

# ST JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

## *School Mission Statement*

***“Learning and Growing Together in Christ”***

***“A Christian community which recognises the dignity and value of the individual and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral, social and cultural awareness”.***

ST JOHN LLOYD  
CATHOLIC SCHOOL



## **EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP POLICY**

Approved: 30<sup>th</sup> November 2016  
Reviewed: 10<sup>th</sup> December 2020

**Purpose and Mission of Education for Sustainable Development and Global Citizenship at St John Lloyd.**

As a Catholic School the importance of Education for Sustainable Development and Global Citizenship cannot be overstated, our responsibility stems from the belief that God is the Creator of all things and that this creation was entrusted to us.

The mission statement of the school is ‘Learning and Growing together in Christ’ it is only through actively pursuing the education of pupils to become global citizens conscious of their responsibility towards the environment, themselves and our neighbour that this can be truly fulfilled; and we can become fully human in Christ.

In a Catholic School Education for Sustainable Development and Global Citizenship should lead us to ask the question “How shall I make a return to the Lord for all the good he has done for me?” (Psalm 116:12)

Genesis 2:15 commands us to care for and cultivate God’s creation. Caring for and cultivating the world involves the following:

- Joyful appreciation for the God-given beauty and wonder of nature
- Protection and preservation of the environment, which would be the stewardship of ecological concern
- Respect for human life—shielding life from suffering, doing everything that can be done to enhance this gift and make life flourish.

The ESDGC in St John Lloyd sets out to ensure that all pupils develop an awareness of these issues as well as the opportunities for them to participate and act on them.

In all we do, our care for others and our environment, we are called to respond to the example of Jesus and remember that we are ‘here to serve and not to be served’.

**Christ has no body now on earth but yours, no hands but yours, no feet but yours, yours are the eyes through which Christ’s compassion is to look out to the earth, yours are the feet by which He is to go about doing good and yours are the hands by which He is to bless us now.**

- St Teresa of Avila

In defining our mission statement the school has paid due regard to gospel values and ACCAC’s “Guidance on Education for Sustainable Development and Global Citizenship” (2002).

## **1. What is ESDGC?**

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 for the future.

Education for 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.

### **1.1 Why is ESDGC important?**

ESDGC links the environment and the people who live in it together. It looks at the world and the ways that all living things relate to each other.

It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it.

ESDGC encourages and supports the development of thinking skills, and help involve and engage young people in their own learning.

## **2. Aims**

### **2.1 A Whole School Approach to ESDGC**

ESDGC at St John Lloyd aims to enable pupils to become the hands of Christ. However, if ESDGC is to be effective and worthwhile it needs to be embraced by all members of the school community and infused throughout the life of the school. The understanding, attitudes and values of ESDGC need to be adopted by pupils, teachers, parents, carers, non-teaching staff and governors.

### **2.2 Implementation of our ESDGC policy**

We recognise 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 practise what we preach.

**2.3 Management;** Senior Management will support the ethos of ESDGC within the school by demonstrating a commitment to sustainable practices such as energy saving, waste minimisation, recycling, ethical purchasing and healthy eating. In addition management will facilitate the effective delivery of ESDGC by highlighting it's value and importance to all members of the school and wider community.

**2.4 The formal curriculum:** we will address the explicit references to sustainable development and global citizenship where they exist in the

## “Learning and Growing Together in Christ”

National Curriculum Programmes of Study, particularly in Science, Geography, RE and within DCELL’s PSE Framework 2008. Where possible, links between ESDGC and other curriculum areas will be explored.

**2.5 The Informal Curriculum;** Many extra curricular activities are offered, which allow pupils to develop a deeper understanding of environmental issues, healthy living and global citizenship. It is hoped that the number of these activities can be increased further.

**2.6 Environment:** Our environment will be cared for through responsible stewardship. We will actively seek partnership with external organisations to enhance the school and wider environments. In addition we will work with environmental groups to raise awareness among the school population of some of the environmental problems that present and future generations may face.

**2.7 Involving all stakeholders:** Children and adults (teachers, governors, parents, members of community, church representatives), will participate in evaluative and management processes e.g. Governors, Student Council and Eco-Committee.

### **2.8 Local and Global community Links**

We will seek to make links with other schools- feeder primary schools, other secondary schools and schools within other countries.

