

Oystermouth Primary School



Policy for Education for Sustainable Development and Global Citizenship (ESDGC)

INTRODUCTION

Oystermouth Primary School is in the village of Oystermouth, in Mumbles, about five miles west of Swansea city centre. The school caters for 235 pupils between the ages of three and eleven, including 42 children who attend the nursery in the morning or afternoon. There are eight single-age classes in the school. The number on roll has remained relatively stable over the last few years. According to the school, the area it serves is relatively advantaged. Many pupils have above average basic skills on entry. Around 3% are entitled to free school meals, which is well below national and local averages. A very few pupils come from an ethnic minority background or speak English as an additional language. No pupils use Welsh as a first language or are looked after by the local authority. The school has identified about 22% of pupils as having additional learning needs, which is around the national average; and a few of these have statements of special educational needs.

Educational for sustainable development and global citizenship 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”

(ACCAC, Estyn, National Assembly & DFID, 2002).

At Oystermouth Primary School we have adopted our own simple definition that we believe can be equally understood by children and adults alike:

There are **4 ‘R’s’** in sustainable development and global citizenship:

Reduce

Re-use

Recycle

Repair

Education for Sustainable Development & Global Citizenship: School Policy

At Oystermouth Primary School we believe that ESDGC is education that will prepare young people for life in the 21st century. By endorsing ESDGC we commit ourselves to improving the quality of life now, without damaging the planet for future generations. Our pupils are entitled to an education that equips them with knowledge, values and skills that:

'Involves learning about the links between society, economy and the environment and between our own lives and those of people throughout the world; about the needs and rights of both present and future generations; about the relationships between power, resources and human rights; and about the local and global implications of human activities and the actions that individuals and organisations can take in response to local and global issues.'

(PSE Framework 2008)

Education for Sustainable Development and Global Citizenship (ESDGC) goes beyond the boundaries of formal education. Fieldwork, collaborating with members of the local community, links with local businesses, and working with voluntary agencies all have a vital part to play in our pupils' entitlement.

Aims

Through our formal and informal curriculum, at Oystermouth Primary School we aim to ensure that ESDGC is addressed by the whole school community. We aim to achieve this by embedding ESDGC across the curriculum and throughout the life of the school. Oystermouth Primary School aims to provide opportunities for ESDGC that:

- Enables our pupils to acquire knowledge, understanding and skills to engage effectively and enthusiastically with issues of sustainable development (i.e. Environmental, economic and social issues).
- Encourages pupils to examine and interpret the environment, both locally and globally, from a variety of perspectives.
- Arouses our pupils' curiosity and concern about the environment, society and economy in which they live.
- Encourages pupils to participate actively in resolving problems associated with sustainable development in our locality and the development of our school as a sustainable community.
- Gives pupils 'first-hand' experiences within the environment – our school grounds, our immediate locality and other visits within the region and beyond.
- Involves pupils in finding practical ways of ensuring the caring use of the environment and its resources, now and in the future.
- Gives pupils opportunities to express their views through discussion and meetings of the Pupil Voice Groups, thus participating in the school decision-making processes.
- Helps pupils to understand the needs and rights of both present and future generations.
- Gives pupils some examples of the relationships between power, resources and human rights.

- Encourages pupils to consider 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.
- Helps pupils to realise that the world can be shaped and changed by the attitudes, values and behaviour of the people who populate it.

Biodiversity

At Oystermouth Primary School we aim to protect, enhance and restore biodiversity both directly and indirectly as well as raising awareness of the importance it plays in our future survival.

We are developing biodiversity within our school grounds as demonstrated by various projects e.g. sensory garden, suitable planting, habitat piles. We employ wildlife friendly gardening techniques within the school grounds e.g. organic materials, self generated compost, water butts etc.

Energy

As climate change is a real threat to the lives of our pupils our energy consumption as individuals and as institutions is something we all need to address. At Oystermouth Primary School we are committed to energy efficiency and promote energy awareness and conservation throughout school by raising whole school awareness.

Food

At Oystermouth Primary School we recognize that we have a vital role in encouraging, providing, educating and raising awareness of the importance of buying and consuming healthy and sustainable food and drinks as part of a responsible and sensible lifestyle e.g. introduction of fruit tuck shops, encouragement to drink water, focus on food awareness during fair-trade fortnight.

