

**A Common Understanding
for Education for Sustainable
Development and Global
Citizenship (ESDGC) in Wales**

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This document sets out a Common Understanding for ESDGC in response to the need for common standards that was identified in *Education for Sustainable Development and Global Citizenship – A Strategy for Action (DELLS Information Document No: 017-06)*. The Common Understanding describes the scope and approach of ESDGC across the 3 to 19 age range in schools. It identifies the skills learning outcomes in line with the *Skills Framework (DELLS January 2007)* and is presented in a similar format to the *PSE Framework (DELLS January 2007)*.

To demonstrate the cross-cutting nature of ESDGC and to assist curriculum planning, this Common Understanding has statements on values and attitudes, and knowledge and understanding through a framework based on the following seven interconnected themes.

- Wealth and poverty
- Identity and culture
- Choices and decisions
- Health
- The natural environment
- Consumption and waste
- Climate change

1.1 Approaches to ESDGC

Through the development of the ESDGC action plan there was a clear call to offer clarity on the breadth of ESDGC and offer this in a manner that is easy for teachers to begin to build into their classroom delivery, for head teachers to build into whole school ethos and for indicating a framework for integration of the myriad of awards and initiatives offered by partners that aid delivery of ESDGC

This 'common understanding' approach will support the nine ESDGC concepts as previously defined by the Welsh Assembly Government. Following the baseline report by Estyn (May 2006) it was seen that there is a need to develop ways to approach ESDGC that were more easily approached by teachers, fitted into the developing Curriculum 2008 and offered up a clear example of the breadth that is included within ESDGC. The interconnected themes are the result of this learning. They offer a clear outline of the range of themes that need to be included if ESDGC is being delivered in the school. They offer a 'way-in' for new teachers looking to start to deliver ESDGC. For those teachers already aware of and working with the key concepts for ESDGC* they offer an opportunity to reflect on their delivery and a cross reference tool to ensure that the breadth of themes are being addressed through their work. Further examples of how the key concepts for ESDGC develop alongside this common understanding will be provided in the good practice guidance that will be available later in 2007.

1.2 Delivery of ESDGC

Quality delivery of ESDGC is not confined to the classroom, or to one teacher. It is integrated across the whole school, involving all teachers, ancillary staff, governors and

* For information concerning the key concepts visit www.esdgc-wales.org.uk
Report: ESDGC Guidance ACCAC, 2002

the external partnerships that the school forms with organisations and the local community. There are many models for achieving this, the approach taken by this document is that thought should be given to how the themes could be delivered in the classroom, within the whole school and through partnerships and community links. An illustrative example for two of the themes is given in Appendix I.

The aim of this approach is to align the work of individual teachers within a whole school approach and to involve external awards and initiatives, local schemes and opportunities within a holistic approach.

Enabling Effective Support (EES) is a national initiative that works to offer support for ESDGC at a local level.

2. What does ESDGC mean for teachers, learners and schools?

For teachers, ESDGC is about:

- an holistic approach to education;
- preparing learners for the new challenges that will be a part of their future such as climate change and international competition for resources;
- developing learners' worldview to recognise the complex, interrelated nature of their world;
- an approach to teaching and learning to which every subject can contribute; and
- building the skills that will enable learners to think critically and laterally, link ideas and concepts, and make informed decisions.

For learners, ESDGC is about:

- being encouraged to care for themselves, care for each other and care for their environment;
- the issues they have a right to know about for their future;
- appreciating their role in the school community, the local community and the global community;
- discovering that, whatever they are studying, there are connections with other subjects, topics and issues, and with the "big picture" of the wider world; and
- gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act.

For schools, ESDGC is:

- part of the ethos, pedagogy and organisation of the school;
- about the messages inherent in the way the school is organised and managed;
- something that requires schools to "do" as well as teach;
- something that requires co-ordination across the whole school; and
- something that Estyn will inspect.

ESDGC is not:

- a separate subject;
- a series of discrete concepts or topics;
- confined to the classroom;
- the responsibility of just one teacher in the school;
- about transmitting a set of answers to learners.

