

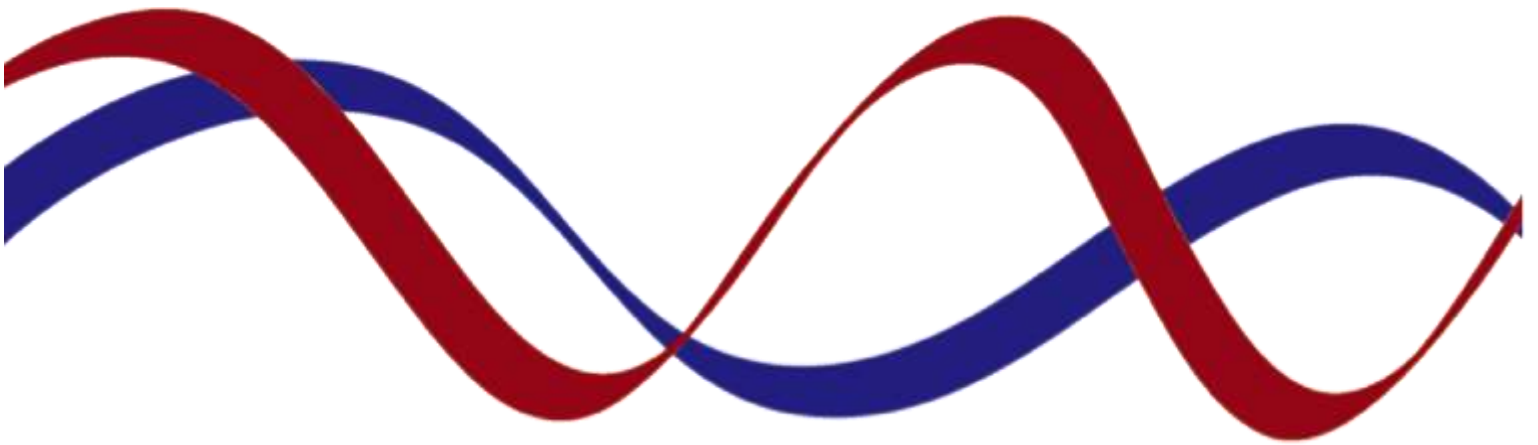
Brynnau Primary School

Ysgol Gynradd Brynnau



**POLICY: Education for Sustainable
Development and Global Citizenship**

2024-2026



'Helping each other to succeed'
'Helpu ein gilydd i lwyddo'



Education for Sustainable Development & Global Citizenship

Date:

Autumn 2024

Review Date:

Autumn 2026

Safeguarding Statement

At Brynnau Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Brynnau Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Policy

We acknowledge that the Education for Sustainable Development (ESD) is about 'enabling pupils 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'.

(UK panel for Education for Sustainable Development)

We also acknowledge that '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'.

We believe the only way we can educate our children in sustainable and global issues is by ensuring that it is firmly fixed into the curriculum and all aspects of school life.

Therefore, we will implement this policy by the following aims.

Aims

- To educate our children in sustainable and global issues by embedding ESDGC in to the school curriculum and all aspects of school life.
- To develop the following key concepts of ESDGC within the curriculum.

Interdependence	<ul style="list-style-type: none"> • Interdependence involves an understanding how people, the environment and the economy are inextricably linked at all levels from local to global. • Examples are: flooding, hurricanes and Fair Trade.
Citizenship and Stewardship	<ul style="list-style-type: none"> • Citizenship and Stewardship involves recognising the importance of taking individual responsibility and action to make the world a better place. • Racial Equality, Anti-Bullying, Charities, Healthy Schools, Eco-School and Recycling are examples of how we can introduce Citizenship and Stewardship.
Needs and Rights	<ul style="list-style-type: none"> • Needs and Rights involve understanding our basic needs and about human rights and the implications for the needs of future generations of actions taken today. • Examples are: the School Council, Rights of the Child – Children’s Act, the Holocaust and Ann Frank.
Diversity	<ul style="list-style-type: none"> • This concept involves the understanding of diversity in people’s lives. • Examples are: Black History Month, Race Equality, and Equal Opportunities.
Sustainable Change	<ul style="list-style-type: none"> • Sustainable Change involves the understanding that resources are finite and that this has implications for people’s lifestyles and for commerce and industry. • Examples are: Recycling, using school grounds, composting schemes and the global footprint.
Quality of Life	<ul style="list-style-type: none"> • This concept involves us acknowledging that global equity and justice are essential elements of sustainability and that basic need must be met universally. • Examples are: Fair Trade, Fair Deal for Africa, Making Poverty History.
Uncertainty and	<ul style="list-style-type: none"> • Uncertainty and Precaution involves us being aware that there are a

Precaution	<p>range of possible approaches to sustainability and global citizenship and that we should adopt a cautious and questioning approach to the welfare of the world and its peoples.</p> <ul style="list-style-type: none"> • Examples are: Attitudes and values, stereotypes Philosophy for Children.
Values and Perceptions	<ul style="list-style-type: none"> • We need to develop a critical evaluation of images, and information about, the less and more economically developed parts of the world and an appreciation of the effect these have on people's attitudes and values. • Examples are: International links, E-twinning, Comenius.
Conflict Resolution	<ul style="list-style-type: none"> • Conflict Resolution involves an understanding of how conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony. • Examples are: Anti-bullying, Circle Time, and School Council.

Procedures

Role of the ESDGC Coordinator	<ul style="list-style-type: none"> • The ESDGC coordinator will: <ul style="list-style-type: none"> ▪ develop, raise awareness, and support colleagues; ▪ provide training; ▪ liaise with the link governor; ▪ monitor the provision within the curriculum and evaluate the effectiveness.
Eco-Schools Initiative	<ul style="list-style-type: none"> • We believe by participating in the Eco-Schools initiative we are allowing our pupils to broaden their understanding of sustainable development and global citizenship.
Effectiveness	<ul style="list-style-type: none"> • We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Headteacher		Date:	Autumn 2024
Chair of Governing Body:		Date:	Autumn 2024

