

# PORTFIELD SCHOOL & SATELLITE CENTRES



## POLICY DOCUMENT FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP (ESDGC)



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**Reviewing the Policy**

This policy is reviewed by the teaching staff led by the ESDGC Co-ordinator and Governors biennially or sooner if required.

Headteacher .....

Date .....

Chair of Governors .....

Date .....

## **POLICY STATEMENT FOR ESDGC**

### **MISSION STATEMENT**

Working together      Learning together      Achieving together

At Portfield School we strive to:

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone;
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills;
- Meet individual needs through an imaginative and flexible approach;
- Enable all learners to achieve their full potential.

#### **UNCRC United Nations Convention on the Rights of the Child**

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

### **Introduction**

This policy outlines the aims, principles and strategies that are used to further the teaching and learning of ESDGC in Portfield School Pembrokeshire. It reflects the consensus of opinion of the entire teaching staff.

### **The Nature of ESDGC**

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.

However, ESDGC should not be seen as an additional subject. It is more than a body of knowledge as it is about values and attitudes, understanding and skills. It is an ethos that can be embedded throughout the school, an attitude to be adopted, a value system and a way of life.

## The aims of ESDGC at Portfield School

Through our formal and informal curriculum, we aim to provide ESDGC that:

- enables our students to acquire knowledge, understanding and skills to engage effectively and enthusiastically with issues of sustainable development and global citizenship (i.e. environmental, economic and social issues);
- encourages them to examine and interpret the environment, both locally and globally, from a variety of perspectives;
- arouses our Student's curiosity about the environment, society and economy in which they live;
- encourages them to participate actively in resolving problems associated with sustainable development in our locality and the development of our school as a sustainable community;
- gives students 'first-hand' experiences within the environment - our school grounds, our immediate locality and other visits within the region and beyond;
- helps students to develop an informed concern about the environment and the planet;
- involves them in finding practical ways of ensuring the caring use of the environment and its resources, now and in the future;
- allows Students to participate in the school decision-making processes; and
- Gives them opportunities to express their views through discussion and debate.

## Roles and responsibilities

ESDGC is **not** a separate subject; a series of discrete concepts or topics; confined to the classroom; the responsibility of just one teacher. Rather it needs to be addressed by the whole school community, not just by the teachers and learners, but by parents, carers, governors, visitors and non-teaching staff.

For ESDGC to be effective it needs to be embedded across the curriculum and infused throughout the life of the school.

*Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document Rights to Action, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people. ESDGC makes a significant contribution towards establishing these rights.*

**All members of the teaching staff have a responsibility for the teaching of ESDGC and ensuring that:**

- ESDGC is part of the ethos, pedagogy and organisation of our school;
  - ESDGC is about the messages inherent in the way the school is organised and managed;
  - ESDGC is something that we “do” in school, as well as teach;
  - ESDGC is coordinated across the whole school.
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- **For the teaching staff this means:**
  - Preparing learners for the new challenges that will be a part of their future such as climate change and international competition for resources;
  - Developing learners’ worldview to recognise the complex and interrelated nature of their world;
  - An approach to teaching and learning to which every subject can contribute; and building the skills that will enable learners to think critically, think laterally, link ideas and concepts, and make informed decisions.

**For our students this means:**

- Being encouraged to care for themselves, each other and their environment;
- Having a right to know about the issues for their future;
- Appreciating their role in the school community, the local community and the global community;
- Discovering that, whatever they are studying, there are connections with the “big picture” of the wider world; and
- Gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act.

### **Organisation of teaching and learning**

At Portfield School we are working to reduce environmental and social barriers to inclusion and offering opportunities for all students to achieve their full potential in preparation for further learning and life. The School plans for, and works with specialist services to ensure relevant and accessible learning experiences. The school achieves this through improved access to the curriculum; physical improvements to increase participation in education and the provision of information in appropriate formats.

The revised curriculum in Wales 2008 “aims to be up-to-date and motivating for all learners”. Content has been revised to produce an enriched curriculum that will motivate and meet the needs of individual student and “prepare them for life in the twenty-first century” (Making the Most of Learning 2008). All students should gain deeper

understanding of topics and be more critical of evidence in order to make reasoned judgments and decisions and "be better prepared for the challenges of school and the wider world".

