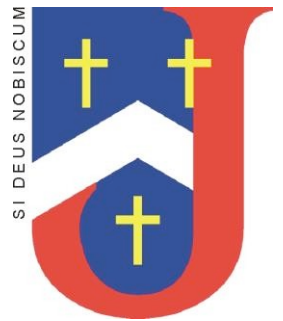


St. Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

**Education for Sustainable Development and
Global Citizenship Policy**

**35. Education for Sustainable
Development**



Education for Sustainable Development and Global Citizenship Policy

Person/s Responsible: Mr T.Nunn, Assistant Headteacher, all staff and all students!

St Josephs' was awarded Platinum Eco Schools status in 2016 and this was reaffirmed when over 50 ESDGC leaders met with the ECO schools inspector in January 2019.

Mr T.Nunn has responsibility for leading school ESDGC and is the first point of reference. However the aim is to ensure that all teachers, students and stakeholders, not just the ESD-group, develop, raise awareness, support and work to ensure that ESDGC is a strong, vibrant and characteristic of St Joseph's school. Any training needs can be highlighted through departments and appropriate INSET given where appropriate.

At St Joseph's Education for Sustainable Development and Global Citizenship (ESDGC) is: Educating and enabling our pupils to develop the knowledge, values and skills to participate in decision making that shapes today's world and the future.

The decisions are about the way we as Christians speak and act individually and collectively, in our school, local community, Newport, Wales, Europe and across the world.

One focus of the decisions has to sustainability, how we can manage the earth's resources correctly and ethically, to improve the quality of life now but crucially without damaging the planet for the future.

Our students also need to understand the global forces that shape their lives, to see how we as Christians have a duty to understand and care for our world and all people in an equitable and sustainable way.

(Our ESDGC definition has been influenced by Welsh Government's Guidance on Education for Sustainable Development and Global Citizenship and to the Wellbeing of future Generations (Wales) Act 2015.)

IMPLEMENTATION OF OUR ESDGC POLICY

We recognise that in order to educate our children in sustainable and global issues, we need to plan for and embed ESDGC into the curriculum and all aspects of school life, as well as demonstrating that we practice what we preach. We aim, therefore, to instill in our children **the Five R's**: Respect and Equality; Reduce; Re-use; Recycle; Restore.

Another fundamental aim of the policy is to ensure that we as a school promote understanding and acknowledgement of current local, national and international ESDGC issues.

As well as the 5 R's, 9 key concepts and 7 themes need to be at the heart of our ESDGC Education.

9 KEY CONCEPTS	7 THEMES
Interdependence	Wealth and Poverty
Citizenship and Stewardship	Identity and Culture
Needs and Rights	Choices and Decisions
Diversity	Health
Sustainable Change	Natural Environment
Quality of Life	Consumption and Waste
Uncertainty and Precaution	Climate Change
Values and Perceptions	
Conflict Resolution	

Education for Sustainable Development and Global Citizenship Policy

The tenets, themes and concepts will underline our work in the following ways.

The curriculum: We will address the explicit references to sustainable development and global citizenship where they exist in the National Curriculum Programmes of Study, Common Requirements and Key Skills. Maximum opportunity will be taken to exploit specific local, national or global events e.g. tsunami, anniversaries of world events.

The Environment: Our environment will be cared for through responsible stewardship. We will aim to minimise waste at all levels for example. Avoiding unnecessary photocopying and printouts, Re-using resources whenever possible, Sharing resources, Recycling as much waste as possible, working with pupils to avoid wasting food or dropping litter.

Global and community links will be nurtured and valued: We aim to make our school the center of our community, drawing upon the expertise within it whenever possible. This will include working in partnership with local groups such as Newport Wastesavers and the Welsh ECO Schools Network. We will seek to strengthen links with other schools in this and other countries. We will explore the concept of interdependence by pupils sharing their views about issues that the schools have in common.

Resources: We recognise the importance of having high quality resources that motivate children and support learning. A school policy on purchasing and using resources will be developed which takes into account environmental impact and fair trade. All resources will be evaluated to ensure they present a balanced, non-stereotypical view of the world.

