



Swansea Environmental Education Forum
Fforum Addysg yr Amgylchedd Abertawe



Swansea

Sustainable Schools Scheme

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Cydweithio er mwyn Galluogi Cefnogaeth Effeithiol i ADCDF yng Nghymru
Working together to Enable Effective Support for ESDGC in Wales



How to Use this Resource

This resource is designed to provide schools in Swansea with encouragement and support to move forward in ESDGC. The Swansea Sustainable Schools Scheme is not intended to be a competition though it will enable SEEF to award schools for the progress they make.

The eight issues initially addressed in this Scheme are drawn from ESDGC Guidance for Schools (SEEF, 2006) but the loose leaf format of the folder allows further sections and information to be added.

The eight issues are:

 **Animal Welfare**

 **Global Citizenship**

 **Biodiversity**

 **Grounds & Buildings**

 **Energy & Water**

 **Transport**

 **Food & Farming**

 **Waste & Litter**

The suggested actions listed for each issue are arranged in a table under the headings **School Management** and **Curriculum Activities**. There is also a list of key **Contacts and Support**, which are local or regional, followed by an **Information and Resources** section which highlights useful websites.

Teachers will notice that some actions appear for more than one issue e.g. several actions in Biodiversity are repeated in Animal Welfare or Grounds & Buildings. This reflects the interconnectedness of sustainability issues and should help schools to have some instant success when progressing from one issue to another.

How Schools will be Assessed and Awarded

Schools will assess their own progress, using this Scheme to help them determine the standard they have achieved with each issue they have been working on. Evidence should be collected and on request presented to SEEF for verification. Schools can apply for an award once they have made suitable progress with at least three issues.

The following outlines what a school is expected to have achieved for each award:

Bronze Award = at least Bronze Standard in a minimum of three themes

Silver Award = at least Silver Standard in a minimum of three themes

Gold Award = Gold Standard in three or more themes

To reach the Silver Standard, it is expected that all actions at the Bronze Standard should also have been achieved or surpassed, and to reach the Gold Standard all actions at both the Bronze and Silver Standards should have been accomplished. Though schools are expected to attempt each action listed, there may be circumstances within which certain actions cannot be implemented for perfectly acceptable reasons, in which case an award may still be given.

The actions listed in this Scheme are far from exhaustive and are sometimes just indicative of the work that could be carried out. Schools may be able to collect evidence of additional activities that contribute to the issues they are working on.

SEEF may arrange for a member of staff or independent assessor to visit schools applying for a Gold Award. The verification process will take place every two years and will be followed by an award ceremony where schools will be recognized for their progress.

What is ESDGC?

ESDGC brings together environmental and global development issues and applies them to all aspects of learning. It is not a discrete subject or specific knowledge set but is a collection of values, attitudes and skills that should be embedded across the curriculum and through the ethos and management of the school.

A guidance booklet published by ACCAC in 2002 said that ESDGC is about:

- the links between society, economy and environment and between our own lives and those of people throughout the world;
- the needs and rights of present and future generations;
- the relationships between power, resources and human rights;
- the local and global implications of everything we do; and
- what people can do about local and global issues.

It also identified and defined nine key concepts that underpin ESDGC: interdependence; citizenship and stewardship; needs and rights; diversity; sustainable change; quality of life; uncertainty and precaution; values and perceptions; and conflict resolution.

ESDGC: A Common Understanding for Schools

Although the key concepts are still considered to be fundamental to ESDGC, it was felt that they were too abstract for many to understand and so a new document was published by the Welsh Assembly Government in 2008 to provide more concrete and practical guidance for teachers.

This 'Common Understanding' outlines the skills and range for seven sustainability themes. However, it stresses that these are all linked and should not be tackled as individual topics but through a variety of curriculum subjects and practical actions taken by the school. It is hoped that as confidence grows, teachers will be able to relate these themes to the key concepts. The document also provides schools with a useful guide for evaluating their progress in ESDGC.

A New Curriculum for Wales

The revised national curriculum for schools in Wales, being introduced from 2008, strongly reinforces the position of ESDGC. The PSE Framework for 7 to 19-year-olds has been significantly modified, with Sustainable Development and Global Citizenship being one of five themes chosen to reflect the key priorities of the Welsh Assembly Government. These themes, which also include Active Citizenship, are strongly linked and so ESDGC should feature and be supported throughout.

Foundation Phase offers a radical new approach to learning for 3 to 7-year-olds, which is holistic, experiential and skills based. Along with the new Skills Framework, it provides an ideal basis from which to build the understanding, skills and values associated with ESDGC. Although sustainable development continues to be an explicit requirement in some subjects, such as geography and science, both environmental sustainability and global perspectives should be embedded into all curriculum areas and the life of the school.



Foreword

Swansea Sustainable Schools Scheme is intended to help schools make step-by-step progress in Education for Sustainable Development and Global Citizenship (ESDGC) through the curriculum and the way the school as a whole is managed.

It builds on the successful Swansea Recycling Awards and includes eight issues that were introduced in the ESDGC Policy Guidance for Schools published by SEEF in 2006. It is also designed to complement and support existing national schemes such as Eco-Schools, Healthy Schools and Fairtrade Schools and will help schools in Swansea strive for high standards in a crucial aspect of contemporary education in Wales.

At Keep Wales Tidy, we're really pleased to see that Swansea is leading the field in Wales with a useful and practical initiative that guides teachers through the complex area of Education for Sustainable Development and Global Citizenship. The Swansea Sustainable Schools Scheme will run alongside the well-established programmes and will help schools deliver the Welsh Assembly Government's 'Common Understanding' strategy.

Like all useful frameworks, it will enhance the sound ESDGC work already going on in many Swansea schools and I look forward to seeing many more International Eco-Schools Green Flags flying across Swansea in future years.