These aims underline the importance of ESDGC and its associated skills. There are opportunities to teach about the issues that concern and interest students through every topic area and, using the Skills framework for 3 - 19 year olds, learners and teachers can be encouraged to work across the curriculum using a range of methodologies based on planning, developing and reflecting to explore ideas and make sense of the world. Developing thinking, communication, ICT and number skills as well as skills of co-operation and collaboration will help students to become active global citizens, willing to engage with issues and take action to bring about change.

ESDGC is inherent from Foundation Phase, where the emphasis is on experiential learning activities both indoors and outdoors and developing an awareness of the environment and the diversity of the people who live there, through to Lifelong Learning. It is required in all subject orders and is explicit in PSHE, Geography, Design and Technology and Science. ESDGC is also found as a strand in the PSE Framework which stresses the importance of personal attitudes and values, self-respect and respect for others, participation locally, nationally and globally with a view to preparing students for the challenges, choices and responsibilities of work and adult life.

### **Staff modify the ESDGC framework for the students by:**

- maintaining, reinforcing, consolidating and generalising previous learning, as well as introducing new knowledge, skills and understanding;
- focusing on one aspect, or a limited number of aspects of the Key Stage related skills development in depth or in outline including experiences that let students at early stages of learning gain knowledge and understanding of ESDGC in the context of everyday activities;
- helping students experience ESDGC for themselves; at first, by using a sensory approach to experience and investigate familiar places, and then by contact with different people.

### **The Common Areas of ESDGC**

ESDGC has relevance for all aspects of school activity and for all those involved with the school. The WAG document ESDGC - A Common Understanding for Schools (065/2008) - looks at 5 common areas for ESDGC:

1. Commitment and leadership
2. Learning and Teaching
3. School Management
4. Partnerships and community
5. Research and monitoring

## **The common understanding for ESDGC**

The common understanding for ESDGC has statements on values and attitudes, and knowledge and understanding through the framework based on the following seven interconnected themes.

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

*(For more detailed information about the themes please refer to the framework).*

## **Progression in ESDGC**

Opportunities for ESDGC for students to develop skills are identified in schemes of work for all Key Stages. The framework suggests a progression of how students can develop their skills within ESDGC. It shows how ESDGC relates to the non-statutory Skills framework. As stated in the skills framework it is recognised that learning and skills' development does not always happen in a neat linear way (for more information see the Skills framework for 3 to 19 year olds in Wales).

## **Improving access to the ESDGC across the curriculum**

At Portfield School we seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all students including those who use a means of communication other than speech.

**Staff make ESDGC more accessible by focusing on the senses. They can improve access by:**

- using materials and resources that students can experience and understand through sight, touch, sound, or smell, for example, sensory trails, multi-sensory environments, such as simulated rain forests;
- organising activities to make up for a lack of first-hand experiences, for example, simulated environments, theatre, role-play, reconstructions;
- giving students first-hand experience of site visits and fieldwork and environment walks.

## **ESDGC can also be made more accessible through:**

- using ICT, visual and other materials to help students develop their knowledge of their own surroundings and the wider world, for example through stories, music, film, artefacts and clothing adapting tasks and environments and providing other activities where necessary, for example using less detailed maps, models;
- Support from adults and others but giving students space and freedom to do things for themselves and allowing them time to respond.

ESDGC can help students to develop their broader communication and literacy skills through encouraging interaction with other students as well as staff. With some students, communication and literacy skills will develop through using a range of visual, written and tactile materials, for example, large print, symbols and symbol text, or through using ICT and other technological aids. With other students, these skills will develop through using alternative and augmentative communication, for example, body movements, eye gaze, facial expressions and gestures including pointing and signing.

## **Skills across the curriculum**

### **Developing thinking**

Students develop their thinking across the curriculum through the processes of planning, developing and reflecting. Through ESDGC, students develop their thinking skills through investigation, planning and enquiries. They ask and answer questions, and gather, sort and evaluate information. They draw conclusions, make decisions and form opinions about sustainable development and global citizenship issues that affect the world around them. They reflect on what they have learned in one context to develop more abstract understanding and apply their knowledge and skills in new contexts.

