

# Abbey Primary School

## Ysgol Gynradd Abbey



## ESDGC Policy

### March 2025

Approved/Reviewed Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Rights Respecting Children

*Article 15 – Freedom of Association*  
*Article 28 – The Right to Education*



*(This policy should be read in conjunction with the PSE, Food and Fitness, Inclusion, Equalities and Teaching and Learning Policies)*

Abbey Primary School believes ESDGC is education that will prepare learners for life in the 21st Century. Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address these consequences of our lifestyle choices. Embracing ESDGC has the potential to enhance and enrich education.

### **What is ESDGC?**

ACCAC's 'Guidance on Education for Sustainable Development and Global Citizenship' (2002) states:

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.

### **Aims and Objectives**

Therefore in embedding the ESDGC Programme of Study into all curriculum areas we aim to:

- Enable pupils to learn how to care for and protect their environment. In small, yet significant ways, strive to reduce pollution, and use natural resources with thought and care. Learners will understand that collectively, schools in Wales, the UK and globally, can make a huge difference.
- Help them to understand their own rights and responsibilities, as citizens locally and globally, and have respect for the rights and responsibilities of others. We will strive to give them knowledge and understanding about our world and the people who live in it and everyone's relationship with the environment.
- Help them to develop the skills to be critical thinkers by giving them the facts. They will be given a variety of resources so that they can have balanced information and come to their own judgements.
- Celebrate cultural, religious and linguistic diversity and foster positive attitudes towards others who are different to us.

## **The seven themes of ESDGC are:**

### **Wealth and Poverty**

Understanding how people, the environment and the economy are inextricably linked at all levels from local to global.

### **Identity and Culture**

Understanding, respecting and valuing human diversity (cultural, social and economic) and recognising the negative impact of discrimination and prejudice on individuals and groups.

### **Choices and Decisions**

Understanding that choices and decisions have consequences and that conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony.

### **Health**

Understanding the importance of a healthy lifestyle and acknowledging that basic needs must be met universally.

### **Natural Environment**

Developing respect for all living things and acknowledging the relationship between people and the environment.

### **Consumption and Waste**

Understanding that resources are finite and that this has implications for people's lifestyles, industry and future generations.

### **Climate Change**

Recognising the importance of taking individual responsibility and action to make the world a better place and understanding the range of alternative ways to both save and generate energy.

### **Monitoring and evaluation**

*The Eco Schools and PSE coordinators monitor the implementation of the ESDGC policy across the school.*

*The ESDGC policy is reviewed every three years and amended where necessary.*

Theme	Examples
Wealth and Poverty	Assemblies PSE lessons Charity fundraising days
Identity and Culture	PSE lessons Anti-Bullying Assemblies Charity fundraising days Eco- Schools
Choices and Decisions	PSE/Geography lessons Eco-schools Assemblies
Health	Healthy Schools Fruit Trolley Promotion of healthy lunchboxes Water bottles in class. Science lessons Assemblies
Natural Environment	Geography/Science lessons Endangered species work – Mosaics Assemblies Litter picking
Consumption and Waste	Paper Recycling Battery Recycling Eco-Schools Turning off lights/heaters/IWB.
Climate Change	Geography in the news topics Geography lessons Assemblies Recycling Energy Saving

(See appendix 1 for a detailed breakdown of the impact of ESDGC across the curriculum.)

**Appendix 1: ESDGC Across The Curriculum – Key Stage 2**  
**Year 1: Autumn term**

Theme	Lower School	Upper School
<b>Wealth and Poverty</b>		<u>History</u> <ul style="list-style-type: none"> <li>• Compare and contrast living conditions of wealthy and poor during Tudor period.</li> </ul>
<b>Identity and Culture</b>	<u>Music</u> <ul style="list-style-type: none"> <li>• Develop knowledge of Indian dance.</li> </ul>	<u>RE</u> <ul style="list-style-type: none"> <li>• Exploring religious beliefs, teachings and practices of Hinduism.</li> <li>• Ask, discuss and respond to fundamental questions raised about Gods.</li> </ul>
<b>Choices and Decisions</b>	<u>P.S.E.</u> <ul style="list-style-type: none"> <li>• Set targets for a well-behaved classroom.</li> <li>• Understand the term bullying.</li> <li>• Learning to cope with new beginnings and situations. Know what makes a good friend.</li> </ul>	<u>PSE</u> <ul style="list-style-type: none"> <li>• Be part of a controlled and happy learning environment.</li> <li>• Strategies to tackle bullying.</li> <li>• Coping strategies to handle new situations.</li> <li>• Maintaining a positive attitude. Empathise with others.</li> </ul>
<b>Health</b>		<u>History</u> <ul style="list-style-type: none"> <li>• School trip to Cardiff castle, based on medicine during Tudor period</li> <li>• Write an instructional text. (Tudor Doctor's handbook)</li> </ul>
<b>Natural Environment</b>	<u>Art</u> <ul style="list-style-type: none"> <li>• Study of Bridget Riley - lines of 'movement' in nature (e.g. waves, ripples on a pond, and cross-section of a tree trunk).</li> </ul>	<u>Science</u> <ul style="list-style-type: none"> <li>• Describe different viewpoints about technological development (wind farms)</li> <li>• Write a balanced argument. (wind farms)</li> </ul>