Gerry Taylor Eco-Schools Manager for Wales

In Swansea, strong links have always existed between the Healthy Schools Scheme, Eco-Schools Scheme and Swansea Environmental Education Forum who work together to develop a consistent and effective whole-school approach to Health and Environmental Education. Our common aim is to develop the skills, knowledge and understanding young people will need to make healthy choices, not only on a personal level but on a global, social and environmentally aware level.

This resource and award scheme offers clear guidance which will support the work that schools are already doing to achieve this aim, and together we envisage and look forward to the day when every Swansea school flies the Green Flag and achieves Healthy School Status.

Angela Latimer Healthy Schools Officer, Swansea Healthy Schools Scheme

This introduction to the Scheme provides advice on **How to Use this Resource**, background information on **What is ESDGC**, and a list of **Useful Contacts** for further support, including SEEF.

Introduction

Useful Contacts

Swansea Environmental Education Forum (SEEF) works to improve the quality of environmental education and education for sustainable development and global citizenship throughout Swansea. Through a network of local organisations and individuals, SEEF brings together a wealth of knowledge, skills and experience to offer a range of services and resources to schools, youth and adult groups, businesses, the general public and other organisations.

The resources for schools include:

- an annual directory of organisations that provide or support ESDGC
- Green Envelope – a regular posting to all Swansea schools
- Green Boxes – resources on ESDGC themes available for loan
- staff training opportunities
- policy guidance and informative publications

SEEF is based at the Environment Centre (see contact details opposite).

The Environment Centre is a focus for environmental education, information and action in Swansea, which provides many resources to support schools.

Contact: Anita Houten

Tel: 01792 469817

Email: education@environmentcentre.org.uk

Web: www.environmentcentre.org.uk

Sustainable Swansea raises awareness of sustainability through various partnership projects.

Contact: Kathy Tate

Tel: 01792 480200

Email: kathryn@environmentcentre.org.uk

Web: www.sustainableswansea.net

Eco-Schools provides an ideal framework to support sustainable development and global citizenship within schools.

Contact: Gerry Taylor

Tel: 02920 726978

Email: gerry.taylor@keepwalestidy.org

Web: www.eco-schoolswales.org

Swansea Healthy Schools Scheme supports whole-school approaches to health.

Contact: Angela Latimer

Tel: 01792 784839

Email: angela.latimer@nphs.wales.nhs.uk

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Bronze Standard

School Management

- 🐾 An animal welfare policy is in place, covering existing school pets, animals that may be brought onto the premises and school visits to places with animals
- 🐾 Each school pet or animal has a written care plan
- 🐾 Any wild creatures being studied (e.g. minibeasts, tadpoles) are treated with care and returned to the place where they were found, with minimal disturbance to their habitat
- 🐾 Birds are provided with clean water and food throughout the year, the food being either bought seed or appropriate food scraps
- 🐾 A dead woodpile has been created in the school grounds to support a wide range of invertebrates
- 🐾 Harmful chemicals are not used to control pests or weeds e.g. slug pellets
- 🐾 Food purchased for school events and lessons is RSPCA 'Freedom Food'-certified, organic and/or locally-produced, where appropriate and available

Curriculum Activities

- 🐾 At least one visit takes place each year from a speaker involved in animal welfare e.g. vet, veterinary nurse, RSPCA officer, RSPB volunteer
- 🐾 At least once a year, every pupil has the opportunity to study animals in their native environment e.g. an organised environmental visit; minibeast studies in the school grounds
- 🐾 Animal welfare, including the 'Five Freedoms', is included in the school curriculum
- 🐾 Teachers make use of published or downloadable resources available from animal welfare organisations

Silver Standard

School Management

- 🐾 Wildlife accommodation has been installed in the school grounds or local community e.g. bird, hedgehog or bat boxes; solitary bee or bumblebee nests
- 🐾 Seed heads on flowers in the school grounds are left for wild birds
- 🐾 School grounds maintenance is carried out at appropriate times of year to avoid interfering with natural lifecycles e.g. clearing ponds in late autumn; not hedge trimming during the bird nesting period of May to October
- 🐾 The school has investigated fundraising for a conservation or animal welfare organisation e.g. through animal adoption schemes

Curriculum Activities

- 🐾 Animal welfare issues are incorporated into the curriculum in several places including discussion on the suitability of keeping animals as pets, responsible animal ownership and enriched environments for captive animals
- 🐾 All pupils have the opportunity to study animals in their native environment at least once a term
- 🐾 All pupils have the opportunity to devise a care plan for a family pet, a school animal or an imaginary pet
- 🐾 Pupils participate in a whole-school activity to raise awareness of an issue related to animal welfare e.g. as part of a national campaign
- 🐾 Teachers make full use of available resource packs and multimedia materials when teaching about animal welfare

Gold Standard

School Management

- 🐾 If feasible, a native hedge is grown and maintained along a school boundary to provide food, shelter and a corridor for animals
- 🐾 The local community is involved in creating and maintaining wildlife areas within the school grounds
- 🐾 No artificial pesticides, herbicides or fertilisers are used in the school grounds
- 🐾 The school is involved in animal adoption or supporting a conservation organisation, as a means of preventing animal cruelty or conserving endangered species

Curriculum Activities

- 🐾 Pupils are responsible, under supervision of a named adult, for the welfare and daily care of school animals
- 🐾 Pupils are actively involved in ensuring the school grounds remain litter free to avoid harm to animals
- 🐾 Pupils organise and run an animal welfare campaign in school or community
- 🐾 Older pupils help younger pupils to understand the importance of responsible care of animals and related issues e.g. through peer mentoring
- 🐾 Pupils research and produce work on animal welfare projects or organisations e.g. CITES, Compassion in World Farming



Introduction

Providing children with the opportunity to observe, interact with and care for animals can benefit their social and emotional development and contribute to a wider understanding of responsibilities and a respect for life.

If schools choose to keep animals, proper provision for their physical and mental well-being must be ensured and learning should never occur at the expense of any animal. The school must be totally committed to providing for the animals' welfare using the **Five Freedoms** as a guide (see below). A detailed animal care plan should be written and implemented for each animal.

