

ESDGC Policy 2025

Burlais Primary School

An ESDGC Policy for Burlais Primary School will provide a focus and bring many aspects of school life together. The development and implementation of this policy involved all members of the school community.

Including Education for Sustainable Development and Global Citizenship (ESDGC) in the curriculum and our planning will enable all members of the school community to develop the knowledge values and skills necessary to participate in decisions about the way we do things individually and collectively, both locally and globally to improve the quality of life now without damaging the planet for the future. As a result of this we will help promote a more equitable and sustainable world.

Aims

At Burlais Primary School we aim to develop the pupils ability to understand the links between society, economy and environment and our own lives and those of people throughout the world.

The pupils should also be encouraged to take into consideration the needs and rights of both present and future generations and how the relationships between power, resources and human rights can affect these. Also we aim to encourage our pupils to understand 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.

Objectives

Through the development of our ESDGC the pupils at Burlais should develop knowledge and understanding of these key concepts: -

- Interdependence – understanding how people. The environment and the economy are linked at all levels from local to global
- Citizenship and stewardship – recognising the importance of taking individual responsibility and action to make the world a better place.
- Needs and rights – understanding our own basic needs and about human rights and the implications for the needs of future generations of actions taken today
- Diversity – understanding, respecting and valuing both human diversity – cultural, social and economic and biodiversity.
- Sustainable change – understanding that resources are finite and that this has implications for people's lifestyles and for commerce and industry.
- Quality of life – acknowledging that global equity and justice are essential elements of sustainability and those basic needs must be met universally.

- Uncertainty and precaution – acknowledge that there are a range of possible approaches to sustain ability and global citizenship and that situations are constantly changing, indicating a need for flexibility and lifelong learning.
- Values and perceptions – developing a critical evaluation of images of, 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.
- Conflict resolution – understanding how conflicts are a barrier to development and a risk to us all and why there is a need for the resolution and promotion of harmony.

The objectives sit well under the four core principles of our new curriculum –

- Ambitious and Capable Learners
- Enterprising, Creative Contributors
- Healthy, Confident Individuals
- Ethical, Informed Citizens

Management, Organisation and delivery of our curriculum

There is a need to manage and organise the curriculum to include ESDGC ideas and experiences. Appropriate opportunities for the development of ESDGC are identified.

Literacy and numeracy skills across the curriculum are included in the planning. These may contain: -

Communication and Thinking

- Expressing views and ideas about the environment
- Arguing clearly and concisely about environmental issues

Problem Solving

- Identifying causes and consequences of environmental problems
- Forming reasoned opinions and developing balanced judgements about environmental issues

Numeracy

- Collecting, classifying and analysing data
- Interpreting statistics

DCF

- Collecting information and entering it into a database

Bilingualism

- Recognising the diversity of languages in the world

H & WB

- Working co-operatively with others
- Taking individual and group responsibility for the environment
- Empathising with people and with situations developing on a global scale

As a school, we recognise that the ethos of our school is as influential as the taught curriculum and we seek to nurture positive attitudes towards the environment and sustainable living. Our Eco Senedd group has been set up to develop and promote the ethos of ESDGC through positive actions in and around the school and the local community.

The promotion of positive attitudes to the environment and global awareness is essential if pupils are to value it and understand their role in safeguarding it for the future. We actively encourage the pupils to develop appreciation of and care for the environment and for the environment for other living things.

Management and Organisation

It is vital that there is whole school commitment to promoting ESDGC and that every effort is taken to minimise our own environmental impact.

The school community takes pride in their school environment. This is shown through: -

- The appearance of the buildings and grounds
- The displays in the corridors, classrooms and communal areas
- The maintenance of the grounds
- The ways of controlling litter
- Our Healthy Eating Policy, Fruit Tuck Shop and Food Policy
- The recycling of waste
- Energy conservation
- Purchasing materials that are environmentally friendly
- Adopting a No Smoking Policy
- Rights Respecting School Award

Equal Opportunities

The pupils cannot be expected to value the environment if it is obvious to them that it is not valued by the school. It is important, therefore, that our school should practice what we teach about the environment and that the whole school community is involved.

Monitoring and Evaluation

Through newsletters and our school web page we endeavour to keep the school community informed of any developments.

The Eco Senedd provide further input and feedback with regard to many aspects of the school environment and any concerns of the pupils.

Evaluation and Review

This policy will be evaluated and reviewed in the autumn term annually.

Reviewed September 2025