



Sustainable Development Policy

Dyddiad Cymeradwyo a Dyddiad Adolygu
Date Approved and Review Date

*Gweler Cynllun Adolygu Polisiau
See Policy Review Timetable*

Education for Sustainable Development and Global Citizenship Policy ESDGC

At Ysgol Dyffryn Conwy we recognise that Education for Sustainable Development and Global Citizenship prepares pupils for life in the Twenty First Century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

Education for Sustainable Development helps our pupils to develop the knowledge and skills to make informed decisions about the way we live our lives, and to improve our quality of life whilst protecting the planet for future generations.

Education for Global Citizenship enables our pupils to understand the values and skills to help us make decisions which promote an equitable and sustainable world.

Eco-Code

E - Everyone is responsible for the environment of the school and its grounds

A - Always put litter in a bin

R - Reduce, reuse and recycle

T - Turn off lights, taps and electrical equipment (e.g. computers, screens and printers)

H - Help us to become responsible global citizens.

In order to educate our pupils and staff in sustainable and global issues our Eco Council are active in ensuring that the above code is visible around the school e.g. through our Eco Council notice board and numerous posters around the school focusing on our use of energy and how we look after our environment e.g. rubbish disposal.

Within the ACCAC guidance Education for Sustainable Development and Global Citizenship (2002) nine key concepts are outlined. We endeavor to promote the concepts in the following ways:

1. **Through the Curriculum:** Although all subjects contributes to the development of ESDGC within their learning plans, we have prioritised the contribution of key subject such as Geography, Science, PSHE and the BAC.
2. **Environment and Community Links:** We will continue to develop links and partnerships with organisations such as Eco Schools, Fair-trade Schools and Healthy Schools. This will help us to encourage responsible stewardship which will raise the profile of ESDGC within school.
3. **Involving all stakeholders in contributing to and evaluating our ESDGC provision:** Eco Council, School Council and all pupil forums, community and LA partners (including Sodexo), Leaders at all levels, teachers and support staff, governors and parents
4. **Global and Community links nurtured:** We will seek to make links with other schools- feeder primary schools, other secondary schools and schools within other countries.
5. **Resources:** We will endeavour to recognise and develop a vast variety of resources and information sources that we can draw from within the school. In addition we encourage pupils to evaluate resources to ensure that they represent a balanced view of the world.
- 6.

7. Responsibilities:

ESCGC Co-ordinator: Assistant Head, Miss Llio Japheth

Role: The ESDGC co-ordinator will develop, raise awareness, support and work with colleagues to monitor and evaluate the area. Further developments including training will be identified within the School Improvement Plan and the school performance management cycle.

Eco Schools Co-ordinator and Eco Council Facilitator: Mrs Anna S Roberts

Role: To Co-ordinate the work of the Eco Council. Work in partnership with the School's Health Co-Ordinator, Assistant Head and LA and National Organisations e.g. Conwy Council, Sodexo, Green Schools/Eco Schools Officer and LA Healthy Schools Officer to develop the role and impact of the Eco Council. To monitor the work of the Eco Council and support them in identifying and responding to priorities.

Eco Council

To lead on ESDGC on behalf of all pupils identifying priorities, planning and implementing core priorities and actions, evaluating progress and reporting to their peers through the School Council, Year and Class Forums, Assemblies, the School Website and the Eco Council Noticeboard.

Middle Leaders:

Role: To evaluate and plan for the development of ESDGC within their subjects, areas of responsibility, or year groups' PSHE programmes. To liaise with their SMT link and/or the ESCGC Co-ordinator in evaluating and planning for ESDGC.

Teachers:

Role: To be aware of how ESDGC can be developed within their subject teaching and pastoral roles. To plan for ESDGC within their day to day teaching and over time. To support pupils in their development of ESDGC e.g. through supporting the work of the Eco Council and School Council.