Schools can also provide a valuable learning experience by inviting relevant visitors into school or by taking pupils to places where animals are well looked after e.g. RSPCA's Llys Nini Animal Centre, the National Wetlands Centre Wales, Swansea Community Farm.

The **Five Freedoms** are the guiding principles of animal welfare developed by the **Farm Animal Welfare Council (FAWC)** and used widely around the world.

1. **Freedom from Hunger and Thirst** – providing ready access to fresh water and a diet that maintains full health and vigour.
2. **Freedom from Discomfort** – providing an appropriate environment, including shelter and a comfortable resting area.
3. **Freedom from Pain, Injury or Disease** – ensuring prevention or rapid diagnosis and treatment.
4. **Freedom to Express Normal Behaviour** – providing sufficient space, proper facilities and company of the animal's own kind.
5. **Freedom from Fear and Distress** – ensuring conditions and treatment which avoid mental suffering.



Animal Welfare

Contacts and Support

RSPCA Llys Nini welcomes school groups to the animal centre in Penllergaer and offers staff visits to schools.

Tel: 01792 229435

Email: info@llysnini-rspca.org.uk

Web: www.llysnini-rspca.org.uk

Swansea Community Farm offers an education programme with sessions on food and farming, and composting.

Contact: Leila Roberts

Tel: 01792 578384

Email: leila@swanseacommunityfarm.org.uk

Web: www.swanseacommunityfarm.org.uk

Information and Resources

RSPCA (Royal Society for the Prevention of Cruelty to Animals) – lesson plan ideas and resources on animal welfare issues.

www.rspca.org.uk

RSPB (Royal Society for the Protection of Birds) – teaching resources and information on caring for birds and other sustainability issues.

www.rspb.org.uk/ourwork/teaching

IFAW (International Federation for Animal Welfare) – fact sheets on a range of animals, from pets to endangered species.

www.ifaw.org

Compassion in World Farming – educational resources and a school speaker service.

www.ciwf.org.uk/resources/education



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Bronze Standard

School Management

- 🌿 An ecological survey of the school grounds has been carried out to discover what plants and animals are currently using the site, which takes account of seasonal and nocturnal activity
- 🌿 Bird feeders are appropriately placed, thoroughly cleaned and regularly filled with suitable feed
- 🌿 Drinking water is made available for animals visiting the school grounds
- 🌿 Log piles are created in the school grounds to support invertebrates and the creatures that feed on them
- 🌿 Some areas of grass are kept short so that birds and mammals are able to forage for ground-living creatures, and other areas are left to grow long to provide shelter for different creatures at different times in the year
- 🌿 Harmful chemicals are not used to control pests or weeds e.g. slug pellets
- 🌿 Peat-based composts and peat-pots are not used
- 🌿 Litter is removed from the school grounds regularly to avoid creatures getting trapped or eating materials that can harm them

Curriculum Activities

- 🌿 Every pupil learns about the flora and fauna of the school grounds at least once a year
- 🌿 Every pupil has the opportunity to visit a green area outside the school at least once a year to learn about wildlife

Silver Standard

School Management

- 🌿 A school grounds maintenance plan is in place which ensures that important tasks are not forgotten and that they are not carried out at times that will impact adversely on wildlife e.g. not pruning hedgerows during bird nesting season; not clearing ponds during the breeding season
- 🌿 A variety of flowering plants are grown in the school grounds to ensure that a good supply of nectar is available for invertebrates
- 🌿 Hedgerows and trees are planted within the school grounds or in the community to provide food, shelter and highways for wildlife
- 🌿 Plants introduced into the school grounds are not invasive in nature and are sourced locally wherever possible
- 🌿 Areas of brambles, ivy and nettles are retained in the school grounds to provide food, shelter and nesting space
- 🌿 A natural water feature is maintained within the school grounds to provide drinking water and a habitat for a variety of creatures
- 🌿 All wood purchased by the school is from approved sustainably managed woodlands e.g. certified by Forest Stewardship Council (FSC)

Curriculum Activities

- 🌿 Every pupil has the opportunity to visit a green area outside the school at least once a term to learn about wildlife
- 🌿 Biodiversity issues are incorporated into a variety of curriculum subjects and class projects
- 🌿 Every pupil has the opportunity to take part in annual national surveys e.g. RSPB Big Garden Bird Watch; Nature Detectives Spring and Autumn Watch; the National Moth Count

Gold Standard

School Management

- 🌿 A variety of habitats are maintained within the school grounds attracting a wide diversity of species
- 🌿 An open day has been organised to celebrate the flora and fauna in the school grounds with the wider community
- 🌿 A school club or community group is involved in maintaining a school wildlife area or managing the school grounds for wildlife
- 🌿 No artificial pesticides, herbicides or fertilisers are used in the school or school grounds
- 🌿 Composting takes place in the school grounds to support a variety of decomposers and their predators
- 🌿 A local green space is adopted by the school for curriculum use and pupils assist in its management for wildlife

Curriculum Activities

- 🌿 Every pupil has the opportunity to learn about the flora and fauna of the school grounds at least once a term
- 🌿 Pupils help to maintain a record of the flora and fauna in the school grounds
- 🌿 Pupils have the opportunity to collect and propagate local wild flower or tree seeds and replant them in the school grounds or local community sites



Introduction

Schools can play an important role in raising awareness of biodiversity loss and the global threats to many species, both in the UK and around the world.

High levels of consumption and increasing population have placed great pressure on the world's biodiversity. Wildlife is threatened by the loss of habitat from human activities such as agriculture, urban development and logging, and from climate change, pollution, overexploitation and the introduction of non-native species. Scientists believe we are currently experiencing the greatest extinction of wildlife since the disappearance of the dinosaurs.

