KINETON GREEN PRIMARY SCHOOL

Education for Sustainable Development in Geography Policy

June 2014
Kineton Green Primary School
Education for Sustainable Development Policy

Aims for Sustainable Development
‘Education for Sustainable Development enables people 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.’
Holland Report 1998

‘Sustainable development will not just be a subject in the classroom: it will be in its bricks and mortar and the way the school uses and even generates its own power. Our students won’t just be told about sustainable development, they will see and work within it: a living learning place in which to explore what a sustainable lifestyle means.’
The Prime Minister, 14 September 2004

Objectives
The objectives of Education for Sustainable Development at Kineton Green Primary School is to give pupils:

♦ an understanding of the interconnections between all aspects of our own lives and those of other people and places both globally and locally.
♦ a realisation that our actions may have unseen consequences. Because we are learning all of the time our approach to implementing change should be cautious and open to new possibilities.
♦ a recognition that we have both rights and responsibilities to participate in decision making and that everyone is allowed to have a say in what happens in the future.
♦ an understanding that there is a limit to the way in which the world can develop and that certain countries should not grow in ways that create increased poverty, hardship and degradation to the environment because this is unsustainable and will eventually disadvantage us all.
♦ recognition that development must be sustainable and benefit people equally because it improves the life of everyone.
♦ the knowledge that we can live lives that consider the rights and needs of others and that our actions today will have implications for the life of everyone in the future.
♦ an understanding of the importance and value of the diversity in our lives – culturally, socially, economically and biologically – and that our lives are impoverished without it.
How ESD will be taught through Geography

ESD will be taught through 7 main concepts, which are outlined below. Activities that deliver these have been clearly written into the Geography medium term planning. However, ESD will also feature during PSHE and citizenship activities, whole school events and School Assemblies.

What is of equal importance to the content of ESD is the way in which it is delivered. In this respect, children will be encouraged to:

- listen to other points of view
- express and justify their own points of view
- make informed choices between alternatives
- work collaboratively through discussion and negotiation
- respect democratic decisions
- think critically
- take responsibility for their own actions
- take part responsibly in school and community-based activities.

The 7 key concepts of ESD

1. Interdependence

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.

2. Citizenship and stewardship

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.

3. 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. This involves pupils in discussing the way they live and the
products and services they use, to distinguish between actions and products which are wasteful and those that are sustainable. This should enable pupils to begin to assess the sustainability of their own lifestyle.

4. 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 critically on, and engage in, debates and decisions on political, technological and economic changes that impinge on diversity and sustainability.

5. Quality of life, equity and justice
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 difference between needs and wants and developing a sense of fairness. It involves understanding the difference between quality of life and standard 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 a sustainable society.

6. Sustainable change
Promotes an understanding that there are limits to the way in which the world, particularly the richer countries, can develop. The consequences of unmanaged and unsustainable growth might include increasing poverty and 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.

7. Uncertainty and precaution
Involves a realisation that because people are learning all the time and that their actions may have unforeseen consequences, they should adopt a cautious approach to the welfare of the planet. 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 sustainable development issues, solutions and alternatives.
Safety
All activities both within and beyond the classroom will comply with the guidelines in the schools’ Health and Safety Policy. Pupils are expected to behave in a considerate, responsible manner, showing respect for resources, other people and the environment. All adult helpers on visits and field trips are fully briefed as to the learning objectives of the project and the extent of their responsibility.

Assessment, inclusion and equal opportunities within ESD will be in accordance with the Geography policy.

Roles and Responsibilities
The Geography Subject Leader will take responsibility for ESD activities and resources within their subject. They will also monitor the effectiveness of ESD across the school and implement any future developments. The Geography Subject Leader will also offer support to other subject leaders who wish to incorporate ESD into the curriculum.

Children will also take responsibility for the smooth running of many aspects of ESD in the school. They will elect class monitors who undertake task such as litter collection, maintaining tidy rooms and corridors, looking after the outdoor environment, ensuring water and electricity are not wasted and collection of data on energy use.

Future aims
The school also aims to work toward:
♦ incorporating ESD into other subject areas. This will be taught cross curricular through the new Cornerstones curriculum.
♦ managing waste products by recycling wherever possible
♦ putting in place energy and water-saving techniques
♦ greening travel and transport to and from school for pupils and staff
♦ a green purchasing policy
♦ using composting and renewable energy
♦ acting as a resource for other school to learn about ESD.