



Policy Guidance Primary and Secondary Schools

This guidance is not designed to approach ESDGC as a separate subject, but a way of approaching the existing school curriculum and all strands of life in school and the community.

At School our aims are to;

i) enable pupils to learn how to care for and protect their environment. In small, yet significant ways, we will strive to reduce pollution, and use our natural resources with thought and care. We will do this with the understanding that collectively, schools in Wales, the UK and globally, can make a huge difference.

ii) help them to understand their own rights and responsibilities, as citizens locally and globally, and have respect for the rights and responsibilities of others. We will strive to give them knowledge and understanding about our world and the people who live in it and everyone's relationship with the environment.

iii) help them to develop the skills to be critical thinkers by giving them the facts. They will be given a variety of resources so that they can have balanced information and come to their own judgements.

iv) celebrate cultural, religious and linguistic diversity and foster positive attitudes towards others who are different to us.

The work we do will be differentiated and respond to individual need. We will use the following strategies to assist this process:

- Peer support**
- Use of child friendly vocabulary**
- Present the subject in different ways to suit all abilities e.g. dance, drama, videos, educational visits, 'hands on experiences' etc**
- Promote self evaluation, Use teaching aids such as IT, games etc**
- Set clear tasks and enable children to work and respond at their own speed etc**

The 7 themes of ESDGC are:

- 1. Wealth and Poverty**
- 2. Identity and Culture**
- 3. Choices and Decisions**
- 4. Health**

5. Natural Environment
6. Consumption and Waste
7. Climate Change

The name of the teacher who will lead ESDGC in our school is

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The name of the governor who will support the work we do in ESDGC is

.....

Teachers will be offered training as an ongoing process for their own professional development

Ethos Statement *The School Council may like to write this statement*

Example

At School everyone is special
 We look after our environment because we like it to always look nice
 We respect our teachers, lunchtime supervisors, helpers, friends, parents and governors and always make visitors very welcome
 New pupils always have a 'buddy' to show them around
 We never say cruel and offensive things to people because we don't want to upset their feelings
 We have peer support programmes
 A named pupil/teacher is available for pastoral support etc

Eco Code *(as part of the Eco schools initiative)*

Curriculum links – *Give details of how ESDGC is developed through curriculum subjects including RE, Collective Worship and PSE*

Schemes and Awards – *Does the school participate in the Healthy Schools Scheme, Eco Schools, Impetus, ESDGC Standard etc?*

Global Connections – *Has the school developed links with schools in other countries? Detail. Have teachers or senior managers attended or participated in European / Global projects for their own professional Development? E.g. Arion, Comenius 3 etc*

Pupil Participation– *Detail how the School Council becomes involved in ESDGC. E.g. Visit to the Mayor's Parlour, visit to the Welsh Assembly Government, fund raising activities for local and global charities, holding debates, liaising with European/global partners etc. Do pupils feed their thoughts into the Youth Council and/or Funky Dragon?*

Equal Opportunities and Racial Awareness – *How does the school ensure that policy turns into practice? Do pupils participate in multicultural festivals and events? Do you celebrate Divali, Chinese New Year etc? Do boys and girls have all the same opportunities to access the curriculum and sporting events?*

Human Rights – *Do you teach about the UN Convention on the Rights of a Child?*

Outdoor Learning – *What facilities are available for your pupils?*

Welsh Dimension – *How do you celebrate Welshness, bilingualism and patriotism. Do you participate in the Eisteddfod and Welsh Jamboree?*

After School Clubs – *What is available for your pupils and how does participation in these events help to give them a sense of belonging, community spirit etc?*

How do you encourage your pupils to resolve conflict, respect themselves and others, argue effectively, challenge injustice and become critical thinkers?

Transition – *What do you have in place to smooth the way for children from Foundation Phase to KS2, transition to secondary school, preparation for further education or the workplace?*

Vocational Education – *How do you prepare children for the challenges ahead?*

Data Literacy – *Do pupils have the opportunity to compare the cost of living here and in under developed countries, the cost of labour, food etc. Can they interpret that data and campaign to make a difference by using Fair Trade produce for example? This work would be more secondary focused but primary schools can introduce the concept with the help of resources such as Mathdonics.*

Self Esteem – *What strategies do you have in place to raise the self esteem of pupils and staff?*

Qualifications (Secondary Schools Only) *Detail any relevant examinations/awards that are linked to ESDGC e.g. Welsh Baccalaureate, Duke of Edinburgh Award etc*

Other agencies – *List agencies which support the school to deliver ESDGC. E.g. UNICEF, Oxfam, the Refugee Council, the British Council, Action Aid etc*

Resources – *What resources do you use in school to support this agenda?*

Describe the process of consultation you used when developing your policy. Did you involve pupils, parents governors, community representatives etc?

The work undertaken in ESDGC at School is detailed in the School Development plan and as part of our School Based Review process we address ESDGC under each of the Key Questions. *List other school policies linked to ESDGC e.g. Equal Opportunities, Racial Awareness, Eco Policy, Anti Bullying/ Behaviour Policy, Community Liaison Strategy etc*

‘Children and young adults deserve to know that their fate is inextricably linked to, and affected by, the lives and decisions of others across the world. They have a right to understand the crucial issues facing the planet and know how they can personally play a part in helping shape the future. No school should feel it is unable to help its pupils gain these perspectives on the world’.

Jane Davidson, Minister for Education and Lifelong Learning

We feel at School that we can help our pupils to be real Global Citizens who can make a great contribution to a more sustainable world.