It is easy to see the threat to large, iconic species such as gorillas but the loss of many species and habitats goes unnoticed. During the last century, over 170 species of plants and animals became extinct in the UK. Since World War 2 we have lost 97% of our wild flower meadows, 75% of heaths, and 98% of our lowland peat bogs. Over 200,000 miles of hedgerows and 50% of our ancient woodlands have disappeared.

Not only does wildlife bring pleasure to people but human life is totally dependent on the existence of plants and animals for food, medicine, energy and even the air that we breath.

Pupils should develop an understanding of the links between humans and other species. Schools can support biodiversity by creating and maintaining a variety of habitats in their grounds and by avoiding products which can harm wildlife, either in their production or in their use.



Biodiversity

Contacts and Support

City & County of Swansea Environment Department Nature Conservation Team promotes the protection of Swansea's natural assets, manages local nature reserves and supports awareness-raising activities and environmental education.

Contact: Jo Mullett

Tel: 01792 635784

Email: jo.mullett@swansea.gov.uk

Web: www.swansea.gov.uk/natureconservationteam

Wildlife Trust of South and West Wales offers nature reserve visits and other educational support.

Tel: 01656 724100

Email: info@welshwildlife.org

Web: www.welshwildlife.org

Information and Resources

The Woodland Trust's Nature Detectives – education project aimed at Primary schools, with teaching resources and free tree saplings on offer. www.naturedetectives.org.uk

WWF's One Planet Schools – resources and activities on various environmental issues including endangered species and forests. www.wwf.org.uk/oneplanetschools

RSPB (Royal Society for the Protection of Birds) – teaching resources and information on issues relating to birds. www.rspb.org.uk/ourwork/teaching

UK Safari – photographs, information and fact sheets on British wildlife. www.uksafari.com

BBC Breathing Places – activity ideas, downloadable resources and a schools newsletter. www.bbc.co.uk/breathingplaces/schools



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Bronze Standard

School Management

- An energy and water audit has been carried out to identify where energy and water is being used, and data analysed to show use over the previous 3 years
- An action plan has been drawn up with short-term and long-term actions to help the school become more energy and water efficient
- Energy and water meters are monitored and their use is recorded each month and checked against the school's energy and water bills
- An energy and water efficiency campaign has been run to ensure that lights and equipment are switched off when not needed, taps are turned off properly, and external doors and windows are closed during the heating season
- The boiler and heating systems are regularly serviced and heating controls adjusted to maximise energy efficiency e.g. room thermostats are set to optimum temperatures to avoid overheating
- Automatic flush controllers are fitted to urinals and they operate correctly

Curriculum Activities

- Pupils learn about different forms of electricity generation and the inefficiencies of the National Grid
- Pupils learn about water treatment plants and how clean water reaches our taps
- Pupils explore the relationship between energy consumption, carbon emissions and climate change and understand the importance of energy efficiency

Silver Standard

School Management

- Energy and water consumption data is passed on to the Council's Corporate Energy Unit in order for annual consumption reports to be published, and a comparison is made with previous years' consumption
- All toilets have modern cisterns or are fitted with water-saving devices e.g. Water Hogs
- Water butts are installed around the school and the collected water used to water plants
- Where possible only slimline (25mm) fluorescent lamps and low energy compact fluorescent lamps are used within the school

Curriculum Activities

- Pupils learn about renewable energy and explore the pros and cons of all types of energy generation e.g. solar, wind energy, the proposed Severn Barrage
- Pupils explore energy and water conservation within both local and global contexts
- Pupils explore the implications of continued dependence on an oil economy both locally and globally

Gold Standard

School Management

- The school can demonstrate a reduction in energy and water consumption by more than 5% from the utility consumption reports, with further improvements in subsequent years
- At least one form of renewable energy is installed on site, which is operational and used for educational purposes e.g. solar hot water, a small wind turbine
- The school investigates and, where suitable, invests in grey water systems to flush toilets
- The school has considered changing to a green tariff for electricity supply

Curriculum Activities

- Pupils monitor energy and water use at home and draw up 10 Top Tips for energy and water conservation, that will be sent home to parents
- Pupils make and investigate functional renewable energy models e.g. solar ovens, water turbines
- Pupils role-play energy generation scenarios e.g. whether a wind farm should be built; whether the UK should invest in more nuclear energy
- Links are established with other schools in different climates and joint project work is undertaken to compare energy and water use



Introduction

Schools can reduce their costs and their impact on the environment by ensuring they use energy and water efficiently.

The demand for energy is increasing across the world but most of our energy is still produced from burning fossil fuels, which release greenhouse gases into the atmosphere. Climate change and the depletion of fossil fuels are two of the greatest challenges that threaten the quality of life of current and future generations so the reduction of energy consumption should be a high priority for all of us.

Much of our energy use is very inefficient and many savings can be made simply through better management e.g. switching lights and equipment off when not in use. With increasing fuel costs, schools can benefit financially from investing in energy efficiency and renewable sources of energy.

Water consumption has also increased at an alarming rate over recent decades and with the combined effects of population growth, climate change and changing lifestyles across the world, the availability of water will not meet future demands. Water extraction from natural water courses and releases of polluting chemicals into rivers and the sea threaten communities and wildlife in many parts of the world.

The collection, treatment and distribution of water to our homes and schools involve the use of energy and resources so we should question our use of drinking water for flushing toilets and watering gardens. Installing water-saving devices and rainwater collection facilities in schools can save money by considerably reducing the amount of drinking water consumed.



Energy & Water



Contacts and Support

City & County of Swansea Corporate Energy Unit provides a free advice service on energy and water efficiency practices in schools.

Contact: John Llewellyn

Tel: 01792 636359

Email: john.llewellyn@swansea.gov.uk

West Wales ECO Centre provides information, advice and educational activities on energy issues, climate change and sustainability.

Tel: 01239 820235

Email: westwales@ecocentre.org.uk

Web: www.ecocentre.org.uk

National Wetland Centre Wales houses a purpose-built Water Discovery Centre which highlights the importance of water to people and wildlife.