<p><b>Consumption and Waste</b></p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• The Paper Bag Prince – Poetry linked to landfill sites</li> </ul> <p><u>Numeracy/ICT</u></p> <ul style="list-style-type: none"> <li>• User of Textease to create spreadsheets linked to recycling data</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Interview Waste management Technician for Neath</li> <li>• Ask and answer questions linked to rubbish and recycling data</li> <li>• Research Crymlyn Burrows and discuss pros and cons of landfill sites</li> </ul> <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> <li>• Resistant materials topic – making pencil pots out of recycled materials</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Draw conclusions based on electricity usage</li> <li>• Interpret data based on electricity usage</li> </ul>
<p><b>Climate Change</b></p>		<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Describe different viewpoints about technological development (wind farms)</li> <li>• Write a balanced argument (wind farms)</li> </ul>

## Appendix 1: ESDGC Across The Curriculum – Key Stage 2

### Year 1: Spring term

Theme	Lower School	Upper School
<b>Wealth and Poverty</b>	<u>PSE</u> <ul style="list-style-type: none"> <li>Water is cool in school poster competition.</li> <li>Looking at water shortages around the world.</li> </ul>	
<b>Identity and Culture</b>	<u>RE</u> <ul style="list-style-type: none"> <li>Understand the origins of the Jewish faith.</li> <li>Identify features of a Synagogue.</li> <li>Compare a Church and Synagogue.</li> <li>Explore celebration within religions.</li> </ul>	<u>RE</u> <ul style="list-style-type: none"> <li>Discussing and exploring pilgrimage within religions</li> <li>Compare and contrast localities (Wales and Trinidad)</li> <li>Compare and contrast celebrations between localities (Wales and Trinidad)</li> <li>Investigating religions within the local community (Islam)</li> </ul>
<b>Choices and Decisions</b>	<u>PSE</u> <ul style="list-style-type: none"> <li>Understand strengths as a learner.</li> <li>Identify barriers to learning.</li> <li>Understand what makes a good role model.</li> <li>Understand how to reach goals.</li> </ul>	<u>PSE</u> <ul style="list-style-type: none"> <li>Consider cause and effect of behaviour.</li> <li>Find ways to achieve after disappointment.</li> <li>Take a positive route when faced with a problem.</li> <li>Reflect on strategies to achieving goals.</li> <li>To identify and use strategies to deal with conflict.</li> <li>Making long term goals.</li> <li>Calming down strategies.</li> </ul>
<b>Health</b>	<u>PSE</u> <ul style="list-style-type: none"> <li>Healthy lunchboxes – Understanding what makes a healthy lunchbox and what foods are good for us.</li> </ul> <u>PE</u>	<u>Science</u> <ul style="list-style-type: none"> <li>Linking applications of science or technology to their underpinning scientific ideas when filtering salty water (creating drinking water)</li> <li>Ethical and moral issues linked to scientific or technological developments. (pesticides)</li> </ul>

