



St Gregory's Catholic Primary School



Education for Sustainable Development Policy

This policy is underpinned by the school's mission statement: 'Loving and Learning'

Rationale:

This school is committed to preparing pupils and staff for a sustainable lifestyle through its teaching and practices. Enabling pupils to think critically about issues and make informed choices; in caring for themselves, each other and the wider world. The Sandwell sustainable schools award framework will be used to support this policy.

Purposes:

- To circulate this policy to all those working for or on behalf of the school and to any other interested parties.
- To work with the whole school and local community, to raise awareness and adopt environmental good practice and reduce adverse effects on the environment.
- To focus on issues which matter to the school and local community whilst also developing an awareness of the impact on global issues.
- To meet the requirements of Every Child Matters through the education for sustainable development and show how this is reflected in the life and ethos of the school.
- To integrate the principles, values and practices of education for sustainable development into the school curriculum.
- To ensure the effective and efficient promotion of the Sandwell Sustainable schools award.
- To set continuous improvement targets to encourage and maintain an active approach to advancing education for sustainable development.
- To ensure the education for sustainable development is monitored and reviewed.
- To review, publicise progress and update this policy annually or whenever a change in circumstances requires.

Guidelines:

1. The curriculum will promote the six strands of the sustainability agenda – Consumption and waste, global, climate change, local focus, wildlife and nature and rights and responsibilities.
2. The children will learn how the school cares about its energy consumption. The waste it produces, the food it serves, the traffic it attracts and the difficulties faced by people living in its community and in other parts of the world.
3. The Foundation Stage Curriculum will encompass the EYFS ages and stages for development for Knowledge and Understanding of the world – a sense of place.
4. The Eco-Council meets regularly to respond to global challenges.
5. Global citizenship is developed across the school through contact with schools over sea and also by studying about different localities around the world – comparing and contrasting.
6. All staff and children in school recycle paper and ink and compost fruit waste.
7. Children are encouraged to save resources – turning off lights, taps, fridge, computers off, not to waste paper towels and use of recycling bins. The eco-council monitors work in this area across school.
8. Local focus – the children regularly visit the church, harvest is shared in school, visits round the local community and woodlands.
9. All visits are made as appropriate to learning. Work and visits also include the use of the school grounds and the local community.
10. Links with local organisations such as recycling ventures, Warley Woods Community Trust, PSPB should be used to promote the children’s understanding of these organisations and sustainability.
11. Available resources where appropriate should be used to promote sustainability.
12. Show an appreciation of physical and climatic variations and how these affect the lives of people.

Conclusion:

This policy to be read in conjunction with the school’s Teaching and Learning Policy, Geography, Science, Citizenship and Design and Technology Policies as well as the national Curriculum, EYFS document and all relevant LA and DCSF Guidelines.

Updated: March 2016