### 3. Learning Outcomes

Key Concept	Outcomes	Examples
Interdependence	This concept involves an understanding about the connections and links between all aspects of people’s lives and places at a local and global level, and that decisions taken in one place will affect what happens elsewhere. Pupils should develop an understanding that living things depend on each other and should acquire a sense that all living things have value. This should lead to an understanding that what people do elsewhere affects them, the places they live, other people, and plants and animals. They should become increasingly aware of the global context within which trade, industry and consumption operate.	Fairtrade
& Citizenship Stewardship	This concept recognises that people have rights and responsibilities to participate in decision making and that everyone should have a say in what happens in the future. This involves a willingness to act as responsible citizens while developing the ability to engage with and manage change at individual and social levels. Pupils are expected to know and understand the connection between personal values, beliefs and behaviour and how the school and community can be managed more sustainably and equitably.	Racial Equality Anti-bullying Anti-racism Charities Healthy Schools Family Numeracy/Literacy Eco-schools Recycling Fair-trade
Needs and rights of future generations	This concept is about learning how we can lead lives that consider the rights and needs of others and recognising that what we do now has implications for what life will be like in the future e.g. discussion could cover rights of the child, common human rights and sustainable change.	School/community rules Student council Inclusion
Diversity	This concept is about understanding the importance and value of diversity in people’s lives – culturally, socially, economically and biologically and realising that all our lives are impoverished without such diversity. Through learning, pupils should appreciate cultural and biological diversity in the school and locality and eventually be able to reflect on and engage in, debates and decisions on political, technological and economic changes which impinge on diversity and sustainability	Equality Plan Peace Mala

“Learning and Growing Together in Christ”

Key Concept	Outcomes	Examples
<b>Quality of life, equity and justice</b>	This concept recognises that for any development to be sustainable, it must benefit people in an equitable way. It is about improving everybody’s lives. At a basic level this involves understanding the essential differences between needs and wants and developing a sense of fairness and respect. It involves understanding the difference between quality of life and standards of living and seeks a good quality of life for all people, at local, national and global levels and an appreciation of why equity and justice are necessary to an equitable and sustainable society.	Fair Trade Literacy books and poems
<b>Sustainable change</b>	This concept promotes an understanding that there are limits to the way in which the world, particularly richer countries can develop. The consequences of unmanaged and unsustainable growth might include increased inequality between different groups, poverty, hardship and the degradation of the environment, to the disadvantage of everyone. This involves pupils in understanding how their home and school may be managed more sustainably and beginning to question decisions, practices and processes that affect sustainable development issues.	Recycling Eco-schools Healthy Eating Using school grounds Assemblies Environmental Audit of school grounds
<b>Uncertainty and precaution</b>	This concept Involves a realisation that because people are learning all the time and that their actions may have unforeseen consequences, they should adopt a cautious and questioning approach to the welfare of the world and its peoples. This implies understanding that different people want to do things in different ways and are able to listen to arguments and weigh evidence carefully. Pupils should thus be able to think critically, systematically and creatively about ESDGC.	Attitudes and values Bias (newspaper/media) Thinking Skills
<b>Values and perceptions</b>	This concept helps develop a critical evaluation of images of, and information about local, national and global economies, environments and peoples. Builds an appreciation of the effect these have on people’s attitudes and values and how negative or selective information can contribute to stereotyping and prejudice.	Challenging stereotypes International links Pen-pals- France
<b>Conflict Resolution</b>	This concept promotes an understanding of how conflicts can be a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony. Develops learning skills to discuss, negotiate and respond to personal and general conflict.	Student Council Peer mentoring Class/school rules

## **4. Procedures**

### **4.1 Health and Safety**

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

### **4.2 Assessment, Recording and Reporting**

If ESDGC is identified within a Programme of Study for a particular subject, then it will be assessed formally as part of that subject. However, any work undertaken that is outside the boundaries of the National Curriculum may be assessed informally. Progress made towards accreditation in the Eco-Schools, Fair Trade Flag, or Healthy Schools will be reported to all stakeholders via the school newsletter, the school website and assemblies.

### **4.3 Extra Curricular Opportunities**

Our extra-curricular provision allows our pupils to broaden their understanding of sustainable development. We participate in the Eco-Schools initiative and have an Eco Committee that provides a forum for pupils to express their views, plan action campaigns and feedback to governors. We participate in the Healthy Schools initiative and the school is very close to obtaining a Fair Trade Flag. Fair Trade produce is sold in the school canteen.

**4.4 Co-ordination.** The ESDGC co-ordinator and SLT liason link 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.