Foundation Phase

Skills

Communication

Learners should be given opportunities to:

- listen and respond to others
- communicate with increasing confidence with peers and others
- respond to ideas and emotions through structured play activities and develop creativity

Thinking

Learners should be given opportunities to:

- ask why, what, how, where and when
- begin to experiment with own and others' ideas
- start to form opinions and make decisions by weighing up pros and cons
- begin to distinguish fact from opinion

Working with others

Learners should be given opportunities to:

- work cooperatively on a task
- listen to the experiences of others

Range

Wealth and poverty

ATTITUDES AND VALUES

Learners should be given opportunities to:

- treat others fairly
- appreciate the different feelings of others
- share resources with others

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- some people are rich and some are poor
- what is fair and what is unfair
- they depend on other people's work for food and water, shelter and clothing

Identity and culture

ATTITUDES AND VALUES

Learners should be given opportunities to:

- recognise that discrimination and exclusion is wrong
- value friends and family
- respect religious artefacts

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- everyone is special and different
- essential similarities between all human beings
- others may celebrate different festivals

Choices and decisions

ATTITUDES AND VALUES

Learners should be given opportunities to:

- have their views listened to and listen to the views of others
- work cooperatively on tasks to solve problems
- see that rules can help everyone

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- choices and decisions have consequences
- ways of avoiding and resolving conflicts
- they can explore social and moral dilemmas through group enquiry

Health

ATTITUDES AND VALUES

Learners should be given opportunities to:

- recognise the need for personal hygiene
- recognise their responsibilities to keep themselves and others safe
- recognise the importance of eating properly and exercising

Improving own learning and performance

Learners should be given opportunities to:

- try out different ways of learning
- identify what has been achieved

Number

Learners should be given opportunities to:

- develop number recognition and use numbers in games and role play
- identify differences in size and quantities

ICT

Learners should be given opportunities to:

- become aware that ICT can be used to communicate ideas
- begin to find different sources of information with guidance

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- people need a combination of foods
- all food comes from animals or plants
- not everyone in the world has enough food, clean water, safe environment and good relationships

Natural environment

ATTITUDES AND VALUES

Learners should be given opportunities to:

- develop a sense of awe and wonder at the beauty of landscapes, habitats and living things
- care for the environment and recognise its importance

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- people's actions can improve or damage the environment
- living things depend on each other
- different habitats support different animals and plants

Consumption and waste

ATTITUDES AND VALUES

Learners should be given opportunities to:

- take care of their belongings

- use resources carefully
- dispose of used resources responsibly

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- natural resources are limited
- some things can be recycled and others reused
- people produce unnecessary waste
- wants and needs are two different things

Climate change

ATTITUDES AND VALUES

Learners should be given opportunities to:

- recognise the importance of saving energy
- believe they can make a difference through their actions and behaviour

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- different places have different weather patterns and these affect the way people live
- energy is needed to power lighting, heating and transport
- there are alternative sources of energy from sun and wind

Skills

Communication

Learners should be given opportunities to:

- listen to ideas and presentations from a range of sources
- contribute to discussions and debates on ESDGC topics
- communicate ideas and emotions through a range of methods to different audiences

Thinking

Learners should be given opportunities to:

- plan where to find relevant information
- distinguish between facts, beliefs and opinions
- identify, describe and begin to explain patterns and relationships
- use some prior knowledge to link cause and effect and to make predictions for the future
- make informed decisions

Working with others

Learners should be given opportunities to:

- work cooperatively and collaboratively to solve problems
- empathise with the experiences and feelings of others
- resist unwanted peer pressure and behaviour
- develop strategies to resolve conflicts
- access help from others
- make group decisions

Range

Wealth and poverty

ATTITUDES AND VALUES

Learners should be given opportunities to:

- recognise that people are entitled to have their basic needs met

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the effects of inequality on the quality of people's lives
- local actions have global effects because of connections between different places and people

Identity and culture

ATTITUDES AND VALUES

Learners should be given opportunities to:

- recognise the negative impact of discrimination and prejudice on individuals and groups
- to appreciate that they are citizens in an interconnected world

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- we all have similarities and differences
- that people have differing beliefs and values
- cultural values and religious beliefs shape the way people live

- information about people and places counters stereotyping

Choices and decisions

ATTITUDES AND VALUES

Learners should be given opportunities to:

