Sustainable Development Policy

Penpych Community Primary School
Ysgol Gynradd Gymunedol Penpych

Policy Leader	**: Mr Teifion Lewis**
Head teacher	**: Mr Teifion Lewis**
Chair of Governors	**: Mr Michael Cude**

Policy applies to Academic Year 2026 -27

Signed HT: **Date: September 2026**

Signed CoG: **Date: September 2026**

This policy is a:	**School Plan using LA & WG guidelines**
This policy is a:	**Non-Statutory Policy**
Policy / Document Leader:	**Mr T Lewis**
Link Governor:	**Mr M Cude**
Key Personnel in Policy:	**Headteacher,**
Published / located:	**Website/ School Administration Office**
Aims of Policy: • **To outline the policy and provision for sustainable development at the school.**	
Review date	**September 2024**
Next review date	**September 2027**
Reviewed by	**Policy committee**

Education for Sustainable Development and Global Citizenship (ESDGC) Policy

Opening Statement.

At Penpych Community Primary School we have adopted our own ESDGC mission statement that can be equally understood by children and adults alike:

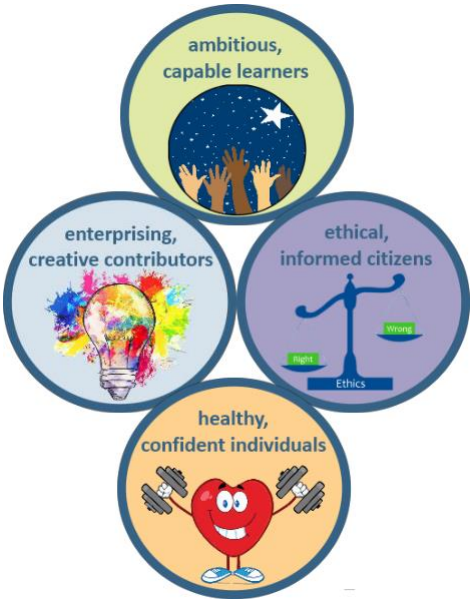
"We strive to educate ambitious, healthy and ethically informed global citizens amongst both our students and the wider community. Learning together we will drive forward sustainability on a local, national and international level."

In defining our mission statement, we have paid due attention to the definition expressed in the Welsh Government's Guidance On Education for Sustainable Development and Global Citizenship, 2017, the 17 Global Sustainable Development Goals identified by the United Nations, the UNCRC and the planned new Curriculum for Wales.

Introduction.

'ESDGC: A common understanding for schools' (July 2008 and 2017), states that *'Education for sustainable development and global citizenship is education that will prepare young people for life in the 21st century'.*

It recognises that ESDGC is not an additional subject; rather it is described as being about '*the values and attitudes, understanding and skills. It is an ethos that can be embedded in throughout school, an attitude to be adopted a value system and a way of life*.' At Penpych Community Primary School, we believe that such issues, topics and skills fall neatly across all areas of the 4 purposes.



The aims of ESDGC at Penpych Community Primary School **and our Whole School Approach.**

- **Education for sustainable development (ESD)** is about enabling students to develop the knowledge, values and skills to participate in decisions about

  the way we do things individually and as a school community, 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 wellbeing now and in the future.

- **Education for Global Citizenship (GC)** enables students 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.

More precisely, 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.

UNCRC

United Nations Convention on the Rights of the Child

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

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.

1. Implementation

We recognise that in order to educate our pupils 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 instil in our pupils the 'Five Rs':

- Refuse
- Reduce
- Re-use
- Recycle
- Restore

These tenets will underline our work in the following ways:

1.1 The Curriculum: We will address the explicit references to sustainable development and global citizenship where they exist in the new Curriculum Wales, Common Requirements and Key Skills. Maximum opportunity will be taken to exploit specific local, national or global events.

1.2 Environment and Community Links: Our environment will be cared for through responsible stewardship. We will actively seek partnership working alongside such organisations as Eco-schools, our partner primary schools, LEA, businesses and local community groups.

1.3 Involving all stakeholders: Students and adults (staff, governors, parents, LEA, members of the community, local councillors, community Police) alike will participate in evaluative and management processes e.g. Governors, School Council and Eco-Committee.