Tel: 01554 741087

Email: education.llanelli@wwt.org.uk

Web: www.wwtlearn.org.uk

Information and Resources

The Carbon Trust – several practical guides for schools on renewable energy and energy efficiency. www.thecarbontrust.co.uk

Friends of the Earth – teaching and pupil resources on various issues including energy and climate change. www.foe.co.uk/learning

Environment Agency Wales – interactive web activities and games for pupils to explore issues such as energy, climate change and water. www.environment-agency.gov.uk/fun

Water in the School – a fun, interactive website enabling pupils to explore how water is used in school. www.waterintheschool.co.uk

WaterAid – resources for Primary and Secondary schools including teaching packs and information sheets on development issues. www.wateraid.org.uk/uk



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Bronze Standard

School Management

- Fair trade, organic or local produce is used for at least one school activity e.g. community or fundraising event
- Staffroom tea and coffee is fair trade
- Pupils have access to fresh drinking water at all times
- Green garden waste and fruit tuck shop waste, if applicable, is composted

Curriculum Activities

- All pupils grow fruit or vegetables organically in school, using either containers or the school garden, and harvest, prepare and eat the produce grown
- Pupils plan and prepare at least one healthy meal
- Each year at least one visit is arranged from an outside speaker involved in the local food supply chain e.g. farmer, animal welfare officer, butcher
- Pupils learn about aspects of growing food in more than one curriculum area e.g. history of farming; food mile calculations; effects of climate on farming
- Pupils investigate the source of a favourite meal e.g. where it comes from, how it is produced, how many food miles are involved
- Pupils investigate food miles and fair trade or organic options when sourcing food for a school activity or event

Silver Standard

School Management

- Fair trade, organic or local produce is often used for school events and in teaching e.g. cooking, food tasting
- Only healthy food options are available in tuck shops and as supplemental lunch foods
- Parents are given information and ideas about healthy packed lunch options
- A school healthy eating club or organic gardening club is available to all pupils and includes growing edible crops
- All green garden waste, raw fruit and vegetable waste from the tuck shop and at least some waste from other school activities is composted
- School compost is used for growing crops in school

Curriculum Activities

- Pupils plan and prepare a meal from locally sourced, organic and seasonal foods
- Every pupil experiences a visit to a local arable or pastoral farm at least once during their time in school e.g. pick-your-own site or dairy farm
- Food and farming issues are incorporated into several parts of the curriculum with an emphasis on citizenship and sustainable farming methods
- Pupils learn about the welfare of farmed animals within the context of our food chain
- Pupils learn about the importance of maintaining diversity in arable and pastoral farming and the role of insects in crop production

Gold Standard

School Management

- All school food, wherever possible, is locally sourced, organic and seasonal and/or fair trade
- The organic gardening or healthy eating club establishes community links e.g. with a local allotment society or community food project
- An organic garden area is established to grow crops for use in the school
- All green garden waste and raw fruit and vegetable waste from the whole school, including kitchens, is composted
- If incubating and hatching chicks or ducklings, the school ensures animal welfare at all stages

Curriculum Activities

- Pupils share responsibility, under the supervision of a named adult, for the welfare and care of school animals
- Through international link schemes, pupils learn about food supply and production methods in other countries
- Pupils investigate sustainable food production methods e.g. organic growing, rainforest conservation, marine fisheries conservation
- Pupils investigate and implement organic methods for improving crop health and yield e.g. companion planting, crop rotation, composting



Introduction

Schools can help pupils gain a better understanding of food production and distribution and the huge impacts these processes can have on the environment and communities around the world.

Many modern agricultural practices and unsustainable aquaculture are causing the degradation of natural resources and biodiversity. When efforts are made to reduce costs, animal welfare and human rights can also be neglected. Also, the increase in food transportation is contributing to climate change.

A child's diet is linked to their development and well-being, and schools have a vital role to play in raising awareness of the importance of buying and consuming sustainable and healthy food as part of a responsible and sensible lifestyle. Every child should not only learn about food production but also have the opportunity to grow, prepare and cook food, and experience a visit to a working farm. Schools should set a good example to pupils and the wider community by providing healthy, seasonal and locally sourced food.

Fair trade brings a global dimension to this theme and should feature in classroom activities and be reflected in ethical purchasing policies in school.



Food & Farming

Contacts and Support

Swansea Community Farm offers an education programme with half-day or full-day sessions on food and farming and composting.

Contact: Leila Roberts

Tel: 01792 578384

Email: leila@swanseacommunityfarm.org.uk

Web: www.swanseacommunityfarm.org.uk

Swansea Healthy Schools Scheme supports whole-school approaches to health and nutrition and runs the Swansea Healthy Schools Scheme.

Contact: Angela Latimer

Tel: 01792 784839

Email: angela.latimer@nphs.wales

Information and Resources

Growing Schools – resources, training and support for teachers wishing to involve pupils in growing and farming projects.

www.teachernet.gov.uk/growingschools

Garden Organic for Schools – information, resources and ideas linked to organic gardening.

www.schoolsorganic.net

Health.e.school – Welsh Assembly Government Health Promotion Division's schools website with resources and guidance on nutrition and other health issues.

www.healthschool.org.uk/teachers/nutrition.htm

Compassion in World Farming – educational resources and a school speaker service.

www.ciwf.org.uk/resources/education

Fairtrade Foundation – the campaigning organisation behind the FAIRTRADE Mark provides information and high quality resources on fair trade.

www.fairtrade.org.uk

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Bronze Standard

School Management

- There is a school council which involves pupil participation at all levels
- Global issues are introduced regularly in assemblies, sometimes involving visiting experts
- Displays around the school reflect a global dimension to learning and reinforce positive images of people from different cultures and countries
- Pupils are provided with opportunities to fundraise for charities e.g. Age Concern, Save The Children, Oxfam
- Fair trade products are used for school events and in staffrooms

