Queensgate Foundation Primary School

Education for Sustainable Development and Citizenship Policy
March 2015

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EDUCATION FOR SUSTAINABLE DEVELOPMENT AND CITIZENSHIP **Queensgate Foundation Primary School**

Policy Review

This policy will be reviewed in full by the Governing Body on annual regular basis.

The policy was last reviewed and agreed by the Governing Body on *4th March 2015*

It is due for review Spring 2018 (up to 36 months from the above date).

Signature ………………………… Head Teacher   Date …………………

Signature ………………….……… Chair of Governors Date …………………

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We acknowledge that the 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'.

(UK panel for Education for Sustainable Development)

We also acknowledge that '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'.

We believe the only way we can educate our children in sustainable and global issues is by ensuring that it is firmly fixed into the curriculum and all aspects of school life.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To educate our children in sustainable and global issues by embedding Education for Sustainable Development & Global Citizenship in to the school curriculum and all aspects of school life.
- To work with other schools in order to share good practice in order to improve this policy.
- To develop the following key concepts of Education for Sustainable Development & Global Citizenship within the curriculum.

Interdependence

Interdependence involves an understanding how people, the environment and the economy are inextricably linked at all levels from local to global. Examples are: flooding, hurricanes and Fair Trade.

Citizenship and Stewardship

Citizenship and Stewardship involves recognising the importance of taking individual responsibility and action to make the world a better place.

Racial Equality, Anti-Bullying, Charities, Healthy Schools, Eco-School and Recycling are examples of how we can introduce Citizenship and Stewardship.

Needs and Rights

Needs and Rights involve understanding our basic needs and about human rights and the implications for the needs of future generations of actions taken today. Examples are: the School Council, Rights of the Child – Children's Act, the Holocaust and Ann Frank.

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Diversity

This concept involves the understanding of diversity in people's lives. Examples are: Black History Month, Race Equality, and Equal Opportunities.

Sustainable Change

Sustainable Change involves the understanding that resources are finite and that this has implications for people's lifestyles and for commerce and industry. Examples are: Recycling, using school grounds, composting schemes and the global footprint.

Quality of Life

This concept involves us acknowledging that global equity and justice are essential elements of sustainability and that basic need must be met universally. Examples are: Fair Trade, Fair Deal for Africa, Making Poverty History.

Uncertainty and Precaution

Uncertainty and Precaution involves us being aware that there are a range of possible approaches to sustainability and global citizenship and that we should adopt a cautious and questioning approach to the welfare of the world and its peoples. Examples are: Attitudes and values, stereotypes Philosophy for Children

Values and Perceptions

We need to develop a critical evaluation of images, and information about, the less and more economically developed parts of the world and an appreciation of the effect these have on people's attitudes and values. Examples are: International links, E-twinning, Comenius.

Conflict Resolution

Conflict Resolution involves an understanding of how conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony. Examples are: Anti-bullying, Circle Time, and School Council.

Procedure

Role of the Governing Body
The Governing Body has:

- appointed a member of staff to be responsible for Education for Sustainable Development & Global Citizenship;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

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Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the coordinator;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of the Senior Leadership Team (SLT))

The Senior Leadership Team will:

- consider Education for Sustainable Development & Global Citizenship being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy;

Role of the School Personnel

School personnel will:

- comply with all aspects of this policy
- undertake appropriate training;
- participate in the Eco-Schools initiative as we believe we are allowing our pupils to broaden their understanding of sustainable development and global citizenship

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Role of the School Council
The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parent/Carers
Parents/carers will be aware of and comply with this policy.

Raising Awareness of this Policy
We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

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