1.4 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 e.g. Siavonga, Zambia.

1.5 Resources: We recognise the importance of having high quality resources that motivate pupils and support learning. Some resources will be held at school level and a school policy on purchasing and using resources will continue to be developed, which takes into account environmental impact and fair trade. All resources will be evaluated to ensure they present a balanced, non-stereotypical view of the world. Other resources will be shared through effective networking.

2. Learning Outcomes

The 7 themes of ESDGC are:

1. Choices and Decisions
2. Consumption and Waste
3. Health
4. Climate Change
5. Identity and Culture
6. Natural Environment
7. Wealth and Poverty

Themes	Outcomes	Delivery
Choices and Decisions	Developing respect for self and others, accepting responsibility for personal actions and participating in group decisions. Understanding how our actions can have consequences for others. Democratic & non-democratic decision making at different levels How to participate in decision making at different levels How to present a point of view The inter-connected consequences of making decisions The role of Governments How to be a participant in civil society	P.S.E. Lessons School Equality policy Anti-bullying initiative Curriculum Scheme of Work (SOW) Charity events/fund raising Healthy Schools Initiative Fair trade awareness Eco-schools development and Green Flag awards Year council/School Council Assembly topics/Themes Skills Days Health and Well Being lessons

Consumption and Waste	Sustainability; understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business. . Renewable and non-renewable resources . Energy, food and water . Sustainable materials and design • The waste hierarchy . Ecological and carbon footprints • Supply chains . The rights of future generations to a quality of life . Quality of life versus standard of living • Reassessing values . Resolving conflicts over resources	Assembly topics/Themes Eco-schools initiatives Site manager involved Recycling Curriculum S.O.W. P.S.E. Lessons Eco- School Committee Connecting Classrooms Exchange programme

Learning Themes	Learning Outcomes	Learning Delivery
Health	Understanding the essential features of 'good health' and recognising the impact of choices about health issues on the quality of life for all people. . The importance of caring for self and others . The relationship between health and quality of life . Nutrition and sources of food . The impact of drug abuse on individuals and others . The value of different relationships . The impact of environment on health . The importance of access to clean water	Healthy Eating Schools initiative P.S.E. P.E. D.T. Food Technology Lessons Assembly topics/Themes Curriculum S.O.W. Local Community Canteen Health and Well Being lessons
Climate Change	Recognising that climate can be affected by many factors and that climate change affects humans and other living things. Scientific evidence relating to climate change . The causes of climate change • The greenhouse effect • Global warming . The potential impacts and uncertainties of predictions • The precautionary principle . Preventative and adaptive responses . The impact of collective and individual actions . Ways of bringing about change	Raised awareness via assemblies Curriculum S.O.W. Local & global issues Fair trade awareness Eco-schools initiatives Connecting Classrooms Exchange programme

	• The impact on future generations	

Learning Themes	Learning Outcomes	Learning Delivery
Identity and Culture	Recognising and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities. . Personal and regional histories . Welsh language, culture and heritage . The impact of other cultures on Wales . How identities and culture influence actions . What constitutes a community • Challenging stereotypes • Recognition that people hold different values • Recognising and challenging discrimination and prejudice . Peaceful resolution of differences	Eco-schools initiatives Curriculum S.O.W. P.S.E. Lessons & Geography Lessons. Assembly topics/Themes Curriculum visits International links - Zambia (Connecting Classrooms Exchange programme) I.C.T. Mark Extra-curricular visits School Equality policy Health and Well Being lessons Welsh Bac School trips
The Natural Environment	Recognising the wealth, diversity and value of natural environments and how these can affect, and be affected by the actions of human communities. • Biodiversity • Endangered species . Conservation and the restoration of habitats . Human dependence on ecosystems . The interdependence of ecosystems . The impact of human activity on natural environments . Genetic modification Stewardship of resources and habitats . • The role of natural environments in relation to quality of life	Eco-schools initiatives Curriculum visits – Geog. Curriculum Enrichment days Assembly topics/Theme for the week

Learning Themes	**Learning Outcomes**	Learning **Delivery**
Wealth and Poverty	Recognising that all human beings have certain needs, but that these needs are not always met in all places, in all societies and understanding that inequalities can seriously affect people's lives, but our actions as individuals/groups can make a difference in combating poverty. • Levels of wealth and poverty • The gap between the rich and poor both locally and globally • Basic needs and quality of life • The interdependent causes and impacts of poverty • How wealth is created • The perceived and real value of goods, services and relationships • Fair Trade • • The right of future generations to access resources	Fair Trade Fortnight Charity events/fund raising Assembly topics/Themes Eco-schools initiatives Curriculum S.O.W. Health and Well Being lessons

3. 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.