	<ul style="list-style-type: none"> <li>• HRE – Looking at pulse rate and healthy exercise.</li> <li>• Understand importance of warm ups and cool downs.</li> </ul>	<p><u>PSE</u></p> <ul style="list-style-type: none"> <li>• Showing an understanding of main ideas within a text based on balanced diet.</li> <li>• Designing a healthy lunch box.</li> <li>• Identify effects of exercise on the body.</li> <li>• Effects of alcohol on the body.</li> <li>• Accepting 'me' for who I am.</li> </ul> <p><u>PE</u></p> <ul style="list-style-type: none"> <li>• Create an effective warm up.</li> <li>• Create an effective cool down.</li> </ul>
<b>Natural Environment</b>	<p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Mosaic Project – Researching endangered species in the local environment.</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Identifying the cause and effects of weather.</li> <li>• Recognise weather symbols.</li> <li>• Measure rain using a rain gauge.</li> <li>• Compare natural weather features in Wales and Antarctica.</li> <li>• Create weather forecasts.</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Identify natural and manmade features in the Arctic.</li> </ul>	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Applying map skill knowledge to identify water sources in the local area.</li> <li>• Identify the features of the Neath River.</li> <li>• Identify benefits and consequences of tourism on a community.</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Ethical and moral issues linked to scientific or technological developments. (pesticides)</li> </ul>
<b>Consumption and Waste</b>		



<b>Climate Change</b>	<u>Geography</u> <ul style="list-style-type: none"><li>• Cold places - study of the Arctic and Antarctic.</li><li>• Research global warming and hold a debate on different viewpoints.</li><li>• Research green peace and the work they do in the Arctic.</li><li>• Create presentations on how to conserve the Arctic.</li></ul> <u>ICT</u> <ul style="list-style-type: none"><li>• Use Prezi to create presentations linked to animals in cold places.</li></ul> <u>Science</u> <ul style="list-style-type: none"><li>• Thermal materials and the use of insulation.</li></ul>	
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**Appendix 1: ESDGC Across The Curriculum – Key Stage 2**  
**Year 1: Summer term**

Theme	Lower School	Upper School
<b>Wealth and Poverty</b>		<u>RE</u> <ul style="list-style-type: none"> <li>• Poverty and charities</li> <li>• Understand what the Bible teaches about money.</li> <li>• Discuss different viewpoints people have about money.</li> <li>• Understand how different religions respond to global issues of poverty.</li> <li>• Consider personal values and commitments related to money and charity.</li> </ul>
<b>Identity and Culture</b>	<u>RE</u> <ul style="list-style-type: none"> <li>• Explore the Islamic celebration of Aqiqah.</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>• Tourism and its impacts.</li> <li>• Identify benefits and consequences of tourism on a community.</li> <li>• Identify tourist attractions of a locality studied.</li> </ul>
<b>Choices and Decisions</b>	<u>PSE</u> <ul style="list-style-type: none"> <li>• Understand when to show and hide different feelings.</li> <li>• Know how to stay safe around drugs.</li> </ul> <u>Science</u> <ul style="list-style-type: none"> <li>• Understand the scientific developments linked to fruit.</li> <li>• Debate the pros and cons of organic and non-organic fruits.</li> </ul>	<u>PSE</u> <ul style="list-style-type: none"> <li>• Designing a lunchbox which contained appropriate healthy foods.</li> <li>• Creating a persuasive leaflet to convince Rhydri Primary school to eat healthily.</li> </ul>

<b>Health</b>	<u>PE</u> <ul style="list-style-type: none"> <li>• Know how muscles work.</li> <li>• Understand why body temperature rises during exercise.</li> <li>• Understand why pulse rate rises with exercise.</li> </ul>	
<b>Natural Environment</b>	<u>Geography</u> <ul style="list-style-type: none"> <li>• Identify similarities and differences between Arctic and Antarctica.</li> </ul>	
<b>Consumption and Waste</b>		<u>Science</u> <ul style="list-style-type: none"> <li>• Debate about choosing free range, barn or organic eggs.</li> </ul>
<b>Climate Change</b>		

