

Bishop Vaughan Catholic School

ESDGC Policy

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Introduction

'The cry of creation prompts us all to ask: What then should we do? (Luke 3:10). What is needed is not merely a feeling of vague compassion or shallow distress at the hardships of many people, both near and far. On the contrary, it is a firm and persevering determination to commit ourselves to the common good: that is to say, to the good of all and of each individual because we really are responsible for all. (Pope John Paul II, *Sollicitudo Rei Socialis*, 1988, Section 38).'

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

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

**".. protect the planet on which we live — respect God's creation."
(<http://www.usccb.org/faithfulcitizenship/FCStatement.pdf>)**

As stewards called by God to share the responsibility for the future of the earth, we should work for a world in which people respect and protect all of creation and seek to live simply in harmony with it for the sake of future generations. An example of stewardship is in Genesis 2:15. "And the LORD God took the man, and put him into the garden of Eden to dress it and to keep it."

In developing our policy, we have paid due attention to the most recent national guidance on the promotion of Education for Sustainable Development and Global Citizenship:

- *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.
- *Making the most of learning* (DCELLS, 2008) which names ESDGC as a cross-cutting theme throughout the curriculum.
- *The Personal and Social Education Framework* (DCELLS, 2008) which contains ESDGC as one of its five themes.
- National Curriculum subject orders which contain many examples of ESDGC. Each has a statement on the subject relevance for ESDGC in PSE (DCELLS, 2008).
- The Estyn Inspection guidance for ESDGC *Update on inspecting education for sustainable development and global citizenship in schools* (Estyn, 2006).
- WG guidance for aiding the delivery of ESDGC in schools – *ESDGC; information for teacher trainers and new teachers in Wales*. (WG, 2008)

- The Estyn thematic report on - *Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales* – (Estyn 2006)
- 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.
- 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.
- The Estyn Inspection guidance for ESDGC *Update on ESDGC - Progress in education for sustainable development and global citizenship* – (Estyn 2014)

At Bishop Vaughan:

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. 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 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. 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.

A Whole School Approach to ESDGC

If Bishop Vaughan is to succeed, ESDGC needs to be addressed by the whole school community, not just teachers and learners, but parents, carers, governors, visitors, non-teaching staff and the wider community. To be effective, ESDGC needs to be embedded across the curriculum and infused throughout the life of the school. There must be an awareness of what this means:

For Bishop Vaughan School, ESDGC is:

- part of the ethos, pedagogy and organisation of the school;
- about the messages inherent in the way the school is organised and managed;
- something that requires school to “do” as well as teach;
- something that requires co-ordination across the whole school; and
- something that Estyn will inspect.

For teachers at Bishop Vaughan School, ESDGC is about:

- a whole-school approach to education;
- 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' world view 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 learners at Bishop Vaughan School, ESDGC is about:

- being encouraged to care for themselves, each other and their environment and develop life-long skills;
- the issues they have a right to know about 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.

Implementation of our ESDGC policy

We recognise that in order to educate our children in sustainable and global issues, we need to go beyond the formal curriculum and demonstrate that the school practices what it preaches. We aim, therefore to instil in our children **the six Rs**:

Rethink Reuse Repair Recycle Refuse Reduce

There is a **seventh "R"** which is **respect** without which the others would not be possible. These tenets will under line our work in the following ways:

- 1. The formal curriculum:** we will address the explicit references to sustainable development and global citizenship where they exist in the National Curriculum Programmes of Study, particularly in Science, RE and Geography, and within DCELL's PSE Framework 2008. Where possible, links between ESDGC and other curriculum areas will be explored, for example in Welsh/ English, D&T, Art etc.
- 2. Informal Curriculum:** by the provision of out of school activity under the auspices of 5x60, the Santiago pilgrimage, Everest base camp expedition, healthy eating club etc (See GC audit).
- 3. Environment:** Our environment will be cared for through responsible stewardship. We will actively seek partnership working through such organisations as City and County of Swansea Waste Management Service, Eco-Schools, SSSS, Organic Centre Wales, BOBL.
- 4. Involving all stakeholders:** Children and adults, teachers, governors and parents alike will participate in evaluative and management processes, through our School Council, 6th Form Charity Group and Eco representatives.

5. **Resources:** Resources will be managed carefully and wisely. Produce from the Herb Garden and Orchard will be used by the school canteen, healthy eating club and by cookery classes.
6. **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.

Learning Outcomes

These can be viewed in the Welsh Assembly Government Document “ESDGC- A Common Understanding for Schools”.

Assessment, recording and reporting

The work that the pupils do in different subjects that involves ESDGC will be assessed as other aspects of those subjects are assessed. Some of this work may be formally assessed but much will be informally assessed. Work carried out outside the boundaries of National Curriculum or other accreditations will be assessed informally. Work undertaken through the formal and informal curriculum will be assessed by Sustainable Schools Award and Eco-schools. Significant achievements will be reported to all stakeholders.

Co-ordination and staff INSET

The teacher who has the ESDGC responsibility has attended LA courses on ESDGC and provides updates for the rest of the staff. Further in-school training, led by/ secured by this teacher, has and will take place on a 3 year cycle. Training for NQT's and Teach First will be carried out annually.

Extra-curricular and out of school opportunities

Our extra-curricular provision allows our pupils to broaden their understanding of sustainable development. We participate in the Eco-Schools initiative and have a strong pupil voice that provides a forum for pupils to express their views, plan action campaigns and feedback to governors. We participate in the 'Swansea Sustainable Schools Scheme' and the Eco-schools project. Our school regularly promotes and sells a range of fresh fruit and 'Fair Trade' items.

Leadership and management roles and responsibilities

A governor has a responsibility for ESDGC and is also a member of the Eco-Committee. This governor is the first point of reference for ESDGC on the Governing Body. The Co-ordinator for ESDGC monitors the quality of provision within curriculum plans. The Eco-committee monitors and evaluates progress towards sustainability of the school community. It provides information for a termly bulletin to celebrate achievements and inform and involve the school community in developments. Action plans are drawn up by the Committee each year, outlining what further work will be carried out. These are presented at meetings of the governing body for comment and then are incorporated in to the school improvement planning cycle. Developments have been reported in the Annual Report to Governors.

Research, Monitoring and Self Evaluation

Retaining an overview of ESDGC in a school is essential to ensure a whole-school approach and continued progress in this area. It is important to identify the connections between different activities across the school, thus reflecting the interdependent nature of ESDGC. Researching possible developments, monitoring resource use and auditing the curriculum can all contribute to a joined-up approach. These actions will also link into the ESDGC aspects of an Estyn inspection.

Health and safety

Parental permission is sought for all work off site. We adhere to the requirements and recommendations of the LA's Health and Safety Policy. This policy will be reviewed every 2 years and will be changed accordingly.

Copies of this policy are available on our website, in policy folders on the school network and can be made available on request.

Date: June 2017

Review Date: June 2019

Review Date: June 2021

Review Date: June 2023

Next Policy Review Date: June 2025