Human Diversity

Oystermouth Primary School values and celebrates children from different cultures e.g. active integration of cultural differences into each classroom thus raising awareness and promoting equality. We also have a commitment to act against any instances of racial disharmony within the school.

Procurement

Oystermouth Primary School needs to consider the environmental cost of all the resources we buy and decide how committed we can be (given budgetary constraints) to become a more sustainable school. Some early projects include: purchase of recycled hand towels and the purchase of files made from recycled paper.

Social Responsibility

At Oystermouth Primary School we recognize that as young people mature it is important that they value social responsibility. This includes taking responsibility for their actions that directly affect another person (e.g. bullying) and also how their actions may have an effect on the wider community and environment over time. To promote social responsibility we use several approaches:

- Use of Pupil Voice groups to promote involvement and ownership amongst pupils.
- Use of whole school questionnaires to gather, consider and implement opinions from pupils.
- Strong links with charities with regular organized activities amongst the school.
- Links with schools in developing countries and developed countries.

Waste, litter and recycling

At Oystermouth Primary School we aim to cut down the use of resources whenever possible and do our best not to waste them, by encouraging the 4 'R's: REDUCE, REUSE, REPAIR & RECYCLE.

REDUCE

We aim to reduce the amount of paper used in the school whenever we can.

- Whenever practicable subject exercise books will be passed on to next year group.
- All pupils will be encouraged to start their next piece of work on the next line in their exercise book.
- All staff will be encouraged/reminded to use the double sided photocopying facility whenever possible

REUSE

We are going to make a conscious effort to introduce the concept of re-using (as opposed to re-cycling) materials in the school. Pupils will be encouraged whenever possible to see the potential of re-using items before recycling or discarding them.

- **PAPER** Whenever possible, paper will be re-used in the classroom.
- **CARDBOARD** Whenever possible, pieces of cardboard received in packaging will be re-used in Art and Design and Technology lessons.
- **PLASTIC** Pupils will be encouraged to re-use their plastic water bottles for a period of time.
- **FRUIT/GREEN WASTE** At Oystermouth Primary School children are strongly encouraged to have fruit for their snacks. Together with the staff, they are encouraged to put waste into the school compost bin.
- **EQUIPMENT** Outdated or outmoded equipment that the school no longer has a use for will be offered to others who might benefit before disposal e.g. old furniture, computers will be offered to Environment Centre or Scrap Centre Swansea.
- **UNIFORM** Unwanted /unclaimed items of uniform in good enough condition are offered to pupils or donated to a charity shop.

RECYCLE

At Oystermouth Primary School we have a range of materials that we collect on a regular basis for recycling.

- **PAPER**
- **CARD**
- **COMPUTER INK JET CARTRIDGES**
- **MOBILE PHONES**
- **STAMPS**
- **YELLOW PAGES**
- **CHRISTMAS CARDS**

REPAIR

Oystermouth Primary School is committed to repairing equipment wherever possible before considering replacing anything.

School Grounds

At Oystermouth Primary School we aim to fully exploit the limited potential of our school grounds. We try to ensure that all school developments and school grounds work is carried out in a responsible way having minimal environmental impact whilst raising awareness of the issues this raises. Projects include mural development and garden regeneration.

ESDGC: School Curriculum

Responsibility for highlighting opportunities for incorporating ESDGC is given to the subject coordinators. Topic Plans for each year group were reviewed and areas which promoted the children's understanding of ESDGC were highlighted in an effort to show how ESDGC is embedded in Oystermouth Primary School's curriculum.

Award Schemes:

Healthy Schools Phase 1, 2, 3, 4, 5

Fairtrade Award since 2012

SSSS Silver Award 2015

Sustrans Active Journeys Bronze Award 2017

Rights Respecting Schools Recognition of Commitment

Charity Work

We make regular donations to a number of charities e.g. RNLI, Pets as Therapy and topical appeals e.g. Children in Need appeal. We also collect recycled inkjet cartridges which raise funds for a variety of charities and donate used stamps to charitable institutions.

Special Assemblies

We hold numerous assemblies celebrating ESDGC including 'Reduce, Re-use, Recycle' and 'Plastic Free School'.

