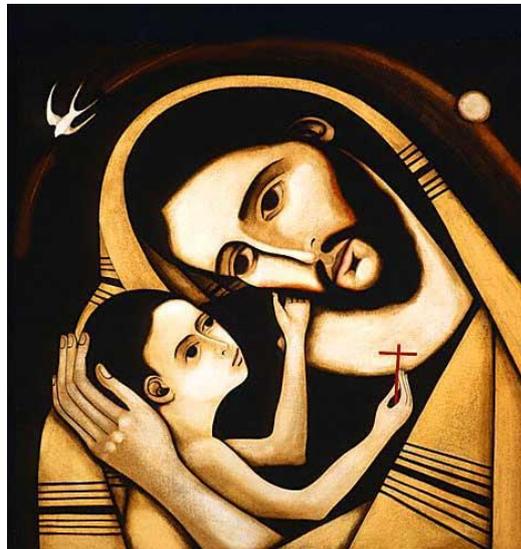




# St. Joseph's Catholic Primary School Clydach



## Environmental, Sustainable Education and Global Citizenship Policy

Date of Review:

Signature:

## **Environmental, Sustainable Education and Global Citizenship Policy**

### **School Mission Statement ‘Together in Christ – Living, Learning and Growing.’**

**‘ Courtesy and consideration to others at all times ’**

#### **Introduction**

At St. Joseph’s Primary School Environmental and Sustainable Education is considered within both a curriculum and management related framework. The education processes are seen to bring together aspects of the National Curriculum (and in particular, Personal and Social Education), with the context of sustainable development on both local and global scales. This policy statement provides a background to the curriculum priorities impinging on environmental and sustainable education.

#### **Education for Global Citizenship:**

Enabling 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.

#### **Sustainable Development and Global Citizenship**

##### **Aims:**

- To develop knowledge, values and skills to participate in decision making.
- To participate in relevant initiatives individually and collectively, both locally and globally.
- To look to improve the quality of people’s lives without causing a detrimental effect to the world around us.
- To increase awareness of global forces that shape our lives.
- To participate in decisions that promote equality, fairness and a sustainable world.
- To take responsibility for our actions individually and collectively and to recognise how they may affect other people and the world around us.
- To recognise the links between society, economy and environment.

##### **Objectives:**

- Identify and establish links between ourselves and people throughout the world on both a local and a global scale.
- Recognise that everyone has certain basic rights.
- Establish procedures within the life of the school that promote sustainable development.
- Set up systems to promote democratic decision making within the school.
- Respect and celebrate human diversity through specific activities and the use of appropriate resources.
- Establish procedures and systems to promote conflict resolution within the school.

### **Background**

The UN conference on Environment and Development held in Rio on 1992 claimed that achieving sustainable management of the planet is the greatest challenge facing humanity today. Agenda 21, which was endorsed at the Rio conference, reflects the global policy commitment to sustainable development. Within the UK the government has four stated objectives, which provide the framework for moving towards a more sustainable environment:

1. To protect and enhance the environment
2. To promote the prudent use of natural resources
3. To ensure social justice and progress.
4. To improve the quality of life for both present and future generations.

We believe education is an essential component of any sustainable development strategy. There is a growing realisation, that behaviour changes will be required if sustainable management of the planet is to become a reality; education has a central part to play in bringing about this change.

Agenda 21 stresses that young people need to be educated in all aspects of sustainability from as early an age as possible. Moving a community towards sustainability is a slow process but harnessing the enthusiasm of young people to improve their quality of life will make a big difference.

### **Curriculum**

The National Assembly for Wales recognise the role for Personal and Social Education in empowering pupils to be active, informed and responsible citizens aware of their rights and committed practices of participative democracy and the challenge of being a citizen of Wales and the World. In particular, PSE helps schools to promote progress towards concern and action or equal opportunities, social justice and sustainable development at local and global scales.

