

## Introduction

Education for Sustainable Development and Global Citizenship (ESDGC) is about:

- the links between society, economy and environment and between our own lives and those of people throughout the world
- the needs and rights of both present and future generations
- the relationships between power, resources and human rights
- the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues

**Education for Sustainable Development and Global Citizenship: Why? What? How?, ACCAC 2002)**

## Guidance

In developing our policy, we have paid due attention to national guidance on the promotion of Education for Sustainable Development and Global Citizenship:

1. *Education for Sustainable Development and Global Citizenship: A Common Understanding for schools* (DCELLS, 2008). This is the key Welsh document dealing with ESDGC. It includes definitions, learning outcomes, and practical examples from the key areas.
2. *Making the most of learning* (DCELLS, 2008) which names ESDGC as a cross-cutting theme throughout the curriculum.
3. *The Personal and Social Education Framework* (DCELLS, 2008) which contains ESDGC as one of its five themes.
4. National Curriculum subject orders which contain many examples of ESDGC. Each has a statement on the subject relevance for ESDGC in PSE (DCELLS, 2008).
5. The Estyn Inspection guidance for ESDGC *Update on inspecting education for sustainable development and global citizenship in schools* (Estyn, 2006).
6. The *Out of Classroom Learning* document (DECWL 022/2007) which contains many examples of how ESDGC can be approached through learning in the natural environment.
7. The Welsh Assembly Government's *Education for Sustainable Development and Global Citizenship - A Strategy for Action* (DELLS, 2006) which shows how ESDGC can be implemented across all sectors of education.
8. Supplementary Guidance: Education for Sustainable Development and Global Citizenship (Estyn, 2013)
9. ESDGC: Progress in Education for Sustainable Development and Global Citizenship (Estyn, 2014)

## Key Concepts

The key concepts focused upon within ESDGC as identified in the Welsh Government's, 'Education for Sustainable Development and Global Citizenship (2008) are:

- The natural environment
- Consumption and waste
- Climate change
- Wealth and poverty
- Identity and culture
- Choice and decisions

- Health

### Whole School Approach

#### At Mary Immaculate High School we recognise that Education for Sustainable Development and Global Citizenship is

- **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 as a school community, both locally and globally, that will improve the quality of life now without damaging the planet for the future. Sustainable development is about integrating our social, economic and environmental objectives to improve our well-being now and in the future.
- **Education for Global Citizenship (GC)** enables pupils 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.

### Whole School Approach

ESDGC should not be seen as a separate subject, it should be an ethos that is infused throughout both the school and the school community including the head teacher, teachers, pupils, parents, carers, governors, visitors and non-teaching staff. ESDGC encourages and supports the development of thinking skills, and helps involve and engage young people in their own learning. The challenge for our school 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.

### Eco-Code

Will be updated and reviewed on a 3 year cycle.

### Eco-Schools

The Eco-Schools is an international initiative designed to encourage whole-school action for the environment. It is a learning resource that aims to raise awareness of environmental and sustainable development issues throughout activities linked to curricular subjects and areas.

It is a recognised award scheme that accredits schools who make a commitment to continuously improve their environmental performance.

The Eco-Schools committee role is to embed environmental awareness and action as a fundamental part of the ethos of the Mary Immaculate High School for both pupils and staff and to also engage the wider school community. The Eco-Schools programme aims to:

- Improve the school's environment
- Reduce litter and waste
- Increase recycling and reuse of materials

- Promote healthy lifestyle
- Encourages active citizenship
- Develops individual pupils skills, knowledge and improves their wellbeing
- Build closer links between the school and the community
- Develop international and global links

### **Fairtrade**

Our school is committed to supporting, using and promoting Fairtrade, wherever possible. We believe that Fairtrade can make a difference to the lives of young people throughout the world by improving living and working conditions for the people who grow the things we buy.

Our school will:

- Ensure that Fairtrade and Fairtrade issues, and the concept of 'fairness', are embedded into the curriculum and in whole school activities, and the culture of the school.
- Promote Fairtrade in the school and wider community, by taking part in Fairtrade Fortnight, completing Fairtrade Challenges and highlighting Fairtrade activities in newsletters
- Ensure Fairtrade is part of the School Improvement Plan
- Use Fairtrade products around the school wherever possible
- Use the Fairtrade Schools Award identities where allowed on the website and stationery
- Put this Policy into practice through a Fairtrade Group that meets regularly to:
  - monitor and drive forward the school's support for Fairtrade
  - make sure those connected with our school are aware of this Policy and can support it
  - take responsibility for Fairtrade Challenges and the Fairtrade Action Plan

### **Implementation**

For ESDGC to be successful at Mary Immaculate, we have highlighted several key areas that will have the most impact :

#### **1. The Curriculum**

We will address the explicit references to sustainable development and global citizenship where they exist in Curriculum Programmes of Study, Common Requirements and Key Skills. Areas are identified, where relevant, in certain departmental Schemes of Work, this is updated at least 3 yearly.

#### **2. Environment and Community Links**

Our environment will be cared for through responsible stewardship. We will actively seek partnership, working through such organisations as Eco-Schools, local parishes, environmental groups and with our partner Primary Schools.

#### **3. Involving all Stakeholders**

Children and adults (teachers, governors, parents, Local Authority, members of the community, local councillors, church representatives) will participate and evaluate

processes and initiatives carried out within the community. This will include Eco Council and Governors.

#### **4. Global and Community links will be nurtured and valued**

We will develop our links with our partner Primary Schools, St David's College, International schools and local Parishes. We will endeavour to support local, national and international charities e.g. CAFOD.

#### **5. Resources**

We will endeavour to recognise and develop resources that can be used to develop ESDGC within the school. This can include physical resources and professional development and training opportunities for those who require it i.e. linking with organisations.

##### **Management and Coordination**

The Extended Leadership Team with overview for ESDGC will provide a strategic overview of ESDGC within the school. He/she will coordinate and liaise with the ESDGC Link Governor, colleagues and pupils to monitor and evaluate the impact of ESDGC. Will disseminate new initiatives and developments within the school and report back to members of the Senior Leadership Team and Governing Body. He/she will seek to provide CPD to support the needs of the school and individuals.

The ESDGC Policy will be reviewed every three years and changes will be presented to the Governing Body to be ratified.

##### **Extra-Curricular Opportunities**

Our extra-curricular opportunities both as part of the curriculum through the Enrichment programme and after school clubs will seek to broaden pupils' understanding of sustainable development and global citizenship. The Student Council and Eco Council have the greatest input. There are opportunities for pupils to participate in trips during their participation in these activities at Mary Immaculate. For example, pupils have the opportunity to take part in trips, assist with the school garden, and take part in charitable events throughout the course of the year.

**Policy Approved:**

**Reviewed by JS September 2022**

**Policy Review Date: September 2023**