skills Development

- Critical Thinking
- Research information
- Listen to others points of view
- Ability to argue effectively
- Express ideas and opinions
- Challenge stereotyping
- Lay foundations for anti-racist attitudes in society
- Co-operation and conflict resolution
- Work together co-operatively to solve problems and share ideas
- Use own judgements to decide on fair play and moral rights and wrongs
- Empathy and Respect
- Imagine the feelings and beliefs of others locally and globally
- Approach issues with an open and enquiring mind
- Be able to change ideas as we learn more

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 using the International Primary Curriculum (IPC) as a vehicle for delivery, not just a strand in PSHE. 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 Hafod y Wern CP School through IPC and PSHE, taking account of the Common Understanding for ESDGC, Foundation Phase (FP) philosophies and the National Curriculum.

Planning is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the skills, attitudes and knowledge throughout the Foundation Phase and Key Stage 2. The ESDGC leader liaises with colleagues to establish these.

Our medium-term plans give further details of topics for each term. These plans focus on developing children's thinking skills, determine the learning challenges and ensure an appropriate balance of work across the term. The ESDGC Leader keep a copy of these plans and review them with colleagues.

Short term plans are completed on a weekly basis by individual / teams of teachers. These list the questions for thinking, specific learning challenges for each activity and some detail of how these will be delivered. Each teacher keeps these individual plans, and the class teacher and ESDGC Leader discuss them on an informal basis. The headteacher monitors these plans each half-term.

ESDGC is planned across the curriculum to build upon children's prior learning. Whilst there are opportunities for children of all ability levels to develop their skills, knowledge and understanding, there is planned progression built into the scheme of work, so that children are increasing challenged as the move along they progress.

Planning takes account of key skill development, including the development of children's thinking skills through a variety of problem solving and investigational experiences.

ESDGC across all areas of learning in the Foundation Phase through IPC and LNF

Personal and Social Development and Well Being

- Understanding people have different preferences, views and beliefs and that they are important to them and their culture
- Sharing opinions and beliefs
- Recognise themselves as part of different communities at home and in school
- Respect differences between people and develop healthier, safer lifestyles

Language, Literacy and Communication Skills using LNF

- Acting out scenarios of different behaviours and encouraging role reversal to build empathy
- Listening and discussing stories from different cultures progressing to retelling these stories in pictorial and written form
- Through handling books from different cultures, knowledge of different language that exist in Wales will develop – how they sound and look
- Role Play scenarios / Debate

Mathematical Development through the LNF

- Using skills across the curriculum to develop databases progressing from simple charts and graphs to devising other ways of recording and communicating information.
- Exploring the importance of various numbers in the different cultures and traditions.

Bilingual Skills

- Learning the Welsh vocabulary for item / emblems that are important in the Cwricwlwm Cymreig.
- Responding to stories from different cultures and traditions through the medium of Welsh e.g. Dw i'n hoffi Mae'r stori yn hapus..etc

Knowledge and Understanding of the World

- Exploring and respecting the local environment and the wider world, identifying multi-cultural links through experiential learning activities and using ICT
- What harms and improves the local and national environment
- Organic food produce
- Discussing and cooking food from different cultures and traditions
- Recycling issues
- Consequences of choices
- Thinking about the future and how we want it to be

Physical Development

- Using table top games and playing team games children can gain knowledge and understanding of traditional games from different cultures.
- Through using media of own choice children can undertake observational drawing / paintings of artefacts from different cultures developing their fine manipulative skills and hand / eye co-ordination.

Creative Development

- Listen and respond to music from different cultures, progressing to performing traditional dances from different cultures and traditions.
- Using a variety of media and textures to create and copy patterns used in different cultures / observation of natural objects

At Hafod y Wern CP School we extend this to include:

Spiritual and Moral Development

Emphasis is placed on the diversity of spiritual and moral beliefs within Wales and the wider world.

Skills across the Curriculum at Key Stage 2

At Key Stage 2, learners are given opportunities to build on their thinking, communication, number and ICT skills that they have started to acquire and develop during the Foundation Phase, in line with the non-statutory Skills framework for 3 to 19- year-olds in Wales and the Literacy numeracy Framework. 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 including 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). Hafod y Wern CP 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.

Equal Opportunities

Equality of opportunities is always observed with positive attitudes to ESDGC being developed irrespective of disability, gender, race, ethnic origin, culture, language or religion.

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. This is recorded as part of our on-going formative assessment records. On a termly basis teachers make a judgement and record this information on our 'Assessment' sheets and used to plan future learning for each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. Assessment information is passed on to the next teacher at the end of each year. The ESDGC Leader keeps evidence of pupil's work (in a portfolio) demonstrating standards of achievement.

Resources

There are a range of resources to support ESDGC across the school. Resources are housed in PSHE & 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 Leader. They liaise with the British Council and Local authority sustainability officer for further advice and guidance on new initiatives. The work of the Learning Area 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.