### **Developing communication (incorporating the literacy Framework)**

Students develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication. With ESDGC, students select, use, apply and combine a variety of skills to communicate their understanding of the issues, through images and extended writing with specialist terminology. Through their investigations they learn to acquire information, assess the authenticity and bias of data and media reports and adapt their own presentations to different audiences. In discussing sustainable development and global citizenship issues, they develop and justify their ideas, views and opinions in debates and through multimedia presentations.

### **Developing ICT**

Students develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. With ESDGC, students use their ICT skills to access the internet for information. They use different databases, spreadsheets, and multimedia to identify



relationships and patterns. They use equipment to gather and organise information and select programmes to enhance the presentations of findings.

### **Developing number (incorporating the Numeracy Framework)**

Students develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings. With ESDGC, students apply number skills in the classroom to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

## **Learning across the curriculum**

### **Curriculum Cymraeg**

Wales is a unique country, with its own culture, language and government - a government that has a duty to promote sustainable development. This duty was defined under the Government of Wales Act 1998 and is still very much on the agenda. To be sustainable, Wales should promote an economy that makes minimal demands on the environment; take action on social justice to tackle poverty, and ensure diversity and biodiversity to enhance its communities. It should value its people and support them to live healthy and interdependent lives. However these things cannot be achieved in isolation and in order for Wales to be a sustainable country it must contribute at a global level. Wales plays an important role in NRG4SD (National Regional Governments for Sustainable Development) and has established global links through Wales for Africa and the Gold Star Communities to strive to achieve the Millennium Development Goals.

### **Personal and social education**

Students should be given opportunities in ESDGC to study their role as local and global citizens and appreciate the diversity of communities in Wales and other countries. They investigate how and why environments change and the importance of sustainability. They learn about the links between producers and consumers and how people's economic and environmental actions in one part of the world can impact on the lives of others. They learn to use information about places and peoples to counter stereotyping, make well-informed judgments about issues, develop their own views and opinions, and appreciate the values and attitudes of others.

### **Careers and the world of work**

In ESDGC, students have opportunities to investigate factors that affect the economy in their local community, in Wales and globally. They learn about the connections between producing and consuming and the potential impact on employment opportunities, including on their own career development. They develop their understanding of terminology used in the world of work such as cheap labour, competition, service industries. They consider how economic processes are changing Wales and have opportunities to discuss how sustainability and global issues affect the world of work.

They also develop valuable work-related skills and techniques, including the use of GIS, using and creating maps, conducting surveys, analysing data, and carrying out investigations.

## **Learning entitlement**

At Portfield School we ensure that all students are engaged as full members of the school community, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. The school teaches in ways appropriate to students' developing maturities and abilities and ensure that students are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, students at Portfield School experience a variety of learning and teaching styles. To enable all students to access relevant skills, knowledge and understanding at appropriate level, the school uses content from earlier phases or key stages within the curriculum. The school uses material in ways suitable for the students' age, experience, understanding and prior achievement to engage them in the learning process. For students working significantly below the expected levels at any key stage, the school uses the needs of the student as a starting point and adapt the programmes of study accordingly.

Where it is not possible to cover the content of all of the programmes of study for the Foundation Phase or/ and each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning. For more-able and talented students working at higher levels, the school will provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning.

Equal opportunities legislation covering age, disability, gender, race, religion and belief and sexual orientation places a duty on the school towards present and prospective students to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

At Portfield School we develop in every student a sense of personal and cultural identity that is receptive and respectful towards others. In school we plan, across the curriculum to develop the knowledge and understanding, skills, values and attitudes that enable our students to participate in our multi-ethnic society in Wales. The school uses approaches that support the ethnic and cultural identities of all students and reflect a range of perspectives, to engage students and prepare them for life as global citizens.

## **Assessment, Recording and Reporting**

Student's ESDGC skills and knowledge will be assessed through the subjects of Geography, PSHE, DT, Science, English (communication), mathematics, ICT and key skills. A portfolio of ESDGC/ Geography related evidence is being developed.

### **Monitoring and Evaluation**

At Portfield School we monitor and evaluate the extent to which we behave in a sustainable way, which contributes to global citizenship. Monitoring of ESDGC within the school is carried out by the subject coordinator in consultation with the Headteacher. This takes the form of discussion with staff, examination of planning, and the students' achievements and awards achieved. We self-evaluate our progress using the 'Self-evaluation tool' from the framework (065/2008).