**Appendix 1: ESDGC Across The Curriculum – Key Stage 2**  
**Year 2: Autumn term**

Theme	Lower School	Upper School
<b>Wealth and Poverty</b>		<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Investigating insulators and conductors and the importance of insulating your home.</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• Investigating rationing.</li> <li>• Calculating amounts of food and remaining allowance</li> </ul>
<b>Identity and Culture</b>	<p><u>RE</u></p> <ul style="list-style-type: none"> <li>• Create a presentation on features of a church.</li> <li>• Research the festival of Ramadan and Eid-ul-Fitr.</li> </ul>	<p><u>History</u></p> <ul style="list-style-type: none"> <li>• Investigating the effects of the Blitz on everyday life.</li> <li>• What life was like for Jewish people during World War II</li> </ul> <p><u>RE</u></p> <ul style="list-style-type: none"> <li>• The origin of the Jewish faith</li> <li>• Key religious figures in Judaism</li> </ul>
<b>Choices and Decisions</b>	<p><u>PSE</u></p> <ul style="list-style-type: none"> <li>• Empathise with others' experiences and feelings.</li> <li>• Understand how to solve a variety of problems.</li> <li>• Recognise ways to make people feel welcome.</li> <li>• Know different strategies of calming down.</li> </ul>	<p><u>PSE</u></p> <ul style="list-style-type: none"> <li>• Strategies to tackle bullying</li> <li>• Different levels of friendship by completing concentric circle.</li> <li>• Class rules</li> <li>• Personal behaviour and academic targets</li> <li>• Experiences of prejudice.</li> </ul>
<b>Health</b>	<u>PE</u>	<u>Science</u>

	<ul style="list-style-type: none"> <li>• Know the importance of a warm up.</li> <li>• Know the importance of a cool down.</li> <li>• Understand changes in body temperature.</li> </ul>	<ul style="list-style-type: none"> <li>• Dangers of electricity.</li> </ul> <p><u>PSE</u></p> <ul style="list-style-type: none"> <li>• Discussion based on scenario about girl smoking in uniform at 5pm.</li> <li>• Changes that take place during puberty</li> <li>• Hygiene during puberty</li> </ul>
<b>Natural Environment</b>	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Locate Kenya and Nairobi on a map.</li> <li>• Compare the human and natural features of Nairobi and Caerphilly.</li> <li>• Answer questions about weather in Nairobi.</li> <li>• Compare homes in Nairobi and Wales.</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Create leaflets to persuade people to visit Kenya.</li> </ul>	<p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Investigating a range of WW2 photos and paintings (Landscape). Using viewfinders to focus on different parts.</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>• How alternative sources of energy are created</li> <li>• Recognising the need for sustainable energy sources</li> </ul>
<b>Consumption and Waste</b>		<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• How a circuit works. (The importance of turning lights off.)</li> </ul>
<b>Climate Change</b>		

**Appendix 1: ESDGC Across The Curriculum – Key Stage 2**  
**Year 2: Spring term**

Theme	Lower School	Upper School
<b>Wealth and Poverty</b>	<u>History</u> <ul style="list-style-type: none"> <li>• Compare and contrast food for rich and poor households in Victorian times.</li> <li>• Recognise how poor children were treated during the Victorian times -Take on a given role in a debate on child-labour.</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>• Changes in the population of rural areas and investigate reasons for these (employment, age etc)</li> </ul>
<b>Identity and Culture</b>	<u>RE</u> <ul style="list-style-type: none"> <li>• Explore the customs and practices associated with the festival of Passover.</li> <li>• Identify features of the festival of Lent.</li> <li>• Identify symbols associated with the festival of Easter.</li> </ul>	<u>RE</u> <ul style="list-style-type: none"> <li>• Creating a database of religious communities in the area.</li> <li>• Investigating how and why Muslims worship</li> <li>• Plan a newspaper article about migration in the UK.</li> <li>• The importance of a Mosque</li> <li>• How Muslim family life reinforces their faith</li> <li>• Ceremonies of Adhan and Aqiqah</li> <li>• How the Muslim faith communities show care and concern for others</li> </ul>
<b>Choices and Decisions</b>	<u>PSE</u> <ul style="list-style-type: none"> <li>• Identify how to learn effectively.</li> <li>• Know how to overcome barriers in learning.</li> <li>• Recognise how to make responsible and informed decisions.</li> <li>• Know strategies to deal with peer pressure.</li> <li>• Recognise personal strengths.</li> </ul>	<u>PSE</u> <ul style="list-style-type: none"> <li>• Make a judgement about whether to take a risk</li> </ul>