Curriculum Activities

- Pupils study life in different parts of the world, within both a European country and a developing country, so that they become aware of the similarities and differences between people and places around the world
- Pupils learn about fair trade, perhaps with the help of visiting speakers or resources from outside agencies e.g. Fairtrade Foundation, Oxfam, Action Aid
- Pupils study the potential effects of climate change in different parts of the world e.g. cyclone in Burma

Silver Standard

School Management

- The school has organised at least one themed day on a global issue, perhaps linked to an international campaign or event e.g. World Health Day, World Water Day, Global Day of Action on Climate
- The school organises events and activities to mark Fairtrade Fortnight e.g. coffee mornings, supermarket visits, food tasting sessions using fairly-traded products
- A direct link has been established with a community or school in at least one developing country, perhaps one that is the cultural origin of some pupils within the school

Curriculum Activities

- Pupils learn about human rights and their responsibilities as citizens
- Pupils investigate the source of common foods and materials and the lives of the producers involved
- Pupils have the opportunity to debate the benefits of buying fair trade goods, considering financial aspects and the impact on producers
- Pupils learn about the Millennium Goals and the work of organisations involved in international development work e.g. the UN, charitable bodies

Gold Standard

School Management

- The school has organised at least one activity week to raise awareness of global issues, in which pupils are actively involved in the organisation and the wider community are encouraged to help raise funds for an appropriate project
- The school council is actively involved in several projects which it regularly monitors and reviews
- The school council, parents association or other school-based group uses ethical banking for fundraising and procurement
- A fair trade tuck shop has been established within the school and is run by pupils
- The school is actively involved in reducing its own contribution to climate change e.g. through 'switch-off' campaigns, composting waste, installing renewable energy generation

Curriculum Activities

- Pupils are regularly involved in correspondence, on-line links, video conferencing, collaborative curriculum projects and, if possible, exchange visits with a community or school in a developing country
- Pupils are involved in promoting energy saving and other approaches to reducing the causes of climate change
- Pupils are taught about government structures here and abroad and how citizens can play an active part through democratic processes
- Pupils have the opportunity to debate alternatives to aid in reducing poverty and supporting development



Introduction

We are all connected to people, communities and environments across the world through the food we eat, the products we buy and, increasingly, the places we travel for work or leisure. We also share the responsibility for, and threats from, major global challenges such as climate change and the degradation of natural resources.

Schools have a duty to foster both local and global citizenship by promoting an understanding of human needs and rights, diversity, social justice and the importance of taking individual and collective responsibility to make the world a better place in which to live. Pupils should be able to participate in decisions that affect them and have opportunities to help others e.g. through peer mentoring or organising charitable activities.

One of the most effective ways for schools to facilitate an understanding of other cultures and communities is by making links with schools in other parts of the world. Schools should also ensure that resources they use across all areas of the curriculum are carefully selected to reflect school and global diversity. Pupils should have opportunities to develop critical thinking by discussing and debating issues such as trade, poverty and inequality and should be equipped with the skills to challenge injustice and prejudice.



Global Citizenship

Contacts and Support

Oxfam Cymru has a Development Education Team which can provide curriculum advice.

Tel: 0870 010 9007

Email: oxfamcymru@oxfam.org.uk

Web: www.oxfam.org.uk/cymru

Action Aid offers school visits by a local experienced teacher.

Contact: Ann Barnes

Tel: 01792 290874

Email: l.ann.barnes@ntlworld.com

Web: www.actionaid.org.uk/teacher_talks.html

Cyfanfyd helps education organisations in Wales incorporate a global dimension.

Tel: 029 2066 8999

Email: info@cyfanfyd.org.uk

Web: www.cyfanfyd.org.uk

Information and Resources

Action Aid, Christian Aid and Oxfam – campaigning and aid organisations that offer information and resources for global citizenship in schools.

www.oxfam.org.uk/education

<http://learn.christianaid.org.uk>

www.actionaid.org.uk

Developing Citizenship Project – curriculum and whole-school approaches to global citizenship, mainly for secondary schools.

www.developingcitizenship.org.uk

Global Gateway – information, advice and support for educational partnerships between schools across the world.

www.globalgateway.org.uk

Fairtrade Foundation – the campaigning organisation behind the FAIRTRADE Mark provides information and high quality resources on fair trade.

www.fairtrade.org.uk

If the World Were a Village – a great book with web-based ideas for classroom activities that can stimulate discussion on diversity and other global issues.

www.acblack.com/globalvillage



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Bronze Standard

School Management





-  A school grounds survey has been undertaken to find out where, how and when they are being used by the school and the wider community
-  Areas of particular interest (e.g. ecological, historical) have been identified, along with those that need or have good potential for development
-  A committee is in place to oversee school grounds use and development
-  A simple action plan has been produced for the short and longer term use, development and maintenance of school grounds
-  A school buildings condition survey has been undertaken and an action plan for improvement developed
-  Potential funding sources have been identified to support school grounds development

Curriculum Activities




-  The school grounds are used in several areas of the curriculum e.g. art work, mapping, minibeast surveys
-  All pupils have the opportunity to be involved in decision making about the development of school grounds
-  Pupils are taught about or have the opportunity to research the history of the school building and its place in the history of the local area

Silver Standard

School Management






-  At least one area of the school grounds, identified in the action plan, has been developed so that it can be better used to support learning
-  Staff have undergone training so they can make better use of the school grounds
-  All cleaning products used in the school are environmentally sensitive
-  Sustainable options are chosen for repairs, maintenance, decoration and replacement of fittings in the school grounds and buildings e.g. FSC wood, energy-efficient products, water-efficient devices, low solvent or organic paints, recycled materials

Curriculum Activities



-  The school grounds are used regularly throughout the year with all age groups and across several curriculum areas
-  Resources and equipment have been purchased to support the use of the school grounds e.g. waterproofs, minibeast ID sheets, gardening tools
-  Pupils are involved in mapping the school building and its features e.g. construction materials used, utility service points

Gold Standard

School Management

-  An annual school grounds management plan is in place with specific seasonal maintenance tasks and, where appropriate, pupils have specific roles and responsibilities
-  Funding is identified in the annual school budget for school grounds maintenance
-  Use of the school grounds is regularly reviewed, monitored and evaluated
-  Renewable energy generation is installed in the school
-  If reusable equipment and furniture is replaced, then it is sent for reuse rather than disposal and is replaced with a sustainable option e.g. products that are energy efficient or made from recycled materials

Curriculum Activities

-  All pupils have the opportunity to use and be involved in the management of the school grounds regularly throughout the year
-  Pupils have researched renewable energy opportunities suitable for the school



Introduction

School grounds can be an excellent resource for learning and can be developed for the benefit not only of pupils and the wider community but also to enhance local biodiversity. However, they are often not used to their full potential or maintained effectively or sustainably.

