

WOODCROFT PRIMARY SCHOOL

Environment and Climate Education Policy 2026

Signed by:

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Environment and Climate Education Policy

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Statement of intent

Woodcroft Primary understands the important role it plays in all aspects of environmental sustainability and teaching pupils about looking after our planet. This policy has been created in order to outline what the school is doing to educate pupils about sustainability and climate change and provide opportunities for a career in the environmental sector.

Additionally, this policy sets out how the school will ensure that teaching staff are equipped with the skills, knowledge and expertise to incorporate sustainability and climate education into their teaching.

Information about what the school is doing in its day-to-day operations can be found in the Environmental Sustainability Policy.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Climate Change Act 2008
- The Ozone-Depleting Substances Regulations 2015
- Environmental Protection Act 1990
- Control of Pollution Act 1974
- DfE 'Good estate management for schools'
- The Waste Electrical and Electronic Equipment Regulations 2013 (as amended)
- DfE 'Sustainability and climate change: a strategy for the education and children's services systems'

This policy operates in conjunction with the following school policies and documents:

- Environmental Sustainability Policy
- Curriculum Policy
- Careers Policy
- Climate Action Plan

2. Roles and responsibilities

The governing board will be responsible for:

- Reviewing this policy alongside the headteacher.
- Holding the school to account for meeting its sustainability goals and the delivery of the Climate Action Plan.
- Ensuring the operations of the governing board are in line with the school's sustainability goals and Climate Action Plan.
- Incorporating sustainability and climate education into governing board meetings and training.

- Ensuring this policy is effectively implemented by the school.
- Ensuring a sustainability lead has been appointed and has the time and resources to fulfil their role.

The headteacher will be responsible for:

- Reviewing this policy alongside the governing board.
- The overall implementation of this policy.
- Appointing a sustainability lead.
- Modelling sustainable choices.
- Approving sustainability and climate education initiatives.
- Ensuring the school's sustainability goals, climate education initiatives, and Climate Action Plan are communicated to the school community.

The sustainability lead will be responsible for:

- Leading on the school's Climate Action Plan.
- Providing authority and supporting the school's drive to embed a sustainability and climate-focused culture change.
- Engaging the school community in the Climate Action plan to instil a whole-school approach towards sustainability.
- Undertaking research and training into sustainable practices relevant to the day-to-day running of the school and the provision of teaching and careers guidance.
- Promoting sustainable working practices across the school.
- Developing and coordinating sustainability related events and initiatives.
- Monitoring progress towards achieving net zero carbon emissions.
- Closely monitoring relevant policies and procedures to ensure they align with this policy and the Climate Action Plan.
- Contributing towards reducing the school's impact on the environment and supporting actions associated with the school's Climate Action Plan.

- Staying alert to the alert to the latest developments on climate change and sustainability.

Teaching staff will be responsible for:

- Engaging in training related to incorporating climate education into the curriculum and their teaching.
- Seeking out opportunities to include climate education in their teaching.
- Ensuring classroom materials come from sustainable sources and can be recycled or re-used.

All staff will be responsible for:

- Familiarising themselves with the school's policies and procedures for sustainability and climate education, including those outlined in this policy and the Climate Action Plan.
- Engaging in training and events related to sustainability and climate education.
- Making sustainable choices, e.g. when considering transport to the school.

Pupils will be responsible for:

- Engaging in climate education across the curriculum.
- Putting what they have learned about sustainability into practice.

3. Climate education aims

In accordance with the DfE's 'Sustainability and climate change strategy', the school will teach pupils about climate change and sustainability in order to empower pupils to create a greener, sustainable world and tackle the causes and impact of climate change.

The school's climate education strategy will ensure that pupils are given the opportunity to gain a better understanding of climate change and connect with nature.

Pupils will be provided with practical opportunities to participate in activities to increase resilience, reduce carbon impact and enhance biodiversity. This will enable pupils to translate knowledge into positive action and improve their local communities, the country and the planet.

4. Learning about the natural environment

Through climate education, all pupils will learn about:

- Nature.
- The causes and impacts of climate change.
- The importance of sustainability.

The Early Years Foundation Stage (EYFS) framework ensures that all children develop an understanding of the world and the natural environment.

Pupils' understanding of the world and the natural environment will be developed through science, geography and citizenship programmes within the national curriculum. Other subjects such as design and technology, food preparation and nutrition and economics will also provide opportunities for pupils to be taught about the environmental and sustainability context of the processes and principles underlying these subjects.

Pupils will be provided with opportunities, both within and beyond the school, to further develop their understanding of climate change and sustainability through extra-curricular activities and signposting to higher education courses and career opportunities.

5. Teaching sustainability and climate education

Teachers will be provided with high quality support and training to ensure that pupils are provided with the best possible sustainability and climate education.

The headteacher will ensure that teachers are provided with sufficient support to navigate the complex issue of climate change and the variety of teaching and learning resources that are available to use. Through training and support, the school will ensure that teachers' confidence and capability in delivering high quality climate education is enhanced.

Teachers who teach subjects that have more direct links with climate change and sustainability will be provided with specific CPD opportunities to ensure that they have the necessary expertise to teach about the complex and changing issue of climate change and sustainability.

When ensuring that the teaching of sustainability and climate education is current and of a high quality, the school will research good practice methods and analyse how this has been successfully incorporated into teaching and enriched the broader curriculum.

The school will continuously review where further steps could be taken to support the teaching of sustainability and climate change in relevant subjects.

The sustainability lead will undergo comprehensive training and CPD relevant to sustainability and climate education to ensure that they are competent in their role and are able to assist teachers and their understanding and teaching of climate change and sustainability.

All teachers, regardless of the level of relevance their subject holds to sustainability and climate change, will be required to think sustainably when using materials for teaching, e.g. keeping printing to a minimum and using recyclable materials.

6. Learning in the natural environment

Pupils will be provided with a wealth of learning opportunities, practical activities and clubs to enable real world applications of their learning.

The school will organise extra-curricular activities, such as eco-clubs and vegetable growing, as well as expose pupils to sustainable food choices, recycling, adaptation projects and energy monitoring.

The provision of such activities and the opportunities to learn in the natural environment will seek to improve pupils' understanding of the environment, sustainability and climate change, but also improve the physical and mental health of pupils over time. In addition, the provision of opportunities to spend time in nature will support the pastoral work of the school and improve engagement and attainment, including as part of wider support for pupils with SEND. Through such initiatives, the school will also aim to give pupils a sense of agency where anxiety stems from climate concerns.

The school will ensure that opportunities to learn in nature are inclusive and enable all pupils from disadvantaged backgrounds to access these opportunities.

7. Green skills and career opportunities

Through sustainability and climate education, pupils will be provided with the opportunity to develop skills that can lead to them building a career in the environmental sector.

Through the school's curriculum, pupils will be able to develop a passion and interest in climate change and sustainability to enable them to have the knowledge and skills required to pursue green careers.

Through careers information, advice and guidance, the school will make pupils aware of the full range of training and career opportunities available to them and how they can take the first steps in a green career pathway.

Additionally, the school will seek out opportunities to work with environmental institutions and further education settings to support pupils in their pursuit of a career in this sector once they depart from school.

8. Political impartiality

Any topics that are taught within sustainability and climate education and any debates on political and policy change will be grounded in wider citizenship education on democracy and democratic values and will be handled in line with the school's legal duties on political impartiality.

The school will take account of the relevant political and scientific debates about the best ways that climate change can be addressed and will approach the teaching of differing views, opinions and solutions with balance.

9. Monitoring and review

This policy will be reviewed **bi-annually** by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2028**