



PENTREBANE PRIMARY SCHOOL EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP POLICY

March 2024



Sustainable Development and Global Citizenship is a term that has many and varying definitions. At Pentrebane Primary School, we have adopted our own simple mission statement that we believe can be equally understood by children and adults alike:

“Pentrebane – where we learn and grow together to become what we want to be”

In defining our mission statement, we have paid due attention to the definition expressed in ACCAC’s ‘Guidance on Education for Sustainable Development and Global Citizenship’ (2002):

Rationale:

Pentrebane Primary School is committed to preparing pupils and staff for a sustainable lifestyle through its teaching and practices. Enabling pupils to think critically about issues and make informed choices; in caring for themselves, each other and the wider world.

Purposes:

- To circulate this policy to all those working for or on behalf of the school and to any other interested parties.
- To work with the whole school and local community, to raise awareness and adopt environmental good practice and reduce adverse effects on the environment.
- To focus on issues which matter to the school and local community whilst also developing an awareness of the impact on global issues.
- To meet the requirements of Every Child Matters through the education for sustainable development and show how this is reflected in the life and ethos of the school.
- To integrate the principles, values and practices of education for sustainable development into the school curriculum.
- To set continuous improvement targets to encourage and maintain an active approach to advancing education for sustainable development.
- To ensure the education for sustainable development is monitored and reviewed.
- To review, publicise progress and update this policy annually or whenever a change in circumstances requires.

Guidelines:

1. The curriculum will promote the six strands of the sustainability agenda – Consumption and waste, global, climate change, local focus, wildlife and nature and rights and responsibilities.
2. The children will learn how the school cares about its energy consumption. The waste it produces, the food it serves, the traffic it attracts and the difficulties faced by people living in its community and in other parts of the world.
3. The Foundation Phase - Knowledge and Understanding of the world – a sense of place.
4. The Eco-Committee meets regularly to respond to global challenges.
5. Global citizenship is developed across the school through contact with schools overseas and also by studying about different localities around the world – comparing and contrasting.
6. All staff and children in school recycle paper.
7. Children are encouraged to save resources – turning off lights, taps, fridge, computers off, not to waste paper towels and use of recycling bins. The eco-council monitors work in this area across school.
8. Local focus – the children regularly make visits around the local community.
9. All visits are made as appropriate to learning. Work and visits also include the use of the school grounds and the local community.
10. Links with local organisations such as recycling ventures, should be used to promote the children’s understanding of these organisations and sustainability.
11. Available resources where appropriate should be used to promote sustainability.
12. Show an appreciation of physical and climatic variations and how these affect the lives of people.

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 for the future.

Education for 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.

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 instil in our children **the Five Rs**:

- ◆ Respect and Equality;
- ◆ Reduce;
- ◆ Re-use;
- ◆ Recycle;
- ◆ Restore.

Working together, building an inclusive and nurturing community of kindness, honesty and respect.



These tenets will under line 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. We will ready ourselves for the new Curriculum January 2020. Maximum opportunity will be taken to exploit specific local, national or global events e.g. tsunami, anniversaries of world events.
- 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, Really Rubbish Campaign, LA and Local Council Departments.
- Involving all stakeholders:** Children and adults (teachers, governors, parents, LA, members of community, local councillors, church representatives), alike will participate in evaluative and management processes e.g. Governors, School Council and Eco-Committee.
- Global and community links will be nurtured and valued:** We aim to make our school the centre of its community, drawing upon the expertise within it whenever possible. We will seek to make 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. Resources are not always physical e.g. British Council offers a gateway to finances, links and training information. Some resources will be held at school level and 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. Other resources will be shared through effective networking. Further resources can be obtained from outside agencies e.g. School Library service and LA.