4. Co-ordination

The member of staff who has the ESDGC co-ordinator role will develop, raise awareness, support and work with colleagues to monitor and evaluate the area. Further in school training will be identified within the School Improvement Plan and the school performance management cycle.

5. CPD

CPD will be provided to support the needs of the school and individuals. Funding will be made available to support this.

6. Extra-curricular and out of school opportunities

Our extra-curricular provision allows our pupils to broaden their understanding of Sustainable Development and Global Citizenship. We participate in the Eco-Schools initiative and have a strong committee that provides a forum for pupils to express their views, plan action campaigns and feedback to governors. We participate in local litter reduction with the local council and are actively involved in exploring renewable energy. We are working towards Fair Trade status.

Eco-Schools

The Eco-Schools is an international initiative designed to encourage whole-school action for the environment. It is a learning resource that aims to raise awareness of environmental and sustainable development issues throughout activities linked to curricular subjects and areas.

It is a recognised award scheme that accredits schools who make a commitment to continuously improve their environmental performance.

The Eco-Schools committee role is to embed environmental awareness and action as a fundamental part of the ethos of Penpych Community Primary School for both pupils and staff and to also engage the wider school community.

The Eco-Schools programme aims to:

- Improve the school's environment
- Reduce litter and waste
- Increase recycling and reuse of materials
- Promote healthy lifestyle
- Encourages active citizenship

- Develops individual pupils skills, knowledge and improves their wellbeing
- Build closer links between the school and the community
- Develop international and global links

Our School Eco-Code Will be updated and reviewed on a 3-year cycle.

Fairtrade

Our school is committed to supporting, using and promoting Fairtrade, wherever possible. We believe that Fairtrade can make a difference to the lives of young people throughout the world by improving living and working conditions for the people who grow the things we buy.

Our school will:

- Ensure that Fairtrade and Fairtrade issues, and the concept of 'fairness', are embedded into the curriculum and in whole school activities, and the

  culture of the school.
- Promote Fairtrade in the school and wider community, by taking part in Fairtrade Fortnight, completing Fairtrade Challenges and highlighting

  Fairtrade activities in newsletters
- Use Fairtrade products around the school wherever possible
- Put this Policy into practice through a Fairtrade Group that meets regularly to:
  - monitor and drive forward the school's support for Fairtrade
  - make sure those connected with our school are aware of this Policy and can support it
  - take responsibility for Fairtrade Challenges and the Fairtrade Action Plan

7. Leadership and Management roles and responsibilities

A link governor has a responsibility for ESDGC and is the first point of reference for this area on the Governing Body. The Co-ordinator for ESDGC monitors the provision within the curriculum.

8. Equal Opportunities

All work on ESDGC supports the school's Equality policy and practices within this plan.

9. Health and Safety

We adhere to the requirements and recommendations of the LEA's and school's Health and Safety Policy. Parental permission is sought for all work off site and also in those activities in the school grounds that involve pupils taking action. Advice is taken from outside agencies.

We feel at Penpych Community Primary School that we can help our students to be active Global Citizens who can make a valuable contribution to a more sustainable world.

Reviewing the Policy

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

Agreement

To be signed and dated by: Pupil representative of Eco-Committee, ESDGC Coordinator, Site Manager and Headteacher.

Sign: … …… Date:
Headteacher

Sign: …… Date:
Eco committee Rep

Sign: …… Date:
ESDGC Coordinator

Sign: … … Date:

XXXXX, Site Manager

This Policy was presented to Governors on:.

It will be reviewed in XXXXXX or if National and Local Policy or Guideline is updated.

Signed……
XXXXXX
Chair of Governors