PSE at St. Joseph's Primary School incorporates a range of experiences to promote the personal and social well being of our children and enables them to develop a

sense of self worth and relate effectively to others. PSE aims to foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally.

The 'Personal and Social Education Framework for Wales' (2008) highlights the importance of the environmental aspects of PSE.

### **3.1 Environmental Aspect:**

Pupils are made aware that the response to environmental issue will affect the future quality of life. They are helped to understand the principle of upholding the validity and sustainability to develop an informed concern for and responsible use of the environment.

Education about the environment is concerned with the inevitable cause and effect and interdependence of systems and the consequences of change and development. Our pupils are current consumers of the environment and future decision makers and are thus encouraged to have an informed concern and show responsible use of the environment. They are motivated to achieve this by learning in and through the environment involving first hand experiences where the environment itself is the stimulus for learning and an arena for action.

The School is committed to looking after our environment and has worked hard in the past to develop our school grounds. We have a no smoking policy and areas for growing herbs, flowers and vegetables and attracting wildlife.

### **Our aims for environmental education are defined as follows:**

- ❖ To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas.
- ❖ To create new patterns of behaviour, in groups and in society as a whole towards the environment.
- ❖ To encourage a pro- active attitude towards the environment.
- ❖ To provide the necessary knowledge, skills and experience upon which choices can be made.

It is the issue of sustainable development that underpins the work of our school in this area.

We recognize 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 share with our pupils

### **the five Rs:**

- **Respect and Equality**
- **Reduce**
- **Re-use**
- **Recycle**
- **Restore**

## **PSE and education for sustainability**

Much of the knowledge base for education for sustainability is covered in specific subject areas, so PSE is used to cover the Values, Attitudes and Skill Aspects which are crucial if the behavioural changes required achieving sustainable development are to occur. At St. Joseph's Primary School education for sustainability moves beyond raising knowledge and awareness and developing pupils skills to becoming active citizens in their school, and of the local and global community. This will involve using active learning methods which are empowering. Allowing pupils to participate gives them the opportunity to explore their own values and attitudes and different perspectives in important issues.

Environmental education over the past two decades has been effective in highlighting the negative consequences of unsustainable development, but little obvious progress has been made to change people's life styles. Experts believe that there has been too much emphasis on a global knowledge based approach in the past and there is little evidence to suggest that acquiring knowledge in itself promotes pro environmental behaviour. PSE therefore, has an important role to play developing the skills required to translate knowledge and understanding into practice by using a more innovative approach which combines education with action and uses active participatory learning, where possible, based on local issues. Our emphasis for sustainability is not on global problems which are far removed from the individual, but rather on exploring smaller scale solutions and the way in which each pupil can influence future developments

## **Delivering education for sustainability in schools:**

Much of the skills, knowledge and attitudes implicit in education for sustainability are generic to education as a whole and therefore seen as important to good educational practice.

In particular education for sustainability aims to develop the following:

### **Knowledge and Understanding**

- ❖ How natural processes work
- ❖ Globalisation and interdependence: how pupils own lives and actions connect with the lives and actions of others – locally, nationally and globally.
- ❖ What is involved in different methods of providing for human needs and wants (raw energy, raw materials, human input, and environmental input).
- ❖ How the process of decision making work and how to take part in them.

### **Skills**

- ❖ co-operation and conflict resolution
- ❖ critical thinking
- ❖ negotiation
- ❖ problem solving
- ❖ reasoned debate; the ability to argue effectively
- ❖ informed decision making
- ❖ creativity; an ability to consider alternatives
- ❖ the ability to challenge injustice and inequalities

### **Values and attitudes**

- ❖ a sense of identity and self-esteem
- ❖ a commitment to the well being of all living things
- ❖ value and respect for diversity
- ❖ a commitment to social justice and equity (empathy and awareness of points of views of others
- ❖ an understanding that quality of life is not just dependent on standard of living
- ❖ An understanding of the place of an individual and collective rights and responsibilities (At St.Joseph's we are beginning to teach the UN Rights of the Child and associated responsibility).
- ❖ a desire to participate
- ❖ a belief that, working with others, people can make a difference
- ❖ a belief in a positive future

Many of the key concepts of education for sustainability are already covered within our school curriculum in areas such as geography, science and PSE

### **Healthy Schools**

The Healthy School Scheme support sustainable Education.