Learning Outcomes:

Key Concept	Outcomes	Examples
Interdependence	<p>This concept involves an understanding about the connections and links between all aspects of people’s lives and places at a local and global level, and that decisions taken in one place will affect what happens elsewhere. Pupils should develop an understanding that living things depend on each other and should acquire a sense that all living things have value. This should lead to an understanding that what people do elsewhere affects them, the places they live, other people, and plants and animals. They should become increasingly aware of the global context within which trade, industry and consumption operate.</p>	<p>Local and global issues e.g. tsunami, hurricanes, flooding</p> <p>Fair-trade fortnight and BOBs project</p>
Citizenship & Stewardship	<p>This concept recognises that people have rights and responsibilities to participate in decision making and that everyone should have a say in what happens in the future. This involves a willingness to act as responsible citizens while developing the ability to engage with and manage change at individual and social levels. Pupils are expected to know and understand the connection between personal values, beliefs and behaviour and how the school and community can be managed more sustainably and equitably.</p>	<ul style="list-style-type: none"> • Equality Plan • Anti-bullying Policy and activities • Anti-racism / Stereotypes • Charities • Healthy Schools • Family • Eco-schools and Healthy schools Awards • Recycling • Fair-trade
Needs and rights of future generations	<p>This concept is about learning how we can lead lives that consider the rights and needs of others and recognising that what we do now has implications for what life will be like in the future e.g. discussion could cover rights of the child, common human rights and sustainable change.</p>	<ul style="list-style-type: none"> • School/community rules • School council • Rights of the Child • Behaviour Policy and Inclusion

Key Concept	Outcomes	Examples
Diversity	This concept is about understanding the importance and value of diversity in people’s lives – culturally, socially, economically and biologically and realising that all our lives are impoverished without such diversity. Through learning, pupils should appreciate cultural and biological diversity in the school and locality and eventually be able to reflect on and engage in, debates and decisions on political, technological and economic changes which impinge on diversity and sustainability	Equality, Diversity PSHE Programme – Health Education Geography, Science and RE Curriculum Assemblies and Curriculum Cymreig work
Quality of life, equity and justice	This concept recognises that for any development to be sustainable, it must benefit people in an equitable way. It is about improving everybody’s lives. At a basic level this involves understanding the essential differences between needs and wants and developing a sense of fairness and respect. It involves understanding the difference between quality of life and standards of living and seeks a good quality of life for all people, at local, national and global levels and an appreciation of why equity and justice are necessary to an equitable and sustainable society.	Fair Trade and Charity activities Voluntary work and community hours PSHE and BAC programme
Sustainable change	This concept promotes an understanding that there are limits to the way in which the world, particularly richer countries can develop. The consequences of unmanaged and unsustainable growth might include increased inequality between different groups, poverty, hardship and the degradation of the environment, to the disadvantage of everyone. This involves pupils in understanding how their home and school may be managed more sustainably and beginning to question decisions, practices and processes that affect sustainable development issues.	<ul style="list-style-type: none"> • Recycling • Eco-schools • Healthy Eating • Using school grounds • Safe Routes to School • Future bike sheds • Lift sharing/walking • Assemblies • Year7 School Garden Project
Uncertainty and precaution	This concept Involves a realisation that because people are learning all the time and that their actions may have unforeseen consequences, they should adopt a cautious and questioning approach to the welfare of the world and its peoples. This implies understanding that different people want to do things in different ways and are able to listen to arguments and weigh evidence carefully. Pupils should thus be able to think critically, systematically and creatively about ESDGC.	Attitudes and values Stereotypes Bias (newspaper/media) Thinking Skills

Key Concept	Outcomes	Examples
Values and perceptions	This concept helps develop a critical evaluation of images of, and information about local, national and global economies, environments and peoples. Builds an appreciation of the effect these have on people's attitudes and values and how negative or selective information can contribute to stereotyping and prejudice.	Challenging Stereotypes – e.g. in PSHE, RE, Geography, Language subjects ...
Conflict Resolution	This concept promotes an understanding of how conflicts can be a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony. Develops learning skills to discuss, negotiate and respond to personal and general conflict.	<ul style="list-style-type: none"> • School Council and Pupil Voice Forums • Peer mentoring and restorative justice projects • Class/school expectations and rules