Where school grounds are welcoming, stimulating and accessible, they can be used to support all aspects of a child's development, providing opportunities for healthy exercise, creative play, and positive interaction with other children and the natural world. Involving pupils in the development and management of their school grounds is a great way to foster a sense of belonging, ownership and responsibility. Grounds that have a good variety of natural and constructed features can also offer teachers resources to help teach a range of themes across most areas of the curriculum in a lively and practical way.

Schools have an important role in their community and should, wherever possible, offer a demonstration of best environmental practice. The school grounds should be developed and managed with care for wildlife in mind, and when repairs or improvements are undertaken to buildings, schools should try to use materials and fittings that have limited impact on the environment.



Grounds & Buildings



Contacts and Support

City & County of Swansea Environment Department Nature Conservation Team promotes the protection of Swansea's natural assets and supports environmental education.
Contact: Jo Mullett
Tel: 01792 635784
Email: jo.mullett@swansea.gov.uk
Web: www.swansea.gov.uk/natureconservationteam

BTCV Cymru provides advice and support for planting for wildlife and constructing outdoor classrooms.
Contact: Ryan Keenan
Tel: 01792 456224
Email: ryan.keenan@btcv.org.uk
Web: www.btcvcymru.org

National Botanic Garden of Wales offers teachers professional development courses on school grounds use and development.
Contact: Trevor Roach
Tel: 01558 667150
Email: education@gardenofwales.org.uk
Web: www.gardenofwales.org.uk

Information and Resources

Learning through Landscapes – a wide range of resources on school grounds use and development, and a support service that is currently expanding into Wales.
www.ltl.org.uk

Growing Schools – resources, training and support for teachers wishing to involve pupils in growing and farming projects.
www.teachernet.gov.uk/growingschools

Campaign for School Gardening – the Royal Horticultural Society's website for schools with a range of resources including lesson plans and funding ideas.
www.rhs.org.uk/schoolgardening

The Carbon Trust – several practical guides for schools on renewable energy and energy efficiency.
www.thecarbontrust.co.uk

Water in the School – a fun, interactive website enabling pupils to explore how water is used in school.
www.waterintheschool.co.uk



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Bronze Standard

School Management

- 🚌 A steering group involving staff and pupils, perhaps a subgroup of the school council, has been established to deal with school transport issues
- 🚌 A travel survey of pupils, staff and parents has been carried out to identify modes of travel to and from school
- 🚌 A report has been prepared detailing the transport and traffic problems affecting the school, the environment and the community
- 🚌 Road safety and transport issues are introduced at least once a year in an assembly, sometimes involving visiting experts
- 🚌 An awareness-raising campaign on traffic problems and alternative travel has been undertaken

Curriculum Activities

- 🚌 Pupils are involved in travel and traffic surveys near the school, presenting the data in different formats and discussing the results
- 🚌 Pupils research the different modes of transport and travel and have the opportunity to discuss the environmental, health and social implications of each mode

Silver Standard

School Management

- 🚌 The transport steering group or 'safe routes to school' group includes representatives from the local community and other relevant stakeholders e.g. crossing patrol officers
- 🚌 A school travel plan has been developed to tackle identified transport and traffic problems
- 🚌 A cycling proficiency scheme is run at the school
- 🚌 The school has organised a walk or cycle to school day, perhaps linked to a national campaign
- 🚌 Staff and other school visitors are encouraged to walk, cycle, use public transport or car share to school and other venues

Curriculum Activities

- 🚌 At least one visit takes place each year from a speaker involved in sustainable transport or travel safety e.g. council road safety team or Sustrans officer
- 🚌 Pupils participate in a whole-school activity to raise awareness of road safety or alternative travel e.g. as part of a national campaign
- 🚌 Pupils research the transportation of products e.g. calculating the food miles of a typical meal

Gold Standard

School Management

- 🚌 The school has identified and developed safe routes to school for walking and cycling and established a mechanism for maintaining them
- 🚌 The school supports a walking bus scheme to encourage walking to school
- 🚌 Secure cycle storage and changing facilities are provided to support cycling to school by staff and pupils
- 🚌 A cycle repair and maintenance workshop has been held at the school
- 🚌 The school seeks to source food and other products and services locally to minimise transportation and travel

Curriculum Activities

- 🚌 Pupils are involved in designing and running a sustainable travel campaign
- 🚌 Pupils have the opportunity to participate in the Junior Road Safety Officers scheme and share road safety messages with their peers



Introduction

Raising awareness and changing the perception of travel options with pupils, parents and staff is crucial to addressing transport issues around schools.

Car use in the UK has increased significantly in recent decades contributing to greater road congestion, poorer air quality and more noise. Emissions from road vehicles affect people's health and contribute to global warming and climate change. Congestion and poor air quality are compounded in many parts of Swansea because of the local geography and coastal location.

Using public transport can help to relieve congestion on the roads and cut down on emissions of harmful gases. Choosing alternative ways to travel, such as walking and cycling, can benefit our health and the environment. Supporting local products to reduce our food miles, and reducing the distance and frequency of our own travel, can also help.

