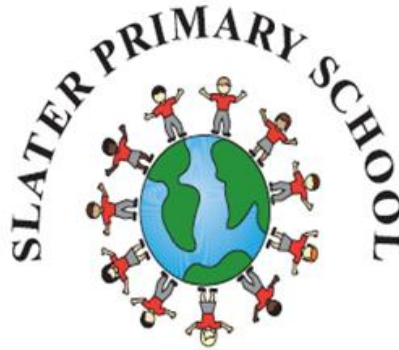


SLATER PRIMARY



"Together we believe; together we achieve"

SUSTAINABILITY LEADERSHIP & CLIMATE CHANGE ACTION PLAN

2025-2028

Sustainability Leadership and climate Action Plan

	Curriculum Links	Implementation	Impact
<p>DECARBONISATION</p> <p>a) ENERGY</p>	<p>KS2 Science: Learn about renewable and non-renewable energy sources. Understand how materials can be reused and recycled.</p> <p>Keep Britain Tidy's Count Your Carbon tool - https://www.countyourcarbon.org/home/</p> <p>Sign up to Climate Friendly Schools for FREE and use their Energy Audit tool – https://www.climatefriendlyschoools.org.uk/theme/climate-friendly-energy-audit/</p> <p>BBC: https://www.bbc.co.uk/bitesize/articles/zrsbn9q#zpqjxg8</p>	<p>-Increase energy efficiency of the school site – staff and pupils turn lights and plugs off whenever they can</p> <ul style="list-style-type: none"> - Pupils walk to school where possible -Heating only on for restricted periods in (Oct-March) -Encourage refillable water bottles from pupils and staff. -Create a positive culture and influence behaviour change around reducing energy use -Windows are closed unless rooms are up to temperature -Resources are bought so there is reduced waste, bought locally to reduce carbon foot. -Recycling bins for paper/plastic/card in classes, 	<p>Turning off lights and plugs reduces unnecessary energy consumption, which can lead to lower utility bills and a smaller carbon footprint.</p> <p>Encouraging pupils to walk to school decreases vehicle emissions, contributes to better air quality, and promotes healthier lifestyles.</p> <p>Limiting heating to specific periods minimises energy waste and reduces overall heating costs during the colder months.</p> <p>Promoting the use of refillable bottles reduces plastic waste and promotes sustainability among students and staff.</p> <p>Fostering a positive culture around energy use encourages long-term changes in behaviour that support environmental sustainability</p> <p>Keeping windows closed until rooms reach a comfortable temperature reduces heating costs and maintains better climate control.</p> <p>Buying resources locally and reducing waste supports the local economy and minimizes the carbon footprint associated with transportation.</p> <p>Providing recycling bins increases recycling rates, reduces landfill waste, and educates students about recycling different materials.</p>

<p>DECARBONISATION</p> <p>b) TRAVEL</p>	<p>KS2 Science: Students should recognise the impact of human activity on the environment (pollution, deforestation, global warming).</p> <p>KS2 Geography: Investigate how human actions contribute to environmental challenges (plastic pollution, deforestation).</p> <p>Keep Britain Tidy's Count Your Carbon tool https://www.countyourcarbon.org/home/</p> <p>BBC https://www.bbc.co.uk/bitesize/articles/zrsbn9q#zpqjxg8</p> <p>BBC Pollution levels tool – https://www.bbc.co.uk/news/science-environment-42566393</p>	<p>-Encourage journeys taken by walking, cycling and public transport</p> <p>-Create a positive culture and behaviour change around transport use</p> <p>-Recognise the effect emissions has on the environment through teaching across the curriculum</p> <p>-Road safety training in curriculum</p> <p>-Use of local bus companies for travel to reduce carbon footprint and emissions.</p> <p>Local visits and residential are monitored—at least 1 non—transport local visit per year per group.</p>	<p>-Reducing vehicle emissions leads to better air quality and a lower carbon footprint, as students learn the effects of emissions through the curriculum.</p> <p>-Increased physical activity from walking and cycling promotes better health and reduces chronic disease risk.</p> <p>-A positive culture around sustainable transport encourages long-lasting behaviour change, fostering community connections.</p> <p>-Road safety training in the curriculum helps reduce accidents and promotes responsible behaviour among students.</p> <p>-School travel supports local businesses and encourages familiarity with transport networks.</p> <p>-Non-transport local visits enhance experiential learning and reinforce sustainability concepts.</p>
<p>ADAPTATION & RESILIENCE</p>	<p>KS1 Science: Observe seasonal changes and discuss weather patterns.</p> <p>KS1:Geography: Identify different weather patterns and discuss their effects.</p> <p>https://flood-map-for-planning.service.gov.uk/</p> <p>https://www.bbc.co.uk/search?d=SEARCH_PS&q=Climate+Change+-+The+Facts</p>	<ul style="list-style-type: none"> - Reduce the risk of school closures and disruption to lessons through maintenance of building and health and safety walks by leaders, LA Building Service and Site Manager - Update Evacuation procedures annually and policy - Remote Learning strategy and offer in place - Ensure school sites can cope with extreme weather - Annual review of building and priorities, use of Devolved Capital to pay for building updates. - Recycle technology – use for ensure correctly disposed of. - Eco Ambassadors - Personal Development weekly assemblies, some focus on Resilience, reuse and adapt 	<p>The school is resilient to weather and adverse conditions, minimising the risk of closure</p>

