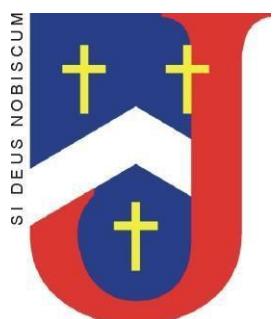


St. Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

**Education for Sustainable Development and
Global Citizenship Policy**

**Reviewed by Mr T Nunn October 2025, ratified by Governors November 2025
To be reviewed Autumn 2027**



Education for Sustainable Development and Global Citizenship Policy

Person/s Responsible: Mr T. Nunn, Assistant Headteacher, all staff and all students!

St. Joseph's has retained Platinum+ Eco Schools status since 19/07/2020, after bi-annual external assessment.

Mr T. Nunn has responsibility for leading school ESDGC and is the first point of reference. However, the aim is to ensure that all teachers, students and stakeholders, not just the EC(H)C group, develop, raise awareness, support and work to ensure that ESDGC is a strong, vibrant and characteristic of St Joseph's school.

At St Joseph's Education for Sustainable Development (ESD)and Global Citizenship (GC) is:
Educating and enabling our pupils to develop the knowledge, values, and skills to participate in decision making that shapes today's world and the future.

The decisions are about the way we as Christians speak and act individually and collectively, in our school, local community, Newport, Wales, Europe and across the world.

One focus of the decisions has to sustainability, how we can manage the earth's resources correctly and ethically, to improve the quality of life now but crucially without damaging the planet for the future.

Our students also need to understand the global forces that shape their lives, to see how we as Christians have a duty to understand and care for our world and all people in an equitable and sustainable way.

(Our ESDGC definition has been influenced by Welsh Government's Guidance on Education for Sustainable Development and Global Citizenship and to the Wellbeing of future Generations (Wales) Act 2015.)

IMPLEMENTATION OF OUR ESDGC POLICY

We recognise that 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.

In recent years we have very much focused on how ESD and Global Citizenship sit hand in hand, and we have endeavoured to ensure that our environmental work is closely inter-twined with charity work, benefitting people, nature and wildlife in a local, regional, national and international context.

We also strive to link all our work and actions to the United Nations Global Goals.



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To drive actions towards the UN development goals we aim to instill in our children **the Five R's**: Respect and Equality; Reduce; Re-use; Recycle; Restore.

As well as the 5 R's, 9 key concepts and 7 themes need to be at the heart of our ESDGC Education.

9 KEY CONCEPTS	7 THEMES
Interdependence	Wealth and Poverty
Citizenship and Stewardship	Identity and Culture
Needs and Rights	Choices and Decisions
Diversity	Health
Sustainable Change	Natural Environment
Quality of Life	Consumption and Waste
Uncertainty and Precaution	Climate Change
Values and Perceptions	
Conflict Resolution	

The themes and concepts will underline our work in the following ways.

The curriculum: We will address the explicit references to sustainable development and global citizenship where they exist in the Curriculum for Wales, common requirements and Key Skills. Maximum opportunity will also be taken to exploit specific local, national, or global events.

The Environment: Our environment will be cared for through responsible stewardship. We will aim to minimise waste at all levels for example. Avoiding unnecessary photocopying and printouts, Re-using resources whenever possible, sharing resources, Recycling as much waste as possible, working with pupils to avoid wasting food or dropping litter.

Global and community links will be nurtured and valued: We aim to make our school the center of our community, drawing upon the expertise within it whenever possible. This will include working in partnership with local groups such as Newport Wastesavers and the Welsh ECO Schools Network. We will seek to strengthen 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.

Resources: We recognise the importance of having high quality resources that motivate children and support learning. A school policy on purchasing and using resources will be developed which considers environmental impact and fair trade. All resources will be evaluated to ensure they present a balanced, non-stereotypical view of the world.

ESDGC Themes

Important topical issues and the seven key themes will be explored in several ways including, assembly themes, research tasks and curriculum topics. This will be done through the areas of Geography, Science, D.T., Welsh Baccalaureate, pupil voice, charity work, and planning with kitchen, caretaking, site management and reprographics. The pupils, teachers and governors will seek to involve the local community in the promotion of this policy.

Global and community links will also be nurtured and valued, and all work will support the school's equal opportunities policies and practices.

1- 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.

Understanding that inequalities can seriously affect people's lives, but our actions as individuals/groups

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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.

2- 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.

3- 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 and 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.

4- 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.

5- 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.

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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

6- 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.

7- 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.
The impact on future generations.

OTHER RELATED POLICIES: Strategic Equalities Policy, Charities, Bullying awareness.