



Ysgol Uwchradd
PRESTATYN
High School

ESDGC Policy

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LDE	14/12/11		Dec 2012
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ESDGC Policy – Prestatyn High School

Rationale

ESDGC was highlighted as one of the Welsh Assembly government's top ten priorities for building a more sustainable Wales the 21st century. This policy highlights the requirement for schools to engage in ESDGC throughout its curriculum as set out in the guidance document 'Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools' first issued in July 2008 and recently updated January 2017.

ESDGC has a clear place in subjects of the National Curriculum, such as Science and Geography, and it is one of the five themes in the PSE Framework. It also features in the Learning Core of Learning Pathways 14-19 and in the Welsh Baccalaureate Qualification core.

Purpose and Principles

ESDGC is designed to give 'education that prepares students for their lives in the 21st century and their role as global citizens.' We at Prestatyn High aim to model that thinking. "Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices." ESDGC aims to challenge learners to see how they can contribute to the lives of others. It is being mainstreamed across all education sectors and embedded in a wide range of subjects.

ESDGC

- Provides pupils with the knowledge and understanding that they are global citizens
- Gives pupils opportunity to explore what being a global citizen is
- Encourages pupils to care for themselves, each other and the environment
- Gives pupils an understanding of the 'big picture' of the world they live in
- Prepares pupils for life in the 21st century where issues of Sustainable development and global citizenship are being brought to the fore.
- Equips pupils with the knowledge of how to live an environmentally sound lifestyle.

Broad Guidelines

ESDGC: A common Understanding sets out guidelines for ESDGC as:

For Schools 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 schools to "do" as well as teach;
- something that requires co-ordination across the whole school; and
- something that Estyn will inspect.

For Teachers 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' worldview 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 ESDGC is about:

- being encouraged to care for themselves, each other and their environment;
- 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.

ESDGC is not:

- a separate subject;
- a series of discrete concepts or topics;
- confined to the classroom;
- the responsibility of just one teacher in the school; and
- about transmitting a set of answers to learners.

Delivery and Organisation

ESDGC is a whole school responsibility, and as such all members of staff should be supporting the delivery of ESDGC. ESDGC is delivered

- In lessons – through curriculum activities, and links that individual teachers make with other schools.
- Through immersion days. Where pupils are taken off timetable to learn something specific within the remit of ESDGC
- Through extra-curricular activities – such as the Eco committee, eTwinning and Animal welfare group.

Monitoring and evaluating

ESDGC is regarded as part of the PSE programme, and as such the head of PSE has responsibility for the initial monitoring of ESDGC. The PSE coordinator is given responsibility specifically for the delivery of ESDGC. All of this is overseen by the appointed Assistant head. Whilst departments such as Geography and Religious Studies will cover certain aspects of the specification.

Links to other policies

Careers and world of work policy

Equal opportunities policy
Racial equality
Sex Education policy