<p>BIODIVERSITY</p>	<p>KS1 Science: Identify and name plants and animals in local environments (linked to biodiversity). KS1&2 D&T: Understand how food choices impact the environment (food miles, sustainable farming)</p> <p>Sign up to Education Nature Park - https://www.educationnaturepark.org.uk/user/register</p> <p>Education Nature Park's tools for exploring your school site - https://www.educationnaturepark.org.uk/resources/Explore%20Your%20School%20Site</p>	<ul style="list-style-type: none"> - Introduce a composter for each playground to dispose of fruit waste at playtime. - Kitchen food separated into composting items and non. - Litter picks by Eco Warriors in school and the perimeter. - Pupils growing products; cress, beans, tomatoes, herbs in pots. - Green spaces are utilised for teaching and learning, and pupils have when the weather is warmer, visit Abby Park for nature walks - EYFS utilise Astroturf areas for outdoor learning - Reduce the use of chemicals – work with the cleaning team and Site Manager. 	<p>Introducing composters in playgrounds for fruit waste, along with separating kitchen food into compostable and non-compostable items, will greatly reduce organic waste.</p> <p>Litter picks by Eco Warriors promote responsibility and cleanliness in the school and its surroundings.</p> <p>Encouraging students to grow cress, beans, tomatoes, and herbs fosters an appreciation for nature and where food comes from.</p> <p>Utilising green spaces enhances outdoor learning experiences</p> <p>Collaborating with the cleaning team to reduce chemical use promotes a healthier environment for everyone.</p>
<p>WASTE & CONSUMPTION</p>	<p>KS2 Science: Understand how materials can be reused and recycled.</p> <p>Curriculum: Sustainability task Plastic Free July's bin audit tool - https://www.plasticfreejuly.org/get-involved/what-you-can-do/bin-audit/</p> <p>Climate Friendly Schools-Food Audit tool - https://www.climatefriendlyschools.org.uk/theme/climate-friendly-food-audit/</p>	<ul style="list-style-type: none"> -Eco warriors monitor the use of recycling bins, lights on, windows open and plastic being used in schools. -School kitchen work with Eco Warriors to identify changes needed to reduce single-use plastics, throw away products -Recycle waste bins across school and collection. -Recycling of IT equipment and electronics managed well – audit, monitor, use of companies to safely dispose 	<p>Eco warriors promote mindfulness around resource use, encouraging more sustainable habits among students and staff.</p> <p>Working with Kitchen staff & Eco Warriors fosters a more eco-friendly food culture.</p> <p>Recycling bins throughout the school enhance waste segregation, increasing recycling rates and decreasing landfill waste.</p> <p>Proper management of IT equipment ensures responsible recycling of e-waste, promoting a circular economy.</p>

<p>CLIMATE EDUCATION & GREEN JOBS</p>	<p>KS1 Geography: Compare how people live in different parts of the world and how environments differ.</p> <p>KS2 Geography: Study climate zones, biomes, and ecosystems. Explore sustainability in human settlements and the impact of climate change.</p> <p style="text-align: center;">KS1& 2</p> <p>D&T: Explore sustainable materials when designing and making products.</p> <p>PSHE / Citizenship Learn about responsible consumption and how choices impact the planet. Understand climate activism and how young people can take action. Explore fairness and ethics in global sustainability (e.g., fair trade).</p> <p>English (Oracy & Writing) Research and debate environmental issues. Write persuasive letters to companies or MPs about sustainability. Create stories and poems with environmental themes.</p> <p>Mathematics Interpret data on climate change (graphs, charts). Measure waste reduction in school initiatives.</p> <p>Art & Music Use recycled materials for artwork. Create songs or performances about the environment.</p> <p>Teach the Future Tracked Changes Project - https://www.teachthefuture.uk/trac_ked-changes-project</p>	<ul style="list-style-type: none"> - Air quality: encourage pupils to recognise emissions and effect of travel and transport be it to school, food or general travel. - Careers: Promoting Green careers to pupils and parents, careers fayre, highlighting roles. - Cross – curricular teaching about Climate and Climate change - Eco Warriors lead change and drive reductions and understanding - Rewards for classes and pupils recycling - Parents support to walk to school, leave cars at home; regular updates and reminders on routes and issues with cars and parking. - Pupil voice and surveys collated; evaluate what they understand, what they perceive as issues and what they already know – then use to plan and delivery curriculum and assemblies. - Teaching pupils and staff to monitor room temperature, lights and items on standby - Teach and share learning about use of plastic, effect on environment and reusable items in class and at home 	<ul style="list-style-type: none"> • Staff and Governors actively promote and embed climate education in their existing curriculum • Teachers are confident in teaching about climate change and it is integral to the curriculum
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