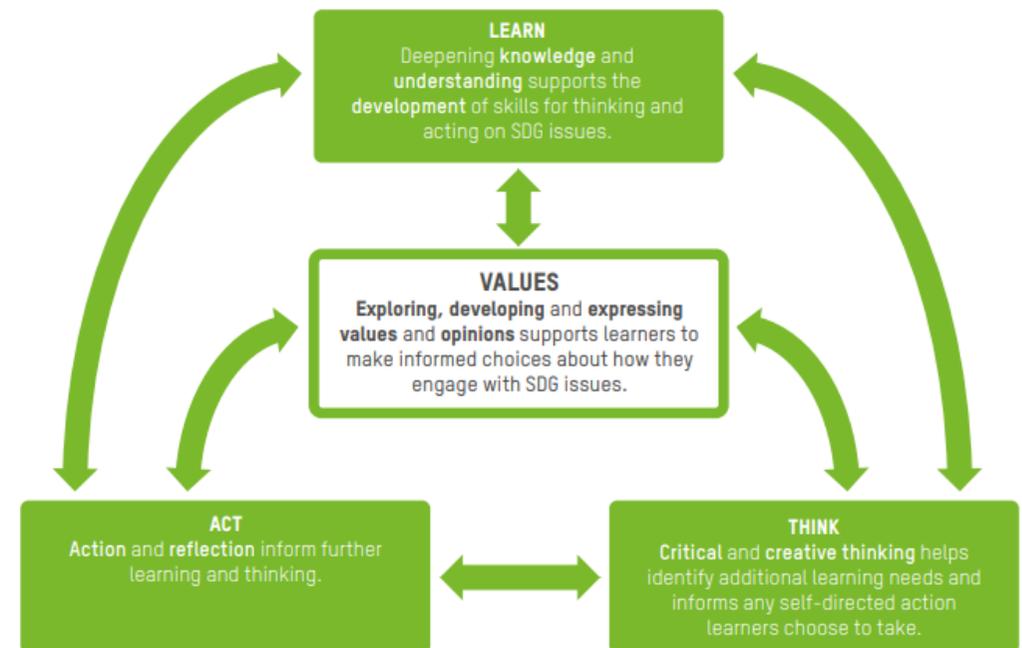


# Our Practical Approaches to Advancing Education for Sustainability & for the Sustainable Development Goals



In September 2015, 17 [Sustainable Development Goals](#) (SDGs) were set, positioning education at the heart of the strategy to promote sustainable development. At their summit, the need for a more sustainable world was unanimously acknowledged by United Nations members. At Meldreth Primary School we understand the benefits of embedding sustainability across multiple disciplines and through all areas of our curriculum.

Our curriculum embeds knowledge & understanding, teaches the skills of effective communication and challenges and develops the values and attitudes of our pupils.



Taken from [the Sustainable Development Goals \(A Guide for Teachers\)](#) - [Oxfam.org.uk/education](http://Oxfam.org.uk/education)

## KNOWLEDGE AND UNDERSTANDING

- SOCIAL JUSTICE AND EQUITY
- IDENTITY AND DIVERSITY
- GLOBALISATION AND INTERDEPENDENCE
- SUSTAINABLE DEVELOPMENT
- PEACE AND CONFLICT
- HUMAN RIGHTS
- POWER AND GOVERNANCE

At Meldreth Primary School, we believe that pupils' spiritual development is shown by their beliefs, religious or otherwise, which inform their perspective on life. We aim to develop children's interest in and respect for different people's feelings and values and use of imagination and creativity in their learning.

- Within our [Religious Education Curriculum](#), pupils are encouraged to explore and reflect on their own beliefs and values. Opportunity is provided for children to speak freely about their beliefs and have opportunity for prayer/reflection and silence.
- When exploring spiritual development our [PHSE](#) curriculum encourages a balance of music, speech, silence and the creative arts, and explores what commitment means and looks like to children.
- Opportunities are taken within our [English curriculum](#) to promote a wide range of stories and texts from around the world to illuminate issues and to encourage children to persuade others to take action to protect life, or promote their views to local businesses or local government representatives.
- Within our [Maths curriculum](#), children collect data on our daily energy use and generation and to consider ways to reduce consumption, set targets and monitor progress towards these.

At Meldreth Primary school, pupils' cultural development is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Our school fosters prides itself on being an inclusive school that works hard to develop a sense of community belonging.

- Our school curriculum is broad and sufficiently flexible to take account of the needs of individual pupils, and to incorporate and celebrate their cultural experiences.
- The school has close links with local agencies and representatives.
- Members of the community are regularly invited to participate in school functions, and to contribute to the curriculum.