Fruit tuck shop

Our Healthy Eating scheme encourages children to bring fruit snacks to school and/or to purchase fruit from the fruit tuck shop.

Out of Hours learning activities

The school holds annual residential for Year 5 and Year 6 pupils. These residential stays support the children's learning and promote energy efficiency, waste reduction, biodiversity and environmental awareness.

Peer Support

We have 'Playground Friends' in the Foundation Phase and Key Stage 2 playgrounds. This scheme helps to prevent social isolation and promotes social responsibility amongst pupils.

School linking schemes

We have organised trips to our main feeder secondary school, Bishop Gore, who also visit Oystermouth Primary School to take assemblies. We also work with the six Primary Schools in our cluster which has resulted in collaborative projects and teacher and pupil visits, which have allowed dissemination opportunities to both staff and pupils.

Visiting Speakers

Regular external agencies are used to provide information on environmental issues e.g. litter, energy efficiency, third world poverty and aid relief, social conduct and behaviour.

School visits

Visits to local supermarkets and restaurants to promote healthy eating and school trips to raise children's awareness of specific issues and to raise social responsibility e.g. litter picks on local beaches

Recording of evidence

Mrs Morgan, coordinator for ESDGC, maintains a portfolio of evidence which includes:

- Certificates of awards
- Examples of pupil work
- Letters to/from the school
- Newspaper cuttings
- Photographs
- Research findings
- Minutes of Pupil Voice meetings
- Videos of activities
- Report to governors

Management, monitoring and evaluation

Management

Overall responsibility for any issues relating to ESDGC lies with Mrs Morgan, subject coordinator. This includes the dissemination of new developments and initiatives throughout the school.

Monitoring & Evaluation

- Assessment of pupil work, recording of examples of pupil work by ESDGC coordinator in portfolio.
- Policy documents will be reviewed and updated regularly to reflect the emerging school involvement with this subject area.
- Presentation and discussion with governors regarding this subject area
- Information leaflets to parents about initiatives within school.
- The ESDGC coordinator regularly attends courses, seminars and workshops on developments in this subject area. This helps to ensure that all major developments, local or national, are recognised and implemented when appropriate.
- Relevant information is disseminated amongst staff for assimilation into curriculum. Topic Plans are annotated to highlight areas which promote children's understanding of ESDGC.

External Links

- LEA advisers – Our policy has been forwarded to the LEA primary school advisor for their comments.
- SEEF – regular contact between ESDGC coordinator and SEEF members, and also educational sessions within the school provided by SEEF.
- Specialist Consultants – Community Police, Water Safety Officer, Parks Education officer, International Schools Consultants.

Developing Skills across the curriculum through ESDGC

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

Developing thinking



Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting**. In **ESDGC**, learners develop thinking skills through a range of activities. Learners are given opportunities to plan their work, asking questions and considering their own and others' ideas. They show an awareness of personal needs and skills, and begin to build on their existing skills, knowledge and understanding. They begin to develop their entrepreneurial thinking and think about cause and effect, making inferences and predictions. They begin to think logically and seek patterns in their work, considering evidence, information and ideas. They form opinions, make decisions and reflect upon their work, making links between their learning and similar situations and also with dissimilar but familiar situations within and outside school.



Developing communication

Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**. In **ESDGC**, learners develop skills in oracy, reading and writing, and wider communication skills through a range of activities. Learners ask questions, communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity. They listen carefully to others, noting the strengths and weaknesses of viewpoints or lines of reasoning. They use different reading/writing strategies depending on the investigation or activity they are undertaking and show increasing understanding of the language related to ESDGC.

Developing ICT



Learners develop their ICT skills across the curriculum by **creating, presenting, finding and developing information and ideas** and by using a wide range of equipment and software. In **ESDGC**, learners use ICT: to communicate and share information (using, for example, e-mails and PowerPoint); to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources including CD-ROMs, etc.; to support oral presentations and the creation of ideas and strategies to improve the impact of their work.

Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**. In **ESDGC**, learners develop skills in the application of number by using information such as ordering events in time, by measuring water shortages and rainfall in different countries or by calculating percentages of crops lost. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to ESDGC in our world.

Future Action Plan

- Collect evidence/information to compile a portfolio.
- Extend our National/International links with different countries.

Policy Review

This Policy will be reviewed in the Autumn Term 2020.