- participate in aspects of life in school, helping to make decisions
- express and enact respect for self and others
- appreciate that personal actions have consequences

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the difference between assertiveness and bullying
- what is meant by the rights of the child and that not everybody, everywhere has these
- the environment can be affected by the decisions we make individually and collectively

Health

ATTITUDES AND VALUES

Learners should be given opportunities to:

- appreciate the importance of family and community for health
- care for their own health and the health of others

Improving own learning and performance

Learners should be given opportunities to:

- practise various learning styles to access different types of information
- apply learning to similar situations in school
- reflect on achievements
- develop practical skills necessary for everyday life
- reflect on learning in school and link it to situations in the wider world

Number

Learners should be given opportunities to:

- select and use data from given information
- record and interpret ESDGC related data and charts
- gather information in a variety of ways including questionnaires and databases

ICT

Learners should be given opportunities to:

- gather and share information with others e.g. through an international link
- find and present suitable information on ESDGC topics from given sources
- begin to ask questions about bias

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the basic ingredients of a healthy lifestyle
- the impacts of environment on health and wellbeing
- poverty and inequality can cause health problems

Natural environment

ATTITUDES AND VALUES

Learners should be given opportunities to:

- develop respect for landscapes, habitats and living things
- develop a sense of fascination with and respect for the natural world

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the needs of living things
- people depend on the environment for energy, food and other materials

Consumption and waste

ATTITUDES AND VALUES

Learners should be given opportunities to:

- take personal action and influence others to save energy and reduce consumption

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- where the things they consume come from and go to
- what influences their individual consumption
- that waste can cause pollution

Climate change

ATTITUDES AND VALUES

Learners should be given opportunities to:

- recognise that individuals and groups can take action to combat climate change

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the difference between climate and weather and that climate changes cause weather change
- climate can change with time
- burning fossil fuels creates emissions that cause climate change
- the range of alternative ways to both save and generate energy

Skills

Communication

Learners should be given opportunities to:

- listen to different points of view and respond appropriately
- listen to and communicate with peers in other communities or countries
- express and justify an opinion in discussions and debates and vote on ESDGC issues

Thinking

Learners should be given opportunities to:

- use prior knowledge to link cause and effect and to make predictions about the future
- explain patterns and relationships and identify uncertainties
- reflect on learning activities to reassess opinions on ESDGC issues local and global

Working with others

Learners should be given opportunities to:

- work both independently and cooperatively to contribute to a group outcome
- negotiate common goals
- be assertive and resist unwanted peer pressure
- access a range of sources of information, support and advice
- put group decisions into action

Range

Wealth and poverty

ATTITUDES AND VALUES

Learners should be given opportunities to:

- develop a sense of fairness and justice about the access to resources and wealth
- be affronted by exploitation and poverty
- learn to value non-material things as well as material goods

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- inequalities exist between people within countries and between countries
- how goods are produced and traded and what Fair Trade is and why it is important
- why people migrate

Identity and culture

ATTITUDES AND VALUES

Learners should be given opportunities to:

- develop an insight into their own values and beliefs
- develop respect for themselves and others
- value, celebrate and show sensitivity to diversity locally, nationally and globally
- question stereotypes
- appreciate that people's actions and perspectives are influenced by their values

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- where their beliefs come from
- how to recognise and challenge effectively expressions of prejudice, racism and stereotyping
- the links between culture, faith and individual values
- their own society is enriched by diversity of cultures
- the impact of past actions on cultures and identity

Choices and decisions

ATTITUDES AND VALUES

Learners should be given opportunities to:

- participate in the school and wider community in order to change things
- be affronted by the denial of human rights
- appreciate the value of a well balanced and well supported argument

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the impact of not resolving conflicts amicably
- what is meant by basic human rights and that not everyone has them
- the principles of democracy
- how conflict can arise from different views about global issues

Improving own learning and performance

Learners should be given opportunities to:

- analyse own performance in learning, identifying strengths and weaknesses
- apply learning to similar situations outside school
- action plan and set targets
- develop practical skills for use outside school

Number

Learners should be given opportunities to:

- access and select data on ESDGC issues from a variety of sources
- show how some interpretations of numerical data can be misleading
- explore a variety of ways of presenting data from sources such as ecological footprints

ICT

Learners should be given opportunities to:

- share different forms of information with others
- find and use relevant information to develop ideas
- check the accuracy, plausibility and bias of information
- use online tools including footprint calculators

Health

ATTITUDES AND VALUES

Learners should be given opportunities to:

- develop concern for the health of others in other parts of the world

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the links between a healthy lifestyle and physical and emotional well-being
- ways in which health and quality of life can be improved in countries across the world

- appreciate the actions required to reduce their own ecological footprint and take action to minimise waste
- appreciate the contribution made to their lifestyle by other people and other places

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- interdependence between producers and consumers and issues of trade justice
- the influences of advertising and peer pressure on consumption
- the difference between “standard of living” and “quality of life”

Natural environment

ATTITUDES AND VALUES

Learners should be given opportunities to:

- act to protect biodiversity in local and global environments

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- how human activity changes local and global environments

Climate change

ATTITUDES AND VALUES

Learners should be given opportunities to:

- make personal decisions and changes to combat global warming
- appreciate the impact of past actions and their actions on future generations

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- causes of concern over, and implications of, climate change
- how renewable and non-renewable energy resources are used to generate electricity
- the links between lifestyle and CO₂ emissions

Consumption and waste

ATTITUDES AND VALUES

Learners should be given opportunities to:

Skills

Communication

Learners should be given opportunities to:

- identify and respond to key points presented in a range of media
- express personal feelings clearly and appropriately
- present ESDGC related information and ideas in a range of mediums

Thinking

Learners should be given opportunities to:

- ask probing questions and series of questions
- analyse patterns and explore uncertainties
- take calculated risks with ideas, weighing up pros and cons (balance risk with precaution)
- identify and assess bias and reliability
- reflect critically on issues that affect the future

Working with others

Learners should be given opportunities to:

- work both independently and cooperatively to contribute to a common goal
- be assertive while acknowledging the opinions of others
- adapt to changing situations
- evaluate information and advice from others
- reflect on the process of participating

Range

Wealth and poverty

ATTITUDES AND VALUES

Learners should be given opportunities to:

- be interested in the complex inter-relationships that contribute to wealth and poverty within and between societies
- recognise the rights of future generations to meet their basic needs

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the causes of inequality within and between societies
- the tensions between economic growth, sustainable development and basic human needs

Identity and culture

ATTITUDES AND VALUES

Learners should be given opportunities to:

- value cultural diversity and equal opportunity

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the importance of diverse cultural influences on themselves and their community
- the importance of language, beliefs and values in cultural identity

Choices and decisions

ATTITUDES AND VALUES

Learners should be given opportunities to:

- be interested in how global issues and current affairs affect them
- respect alternative points of view presented in a reasoned manner
- appreciate the responsibilities that accompany people's rights

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the links between political decisions and their own lives and how to influence political decisions
- how the media influences both individuals and public opinion

Health

ATTITUDES AND VALUES

Learners should be given opportunities to:

- develop a responsible attitude for their own physical and mental health
- appreciate the role of a healthy environment in a healthy lifestyle

Improving own learning and performance

Learners should be given opportunities to:

- reflect on their own performance and analyse own development and learning
- develop practical skills for use in a range of situations in the wider world
- recognise and manage stress

Number

Learners should be given opportunities to:

- interpret numerical data from a variety of written and graphical sources and critically review it
- identify suitable calculations to get results needed for a task such as a carbon footprint
- use basic ideas of correlation to determine the interdependence of two variables

ICT

Learners should be given opportunities to:

- create and present information and ideas to support a point of view with an identified audience
- find different types of information from different parts of the world
- check the accuracy and plausibility of information

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the links between environment and health including the impact of pollution on the health of individuals and communities
- how to evaluate a range of sources of health information, support and advice
- the impact of global pandemics

Natural environment

ATTITUDES AND VALUES

Learners should be given opportunities to:

- show concern for all living things, their needs and inter-relationships
- support actions that promote biodiversity
- value wild spaces