- Regular exploration of the local neighbourhood is at the heart of our planning for geographical and historical enquiry. This includes visits to the Topcliffe mill, Holy Trinity Parish Church and is embedded within our 'nature detectives' programme within Melwood, our local nature reserve.
- The school initiates and is actively involved in community projects including our annual Mary Course Challenge, support for Shepreth Hedgehog Hospital and the Allyance counselling service supported by the local cluster of schools.
- Children in Years 5 & 6 watch and discuss BBC Newsround daily and are encouraged to do this in a balanced way within the safe environment of the classroom.

## SKILLS

- CRITICAL AND CREATIVE THINKING
- EMPATHY
- SELF-AWARENESS AND REFLECTION
- COMMUNICATION
- COOPERATION AND CONFLICT RESOLUTION
- ABILITY TO MANAGE COMPLEXITY AND UNCERTAINTY
- INFORMED AND REFLECTIVE ACTION

At Meldreth Primary School, pupils' social development is shown by their willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.

- Ground rules for team working and discussion in the classroom are negotiated at the beginning of the year and implemented consistently across all activities within the classroom.
- Space for speaking & listening/debate is built into the school timetable and lesson plans.
- Children frequently act as responsible partners, and know how to give constructive feedback to each other and younger children, as seen during buddy reading across the school.
- Children's views are regularly sought on matters relating to the curriculum delivery e.g. through research questionnaires, such as the annual health related behaviour survey, and form part of the school and county evaluation procedures.
- Pupil leadership groups ([school](#), [eco](#) & [anti-bullying](#) councils) fairly represent the children's views, and make a significant contribution to our school improvement working with school leaders and Governors.
- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. This can be seen during Nature Detectives sessions in Melwood, where children are taught to risk assess activities and their environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our esafety teaching.

# VALUES AND ATTITUDES

- SENSE OF IDENTITY AND SELF-ESTEEM
- COMMITMENT TO SOCIAL JUSTICE AND EQUITY
- RESPECT FOR PEOPLE AND HUMAN RIGHTS
- VALUE DIVERSITY
- CONCERN FOR THE ENVIRONMENT AND COMMITMENT TO SUSTAINABLE DEVELOPMENT
- COMMITMENT TO PARTICIPATION AND INCLUSION
- BELIEF THAT PEOPLE CAN BRING ABOUT CHANGE

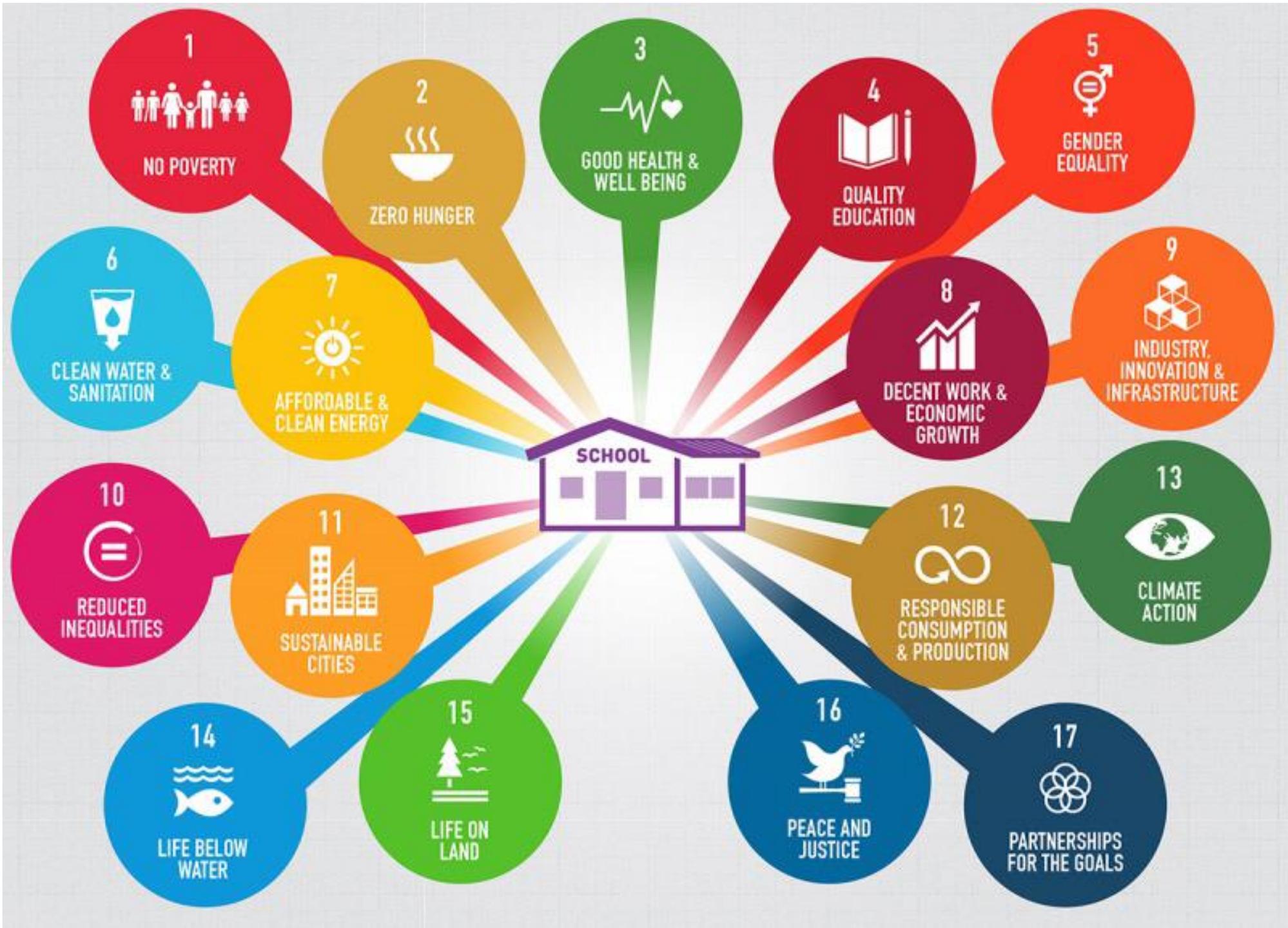
At Meldreth Primary School pupils' moral development is shown by their ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.

