

Where to find Education for Sustainable Development in the Revised National Curriculum

This analysis has been made to help you identify where education for sustainable development appears within the revised National Curriculum at Key Stages 1 to 3.



Values aims and purposes underpinning the school curriculum

The Environment

“We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.”

On the basis of these values we should:

- accept our responsibility to maintain a sustainable environment for future generations
- understand the place of human beings within nature
- understand our responsibilities for other species
- ensure that development can be justified
- preserve balance and diversity in nature wherever possible
- preserve areas of beauty and interest for future generations
- repair, whenever possible, habitats damaged by human development and other means

Main aims for the school curriculum

Aim2 Includes:

"It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level."

Subjects promoting Education for Sustainable Development

No direct references to ESD are made by Mathematics, English, Modern Foreign Languages and Music

Geography

Promoting other aspects of the curriculum

- developing pupils' knowledge and understanding of the concept of sustainable development and the skills to act upon this understanding (e.g. as part of a Local Agenda 21 initiative)
- developing pupils' knowledge and understanding of key concepts of sustainable development such as interdependence, quality of life and diversity
- developing pupils' skills of critical enquiry and an ability to handle and interpret information
- exploring values and attitudes about complex issues, such as resource use and global development.

The importance of Geography

"Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development....It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment."

Statutory Orders

During KS1:

".....they ask geographical questions about people, places and environments....."

Geographical enquiry and skills

1 In undertaking geographical enquiry, pupils should be taught to:
c express their own views about people, places and environments

Knowledge and understanding of environmental change and sustainable development

5 Pupils should be taught to:
a. recognise changes in the environment
b recognise how the environment may be improved and sustained

During KS2

"They find out how people affect the environment and how they are affected by it."

Geographical enquiry and skills

1 In undertaking geographical enquiry, pupils should be taught to:
d identify and explain different views that people, including themselves, hold about topical geographical issues

Knowledge and understanding of environmental change and sustainable development

5 Pupils should be taught to:

a recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives
b recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement

During KS3:

"They learn about geographical patterns and processes and how political, economic, social and environmental factors affect contemporary geographical issues. They also learn about places and environments are interdependent."

Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:

e appreciate how people's values and attitudes (for example, about overseas aid), including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues

Knowledge and understanding of environmental change and sustainable development

5 Pupils should be taught to:

a describe and explain environmental change (e.g. deforestation, soil erosion) and recognise different ways of managing it

b explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives

Science

Promoting other aspects of the curriculum

“through developing pupils' skills in decision-making on the basis of sound science, the exploration of values and ethics relating to the applications of science and technology, and developing pupils' knowledge and understanding of some key concepts, such as diversity and interdependence.”

The importance of Science

“...They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.”

Statutory orders

During KS1

Sc2 Living things in their environment

5 Pupils should be taught to:

- b identify similarities and differences between local environments and ways in which these affect animals and plants that are found there
- c care for the environment

During KS2

"They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts.”

Sc2 Living things in their environment

5 Pupils should be taught to:

- a about ways in which living things and the environment need protection

During KS3

“They think about the positive and negative effects of scientific and technological developments on the environment and in other contexts”

Sc2 Living things in their environment

5 Pupils should be taught:

- a about ways in which living things and the environment can be protected and the importance of sustainable development

Sc4 Energy resources and energy transfer

5 Pupils should be taught:

a about the variety of energy resources, including oil, gas, coal, biomass, food, wind, waves and batteries, and the distinction between renewable and non renewable resources

Breadth of study

1 During the key stage, pupils should be taught the knowledge, skills and understanding through:

c considering the benefits and drawbacks of scientific and technological developments, including those related to the environment, health and quality of life.

Design and Technology

Promoting other aspects of the curriculum

through developing knowledge and understanding of the principles of sustainable design and production systems, developing skills in creative problem solving and evaluation, and exploring values and ethics in relation to the application of design and technology.

The importance of Design and Technology

They combine practical skills with an understanding of aesthetics, social and environmental issues,Through design and technology, all pupils can become discriminating and informed users of products.....

Statutory orders

During KS3

Evaluating processes and products

3c identify and use criteria to judge the quality of other people's products, including the extent to which they meet a clear need, their fitness for purpose, whether resources have been used appropriately, and their impact beyond the purpose for which they were designed (e.g. the global, environmental impact of products and assessment for sustainability).

They consider how technology affects society and their own lives, and learn that new technologies have both advantages and disadvantages

Evaluating processes and products

3c ensure that their products are of a suitable quality for intended users (e.g. how well products meet a range of considerations such as moral, cultural and environmental).

Citizenship

Promoting other aspects of the curriculum

“through developing pupils' skills in, and commitment to, effective participation in the democratic and other decision-making processes that affect the quality and health of environments and society and exploring values that determine people's actions within society, economy and the environment.”

The importance of Citizenship

It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions.

Subject orders

During KS 3

All of it!

"They learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part responsibly in community activities."

Knowledge and understanding about becoming informed citizens

1 Pupils should be taught about:

i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations

During KS4

All of it!

“They continue to be actively involved in the life of their school, neighbourhood and wider communities, taking greater responsibility”

“..... learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.”

Knowledge and understanding about becoming informed citizens

1. Pupils should be taught about:

j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21