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the carrying capacity of any environment and the earth as a whole limited by natural systems
- the range of factors involved in reducing global biodiversity and the principles of maintaining and creating biodiversity

Consumption and waste

ATTITUDES AND VALUES

Learners should be given opportunities to:

- resist external pressures to purchase goods and question their motives when buying goods

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the interdependence of global economic systems and the carrying capacity of natural systems
- how to reduce their environmental impact through the concept of an ecological footprint
- the meaning of lifecycle analysis of products and how it can be used

Climate change

ATTITUDES AND VALUES

Learners should be given opportunities to:

- take a personal responsibility towards changing their lifestyles as a response to climate change

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- how to critically review predictions about climate change
- the links between transport and climate change

Skills

Communication

Learners should be given opportunities to:

- critically evaluate oral and written arguments
- communicate complex views and arguments on a range of ESDGC issues

Thinking

Learners should be given opportunities to:

- critically evaluate conflicting information and ideas in order to gauge bias, reliability and validity
- build on unexpected outcomes as well as successes to re-evaluate
- reflect on their own learning and link it to unfamiliar, abstract and future scenarios

Working with others

Learners should be given opportunities to:

- negotiate effectively with peers and adults
- advocate a thought through position or perspective
- adapt readily to changing situations and initiate change processes
- reflect on the roles played in group situations including leadership

Range

Wealth and poverty

ATTITUDES AND VALUES

Learners should be given opportunities to:

- question how their own actions might increase or decrease poverty
- appreciate why equity and justice are necessary in a sustainable community

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the challenges and impacts of globalisation for communities in different parts of the world
- the concepts of social and natural capital

Identity and culture

ATTITUDES AND VALUES

Learners should be given opportunities to:

- be willing to challenge injustice in appropriate ways
- develop a set of personal values which they apply in practice and reassess at intervals

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- how cultural differences influence our view of nature, science and society
- how ethical problems faced by society and individuals can be discussed and resolved

Choices and decisions

ATTITUDES AND VALUES

Learners should be given opportunities to:

- demonstrate active involvement in the community
- commit to participate in democratic elections and consultation processes

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the inter-related nature of socio-political and economic systems in environmental decision-making
- community action and partnerships are key to achieving sustainable change
- the need for international cooperation
- the role played by non-governmental agencies

Health

ATTITUDES AND VALUES

Learners should be given opportunities to:

- be concerned about the complex pressures preventing people from living a healthy lifestyle
- appreciate that the ability of future generations to enjoy a healthy lifestyle is partly determined by the actions of present generations

Improving own learning and performance

Learners should be given opportunities to:

- critically evaluate own planning and learning performance and identify successful learning strategies
- research, prepare and practise presentations and arguments
- evaluate advice and take personal responsibility for decisions

Number

Learners should be given opportunities to:

- choose how to obtain relevant information from different sources
- interpret numerical data sets on ESDGC issues and present them in alternative forms to support arguments and perspectives
- select and use methods to identify trends

ICT

Learners should be given opportunities to:

- create and present information using different layouts and techniques for different audiences
- research and validate information from sources in different parts of the world for a particular project or purpose
- develop and refine new information on which to make judgements and conclusions

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the challenges of providing healthcare locally and globally
- the long term emotional and physical benefits of a healthy lifestyle

Natural environment

ATTITUDES AND VALUES

Learners should be given opportunities to:

- advocate support for conservation of natural habitats
- appreciate the natural world as a source of inspiration and creativity

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the role of the precautionary principle in making decisions about human activities that impact on the environment

Consumption and waste

ATTITUDES AND VALUES

Learners should be given opportunities to:

- be concerned about the levels of personal and institutional consumption and be moved to take action to reduce it
- appreciate the value of sustainable design

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the importance of design in reducing consumption and waste
- the principles and processes of making businesses and organisations more sustainable
- how to be an ethical consumer

Climate change

ATTITUDES AND VALUES

Learners should be given opportunities to:

- support the need for collaborative action locally and globally, at work and at home, to combat climate change

KNOWLEDGE AND UNDERSTANDING

Learners should be given opportunities to know and understand:

- the actions that can be taken in the working environment to combat climate change
- how to calculate a carbon footprint
- the technological response and the human behaviour responses to climate change