Learning Outcomes

Themes		Examples that might be found in school
CONSUMPTION AND WASTE is about:	Sustainability; understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business.	Recycling Eco-schools Healthy Eating Using school grounds
CHOICES AND DECISIONS is about:	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.	Racial Equality Action Plan Anti-bullying Anti-racism Stereotypes Charities Healthy Schools Family Numeracy/Literacy Eco-schools Recycling Fair Trade
HEALTH is about:	Understanding the essential features of 'good health' and recognizing the impact of choices about health issues on the quality of life for all people.	Healthy Schools Healthy Tuck BHF Jump rope for your heart
CLIMATE CHANGE is about:	Recognising that climate can be affected by many factors and that climate change affects humans and other living things.	Local and global issues e.g. tsunami, hurricanes, flooding Fairtrade
IDENTITY AND CULTURE is about:	Recognizing and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities.	Racial Equality Action Plan Anti-racism Stereotypes Multicultural resource boxes International Linking
THE NATURAL ENVIRONMENT is about:	Recognizing the wealth, diversity and value of natural environments and how these can affect, and be affected by the actions of human communities.	Environmental packs Biodiversity Plans Woodland area
WEALTH AND POVERTY is about:	Recognizing that all human beings have certain needs, but that these needs are not always met in all places, in all societies and understanding that inequalities can seriously affect people's lives, but our actions as individuals/groups can make a difference in combating poverty.	Fair Trade Global Equity Literacy books and poems Making Poverty History Charities

Environmental Focus

Litter and Waste

We will endeavour to:

- re-use single sided paper.
- photocopy on both sides.
- print two pages to a sheet, where possible.

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- check carefully that we are only printing essential pages.
- where possible, ask pupils to share worksheets or put the work on the interactive whiteboards.
- where possible, laminate documents used frequently, especially outdoors.
- recycle waste such as paper, metal cans, foil, and plastic bottles.
- reduce the amount of waste produced.
- ensure all classes have scrap paper trays.
- use scrap paper instead of a clean sheet of paper, wherever possible.
- help to keep grounds free of litter by ensuring pupils and staff put rubbish into the appropriate bin.

Water

We will endeavour to:

- make pupils aware of the link between water use and financial cost and encourage them to turn off taps.
- help pupils and the wider community understand that conserving water is vital to our future.

Energy Use

We will endeavour to:

- switch off lights and whiteboards in classrooms before leaving the classroom.
- ensure all computer monitors are switched off whenever they are left unattended.
- ensure that radiators are managed efficiently.
- turn off laminating machine etc. as soon as the use of the appliance is finished.
- turn off any tap left running and report any defective taps to the caretaker.
- encourage children to participate in all the energy saving activities.
- make all members of the school community aware of the link between energy use and financial cost.

Transport

Although we have identified that the vast majority of our parents and children walk to school, we will continue to:

- raise awareness about the impact of transport to the environment and to people's health.
- maintain adequate and safe facilities for pupils and staff cycling and walking to school.
- implement an effective awareness programme on road safety for pupils.

Purchasing Policy

We will endeavour to:

- check environmental standards of suppliers and contractors.
- endeavour to purchase paper and other stationery that is recycled or from sustainable managed forests.
- ensure that tea and coffee in all staff areas is fair-trade.

The Outdoor Environment

We will endeavour to:

- ensure that the grounds provide for recreational use by pupils as well as provision to undertake exercise.
- be aware that the school grounds provide the visitor with the first impression of the school and will influence the attitude and behaviour of the pupils.

Healthy Living

We will endeavour to:

- be aware that good mental as well as physical health at an early age not only helps avoid future health problems such as obesity and heart disease: It can also improve pupils' ability to learn.
- maintain a healthy school by looking holistically at issues of exercise, diet, the aesthetic quality of the school and its grounds.

The Premises Committee

The Premises Committee will recognise the signs of energy wastage and take steps to rectify them. This might involve a full report going to the Governing Body. Staff will be kept informed at appropriate times.

The Caretaker:

Will support pupils from the eco committee:

- to record energy use and report to the Premises Committee any unusual increase.
- to check that outside lights are not left on during the day time unless required for safety/security.
- to note lights that fail so that faults can be diagnosed.
- to monitor the heating and hot water systems so that they run at maximum efficiency.
- to reduce water costs by reducing waste wherever possible.

Racial Equality:

ESDGC merges with areas covered by Racial Equality. It is essential to bear in mind that there are differences. It is easy, but inappropriate, to teach ESDGC without bringing in a racial equality dimension or perspective. To embed ESDGC and Racial Equality as an ethos within the school community, they will be linked and those links made explicit.

Equal Opportunities:

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All work on ESDGC supports the school's equal opportunities policies and practices.

Health and Safety:

We adhere to the requirements and recommendations of the LA's Health and Safety Policy. Parental permission is sought for all work off site and also in those activities in the school grounds that involve pupils taking action, e.g., litter sorting and recycling etc. Advice is taken from outside agencies.

Mrs E. Prescott
Headteacher

Mr D Corp
Chair of Governors