

## Introduction

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

- The needs and rights of both present and future generations
- Global issues such as climate change, environmental depletion, human rights, conflict and democracy
- The local and global implications of our actions both as individuals and as the wider school community and what we can do as a school community can do in response to these issues

## 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

- **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.

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 pupil's 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

**Policy Approved:**

**Reviewed** March 2020

**Policy Review Date:** March 2022