<b>Health</b>	<u>PE</u> <ul style="list-style-type: none"> <li>• HRE – Looking at the benefits of healthy sports.</li> <li>• Understand the difference between healthy and unhealthy.</li> </ul> <u>Science</u> <ul style="list-style-type: none"> <li>• Dangers of electricity.</li> </ul>	<u>PSE</u> <ul style="list-style-type: none"> <li>• To use strategies to help when feeling useless or inadequate.</li> <li>• Be able to feel positive even when things are going wrong</li> </ul>
<b>Natural Environment</b>	<u>Environmental Art</u> <ul style="list-style-type: none"> <li>• Looking at artists Georgia O’Keefe and Andy Goldsworthy and use of natural art.</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>• What modes of transport are used in Wales? How do these modes impact the environment?</li> <li>• Interpret weather data to make a forecast.</li> </ul> <u>Science</u> <ul style="list-style-type: none"> <li>• Process of pollination</li> </ul>
<b>Consumption and Waste</b>		<u>DT</u> <ul style="list-style-type: none"> <li>• Create sculptures, using a variety of sustainable materials and methods. (Recycled materials)</li> </ul>
<b>Climate Change</b>	<u>Science</u> <ul style="list-style-type: none"> <li>• Understand what makes a circuit work.</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>• Impact of modes of transport on the environment</li> <li>• Create a report to express the advantages and disadvantages of a more eco-friendly trip to a given place.</li> <li>• Changes of states within context (melting ice caps)</li> </ul>

## Appendix 1: ESDGC Across The Curriculum – Key Stage 2

### Year 2: Summer term

Theme	Lower School	Upper School
<b>Wealth and Poverty</b>	<u>Charity Day</u> <ul style="list-style-type: none"> <li>Water Aid - Research lack of drinking water around the world.</li> </ul>	
<b>Identity and Culture</b>	<u>RE</u> <ul style="list-style-type: none"> <li>Know the Christian and Jewish answer to the question: 'How did the world come to be?'</li> <li>Know the Islamic answer to the question, 'How did the world come to be?'</li> <li>Research the Hindu creation story.</li> <li>Explore how and why religious people show concern and responsibility for creation</li> </ul>	<u>RE</u> <ul style="list-style-type: none"> <li>To explore the question 'Is there a God?'</li> <li>Consider the question: How did the world come to be?</li> </ul>
<b>Choices and Decisions</b>	<u>Literacy</u> <ul style="list-style-type: none"> <li>Poetry – Looking at animal welfare and how to treat animals in captivity.</li> </ul> <u>PSE</u> <ul style="list-style-type: none"> <li>Know what bullying is.</li> <li>Know how to make someone happy.</li> <li>Know we are responsible for our actions.</li> <li>Know that change can be positive.</li> </ul> <u>DT</u> <ul style="list-style-type: none"> <li>Create hand puppets to help children cope with bullying.</li> </ul>	<u>PSE</u> <ul style="list-style-type: none"> <li>Strategies to deal with difficult situations; to give and receive compliments, Challenge stereo-types.</li> <li>Consider the question 'How should I live my life?'</li> <li>Make informed decisions with money</li> </ul> <u>Year 6 SRE</u> <ul style="list-style-type: none"> <li>Making responsible decisions</li> </ul>



<b>Health</b>	<u>Science</u> <ul style="list-style-type: none"> <li>Looking at healthy and unhealthy foods and the effects of exercise on the body.</li> <li>Understand different food groups.</li> <li>Understand why teeth rot.</li> </ul> <u>DT</u> <ul style="list-style-type: none"> <li>Making healthy fruit/vegetable salads.</li> </ul>	<u>Science</u> <ul style="list-style-type: none"> <li>How are medicines discovered?</li> <li>Science investigation based on how exercise affects the heart rate.</li> </ul> <u>SRE</u> <ul style="list-style-type: none"> <li>Changes during puberty (Year 5)</li> <li>How babies are made (Year 6)</li> <li>Mums' health during pregnancy (Year 6)</li> </ul>
<b>Natural Environment</b>	<u>RE</u> <ul style="list-style-type: none"> <li>Consider aspects of the natural world that encourages awe and wonder.</li> <li>Investigate how and why people care for the natural world and living things</li> <li>Understand we should have respect for all life.</li> </ul>	<u>RE</u> <ul style="list-style-type: none"> <li>Look at aspects of the natural world that encourage awe and wonder.</li> </ul> <u>Science</u> <ul style="list-style-type: none"> <li>Process of germination.</li> <li>Process of photosynthesis.</li> <li>Rotation of the earth</li> <li>Describing the physical and natural features of a locality</li> </ul>
<b>Consumption and Waste</b>	<u>Geography</u> <ul style="list-style-type: none"> <li>Debate on the prospect of a waste treatment plant opening in the area.</li> </ul>	
<b>Climate Change</b>	<u>Geography</u> <ul style="list-style-type: none"> <li>Express views about environmental issues.</li> <li>Know how and why environments have changed.</li> </ul>	