- Through our peer mediation support system, Year 5 and 6 pupils are trained to support other pupils in times of trouble in the playground. Our pupil attitudes can be seen in practice when our [peer mediators](#) are resolving conflict arising from playground disputes.
- Children are able to identify the needs of others, and act accordingly (e.g. elderly visitors, parent helpers, and during visits to Meldreth Manor School).
- Through our [values led](#) assembly programme, children experience an interest in investigating, and offering reasoned views about, moral and ethical issues. Our assemblies focus on a different value each half term. These are promoted to children through our assembly provision and displayed in our classrooms.
- Our Children's Charter of Rights\*, adopted by children at school, reflects The United Nations **Convention on the Rights of the Child**
- All pupils have access to high quality PSHE and Citizenship learning opportunities and to a range of experiences, the school has been recently recognised by the local authority for our work in this area.
- Children are given the opportunity to plan their own learning with open-ended activities or by using the 'Plan Do Review' model.
- Our assertive mentoring approach to assessment places children at the heart of shaping their own learning agenda.
- Through our [science curriculum](#) provision, children demonstrate a developing understanding of sustainability and inclusion (equality) issues, and regularly feel empowered to make changes to the world around them.
- With support children are encouraged to plan and implement charitable initiatives. These initiatives form a regular part of extended curriculum activities within the school.

- Tolerance of Those with different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience diversity.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.
- We use teaching resources and artefacts from a wide variety of sources to help pupils understand a range of faiths and cultural beliefs including resources from groups in in our local community.
- It is our aim to further develop tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- We use opportunities such as the Olympics and World Cup to study and learn about life and culture in countries who participate.
- We employ staff who have English as an additional language to bring a varied cultural experience for pupils at Meldreth Primary School.

**At Meldreth Primary School we uphold and teach pupils about the British Values which are defined as: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs.**

- These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education curriculum.
- British Values are also taught through planning and delivering a broad and balanced creative curriculum, which includes real opportunities for exploring the world in which the children live.
- The elections of members to our school council are based on pupil votes and general or local elections are used as opportunities to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view.
- The children have worked together to produce an Anti-Bullying Charter which we at Meldreth Primary School actively work and live by.
- Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Staff have annual training providing additional support for this.



# Meldreth Primary School

## Charter of rights

At Meldreth Primary  
school we have the  
right to:

- ★ be respected
- ★ make choices
- ★ join in
- ★ be told the truth
- ★ be listened to
- ★ learn
- ★ have help
- ★ be independent
- ★ have friends
- ★ not be bullied
- ★ have fun



# Our Anti-Bullying Charter

Written by the children of Meldreth Primary School



## What is bullying?

Bullying is actions or words that hurt you that carry on (calling names, hitting, kicking, making unkind comments, leaving you out).

It goes on day after day.

It often makes you feel sad or nervous.

Taking or hiding things that don't belong to you is bullying too.

## At Meldreth Primary School all adults agree to:

Make sure that children know what to do if they are being bullied.

Make children feel safe.

Always listen and try to find out the truth.

Help bullies to be happy and learn the true value of friendship.

Not to tolerate bullying



## What we think should happen to the bullies?

Say sorry...listen to how the child that they bullied felt....miss playtimes.....

face up to what they are doing and realise it is wrong.....

get help to stop....get them to understand that no one likes being friends with a bully.