ESDGC Themes

Important topical issues and the seven key themes will be explored in a number of ways including, assembly themes, research tasks and curriculum topics. This will be done in particular through the areas of Geography, Science, D.T., Welsh Baccalaureate and Mini Baccalaureate, pupil voice, charity work, and planning with kitchen, caretaking, site management and reprographics. The pupils, teachers and governors will seek to involve the local community in the promotion of this policy. Global and community links will also be nurtured and valued and all work will support the school's equal opportunities policies and practices.

1-Wealth and Poverty

Recognising that all human beings have certain needs, but that these needs are not always met in all places, in all societies.

Understanding that inequalities can seriously affect people's lives, but our actions as individuals/groups can make a difference in combating poverty.

Levels of wealth and poverty

The gap between the rich and poor both locally and globally

Basic needs and quality of life

The interdependent causes and impacts of poverty

How wealth is created

The perceived and real value of goods, services and relationships

Fair Trade

The right of future generations to access resources

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2-Identity and Culture

Recognising and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities

Personal and regional histories

Welsh language, culture and heritage

The impact of other cultures on Wales

How identities and culture influence actions

What constitutes a community?

Challenging stereotypes

Recognition that people hold different values

Recognising and challenging discrimination and prejudice

Peaceful resolution of differences

3-Choices and Decisions

Developing respect for self and others, accepting responsibility for personal actions and participating in group decisions

Understanding how our actions can have consequences for others

Democratic and non-democratic decision making at different levels

How to participate in decision making at different levels

How to present a point of view

The inter-connected consequences of making decisions

The role of Governments

How to be a participant in civil society

4-Health

Understanding the essential features of 'good health' and recognising the impact of choices about health issues on the quality of life for all people.

The importance of caring for self and others

The relationship between health and quality of life

Nutrition and sources of food

The impact of drug abuse on individuals and others

The value of different relationships

The impact of environment on health

The importance of access to clean water

5-The Natural Environment

Recognising the wealth, diversity and value of natural environments and how these can affect, and be affected by the actions of human communities.

Biodiversity

Endangered species

Conservation and the restoration of habitats

Human dependence on ecosystems

The interdependence of ecosystems

The impact of human activity on natural environments

Genetic modification Stewardship of resources and habitats

The role of natural environments in relation to quality of life

Education for Sustainable Development and Global Citizenship Policy

6-Consumption and Waste Sustainability

Understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business.

Renewable and non-renewable resources

Energy, food and water

Sustainable materials and design

The waste hierarchy

Ecological and carbon footprints

Supply chains

The rights of future generations to a quality of life

Quality of life versus standard of living

Reassessing values

Resolving conflicts over resources

7-Climate Change

Recognising that climate can be affected by many factors and that climate change affects humans and other living things.

Scientific evidence relating to climate change

The causes of climate change

The greenhouse effect

Global warming

The potential impacts and uncertainties of predictions

The precautionary principle

Preventative and adaptive responses

The impact of collective and individual actions

Ways of bringing about change

The impact on future generations

ESDGC Education for Sustainable Development and Global Citizenship

Health

- Understand the importance of a healthy lifestyle and acknowledge that basic needs must be met universally.

Natural environment

- Develop a respect for all living things and appreciate the relationship between people and the environment

Consumption & Waste

- Understand that resources are finite and this has implications for people's lifestyles, industry and future generations.

Climate change

- Recognise the importance of taking individual responsibility and action to make the world a better place.
- Understand the range of alternative ways to both save and generate energy.

Culture & Identity

- Understand, respect and value human diversity — cultural, social and economic.
- Recognise the negative impact of discrimination and prejudice on groups and individuals.

Wealth & Poverty

- Understand how people, the environment and the economy are inextricably linked, both locally and globally.

Choices & Decisions

- Understand that our choices and decisions have far reaching consequences on others.

ESDGC
Yosmita Jayasing 2014.

OTHER RELATED POLICIES: Strategic Equalities Policy, Charities, Bullying awareness.