### **Eco-Schools**

Eco – Schools scheme with external accreditation. It is run by Keep Wales Tidy in Wales. It concentrates on the school building and site. Monitoring of energy, water and waste is one of the main topic areas. The project depends on a whole school approach and at St.Joseph's is led by the School ECO Warriors. A green flag is attainable only when we can prove that sustainability is in the ethos of the school and that we have an on-going plan. St.Joseph's obtained Eco status in ???.

### **A Whole School Approach – ‘Sustainable Schools’**

Pupils often receive confusing and contradictory messages because so often we don't practice what we preach'. However, at St.Joseph's Primary School we recognise that the ethos of the school is as influential as the taught curriculum in nurturing attitudes of responsibility towards the environment and sustainable living.

To become a 'Sustainable School' we believe we need to satisfy certain criteria.

These include:

- ❖ Establishing an Environment Group comprising members of the whole school community (pupils, teachers, ancillary staff, governors) who try to encourage sustainable use and development of the school site;
- ❖ Conducting an Environmental review to examine the school's environment impacts and identify targets for action and improvement;
- ❖ Drawing up an Action Plan which gives specific and achievable targets with proposed completion dates that will show real success;
- ❖ Monitoring and evaluation of progress towards targets, amendments made where necessary and success celebrated;
- ❖ Conducting a Curriculum Audit to identify which aspects of education for sustainability are already being covered within the curriculum and which need to be integrated into the curriculum;

- ❖ Adopting a commitment to sustainable development into the school's policy documents and informing the school and wider community of this commitment and progress towards its achievements;

Important areas for a 'Sustainable School' to audit and Action Plan are:

Healthy living  
Waste minimisations and Recovery  
School Grounds  
Global Citizenship  
Energy  
Water  
Transport

Education for sustainability aims to produce motivated, proactive citizens of the future who will ensure the sustainable development of our planet. In order to achieve this we endeavour to:

1. Adopt and operate an environmental management system to help minimise our own environmental impact and therefore provide an appropriate learning context.  
and
2. Give our pupils opportunities within the curriculum to gain the knowledge to develop positive responsible attitudes towards the environment and equip them with the skills that enable them to behave in a sustainable manner.

**Practice and Achievement to date:**

- Purchase of many recycled goods such as toilet rolls and paper towels from a local supplier.
- Milk, vegetables and fruit are supplied by local businesses.
- Composting area housed in school garden.
- Regular use made of school garden which has a pond, log circle, a variety of plants and minibeasts.
- Willow quiet area and play tunnel in front of the Early Years block.
- Working towards Eco School award.
- Re-cycling of used paper and printer ink cartridges throughout the school.
- Tree planting.
- Sale of Eco products at Christmas Fayre and Summer Fete.
- Grow Your Own Food Project 2007 NBGW.

- Fund raising and charitable donations organised for those overseas e.g. Mission Club, CAFOD, SVP Society.
- Use of resources which promote cultural diversity and respect for all individuals irrespective of their race, gender, religion, socio-economic background or ability.

### **Equal Opportunities**

All teaching and non-teaching staff at St. Joseph's Primary School should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible in, all areas of the Curriculum.

### **Assessment and Recording**

There are no formal assessment tests. Teachers assess as part of the assessment processes already established in the school. The class teacher comments on each child's progress in termly parental consultations and in the annual school report to parents. Educational targets are shared with parents during these meetings.

### **Monitoring and review**

The Head teacher monitors the way in which Global Citizenship is integrated into curriculum planning, as part of the regular monitoring of teacher's planning. This policy will be reviewed annually.

Child Protection - The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rigl... and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39, 42 (CRC)