Road safety around schools can be improved by controlling traffic speed and congestion. Schools can discourage the daily school run by limiting parking in the vicinity and encouraging parents to car share or use public transport. The local authority and other organisations can help to identify, develop and promote safe routes for walking and cycling to and from school.



Transport

Contacts and Support

City & County of Swansea Environment Department Safe Routes to Communities

develops schemes to make walking and cycling to and from schools safer.

Contact: Allison Gough

Tel: 01792 636129

Email: allison.gough@swansea.gov.uk

City & County of Swansea Environment Department Road Safety Team

support road safety campaigns and other measures to improve safety around schools.

Contact: Jeff Green

Tel: 01792 636147

Email: jeff.green@swansea.gov.uk

Sustrans promotes travel in ways that benefit health and the environment.

Contact: Helen Davies

Tel: 01792 454492

Email: helen.davies@sustrans.org.uk

Web: www.sustrans.org.uk

Information and Resources

Safe Routes to Schools – information, support and resources including sample travel plans, curriculum guides and fact sheets.

www.saferoutestoschools.org.uk

Walk to School Campaign – information and projects to encourage parents, pupils and teachers to consider walking to and from school.

www.walktoschool.org.uk

Junior Road Safety Officers Club – national scheme to provide pupils with the opportunity to take some responsibility for road safety in their school area.

www.jrsocymru.org.uk

Hedgehogs – interactive website with quizzes, competitions and games for children, linked to the national road safety campaign.

www.hedgehogs.gov.uk



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Bronze Standard

School Management

- ♻️ Paper use is minimised through double-sided printing and photocopying where possible and ensuring that pupils use both sides of the paper
- ♻️ All paper and cardboard is recycled
- ♻️ All inkjet and toner cartridges are recycled
- ♻️ All cans are recycled including those from the school kitchen
- ♻️ All non-rechargeable batteries are recycled
- ♻️ At least once a year, an assembly on the theme of waste is carried out by pupils or a visiting speaker
- ♻️ An awareness-raising campaign on the problems of litter has been undertaken
- ♻️ At least four products made from recycled materials have been purchased
- ♻️ Packaging and other waste materials are brought in from home or bought from the Play Resource Centre for use in art and craft activities

Curriculum Activities

- ♻️ Pupils have the opportunity to make recycled paper
- ♻️ Pupils use recovered materials for junk art
- ♻️ Pupils investigate the properties of different packaging materials and explore why some can be recycled and others not

Silver Standard

School Management

- ♻️ A campaign has been run to encourage pupils to bring in inkjet and toner cartridges from home
- ♻️ An awareness campaign has been carried out to encourage pupils to reuse plastic bottles for drinking water
- ♻️ All non-reused plastic bottles are recycled
- ♻️ Regular litter picks of the school grounds are carried out and collected materials recycled where possible
- ♻️ Waste-free lunches are encouraged for all out-of-school activities and trips
- ♻️ The school regularly buys materials and equipment with recovered or recycled content

Curriculum Activities

- ♻️ Pupils undertake a waste audit and use the data as part of their studies
- ♻️ Pupils investigate what waste materials can be recycled into
- ♻️ Pupils investigate the benefits of waste-free lunches

Gold Standard

School Management

- ♻️ At least four additional materials are separated or collected for recycling e.g. mobile phones, aluminium foil
- ♻️ The school maintains a record of the amount of waste diverted from landfill
- ♻️ Fruit and vegetables from pupil's snacks and tea bags from the staffroom are composted within the school grounds
- ♻️ If water fountains or coolers are used in school then reusable cups are provided rather than disposable ones
- ♻️ All paper products purchased by the school are FSC-certified or contain at least 75% recycled materials
- ♻️ The school encourages parents to use the kerbside collection scheme
- ♻️ Litter hot spots within the local community are identified and an action plan drawn up to help combat the problem e.g. designing posters to put up in local shops

Curriculum Activities

- ♻️ Pupils undertake a home recycling audit and investigate the local use of the kerbside scheme and civic amenity sites
- ♻️ Pupils investigate how waste and recycling is managed in other countries e.g. through project work with an international links partner school



Introduction

Until quite recently, nearly all the waste created in Swansea went to landfill but as a result of ambitious targets set by the Welsh Assembly Government recycling rates have been increasing significantly. Schools can play an important role in this by reducing and recycling their own waste and raising awareness within their community.

Whilst most schools in Swansea are now involved in recycling schemes, litter and the reduction of waste are still major challenges for many. All pupils should learn about the waste hierarchy, or the **Five R's** (see below), and schools should strive to do more than simply separate and recycle their waste.

The monitoring of school waste and litter offers opportunities for work in several curriculum areas including maths, PSE and geography, whilst exploring the properties of various materials fits well within art, technology and science.

The **Five R's** provide a hierarchy for reducing waste – options that should be considered in the order of the benefits they bring.

Refuse to buy or use items that are unnecessary or where better, longer-lasting and less damaging alternatives are available.

Reduce the quantity of a product being used to the minimum amount required.

Reuse products and packaging wherever appropriate.

Repair equipment and other items whenever possible.

Recycle as much material as possible if it cannot be reused or repaired.



Waste & Litter

Contacts and Support

City & County of Swansea Environment Department Recycling Unit provides advice and support on waste issues and organises projects to promote recycling in schools.

Contact: Trish Flint

Tel: 01792 635600

Email: recycling@swansea.gov.uk

Web: www.swansea.gov.uk/recycling

Swansea Play Resource Centre offers clean unwanted materials from industry for use in creative play, art and craft.

Tel: 01792 794884

Email: prc@playright.org.uk

Web: www.playright.org.uk

Information and Resources

Waste Awareness Wales – information on waste in Wales with web page activities for children and teachers.

www.wasteawarenesswales.org.uk

Waste Watch – membership organisation that offers resources and training on waste education.

www.wastewatch.org.uk

Recycle More – recycling information and activities for pupils.

www.recycle-more.co.uk

Keep Wales Tidy – information on litter and cleanliness projects.

www.keepwalestidy.org



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