



Sustainability and Climate Change



Curriculum Strategy



ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

Key Personnel

Staff Member	Mrs J. M. Farrimond
Link Governor	Mr T Daly
Pupils	Senior Prefects and Year 5 and 6 Hands Disciples

Our Sustainability and Climate Change Strategy (SCC) aims to promote in our pupils:

a passion about the natural world	a desire to do their best to protect it	skills to influence their wider communities
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SUSTAINABILITY AND CLIMATE CHANGE CURRICULUM STRATEGY

This document aims to set out the learning journey of pupils from Early Years to Year 6 with regard to caring for our environment, living sustainably and learning about Climate Change and what can be done to limit its effects. Our vision is that when our pupils leave St Aidan's they will have developed a love and appreciation for a sustainable future, developed a passion for the natural world and will want to do their best to protect it. They will understand the problems relating to Climate Change and know that it is the world's poorest communities which suffer the most as a result. Our pupils will have a sound understanding of what can be done to mitigate the effects of Climate Change, now and in the future. They will have the drive, ambition and knowledge in order to positively influence their wider community with regard to sustainability and care for the environment.

KEY AIMS

1	Reduce the school's environmental impact.
2	Embed sustainability and climate education across the curriculum.
3	Encourage sustainable behaviours among pupils, staff, and families.
4	Work towards a recognised sustainability award.

INTENT

To empower our children to be advocates and agents of change for a sustainable world. Rooted in our Threads of CHOICE, RESILIENCE, IDENTITY and RESPONSIBILITY, sustainability is woven into all learning experiences. We inspire creativity, responsible action and a sense of well-being.



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This learning is underpinned by our continual work on the CAFOD Live Simply Campaign. Although we will have completed the Live Simply Award in the academic year 2023-2024, our vision is that this award provides a long-lasting legacy of sustained awareness of environmental issues and living sustainably which permeates all areas of school life. Our Gospel Values underpin all of our work on the environment as we strive to care for God's world as its guardians and protectors.

Our curriculum encompasses Sustainability and Climate Change and reflects the aims and vision of the DfE's 'Sustainability and Climate Change Strategy'. See link below for further information.

[Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK](#)

Cafod Live Simply Award:

[LiveSimply award](#)

John Muir Award (A conservation award which our Year 4 pupils work towards):

[Engagement Initiative | John Muir Award](#)

It is our aim to facilitate our children in Years 5 and 6 to work towards the 'Climate Leader's Award' in high school. The following information was published by the DfE in 2022:

Children and young people will also be able to undertake a new Climate Award in recognition for their work to improve their environment, with a prestigious national awards ceremony held every year. The Climate Leaders Award will help children and young people develop their skills and knowledge in biodiversity and sustainability, and celebrate and recognise their work in protecting the local environment. It will be developed in collaboration with children and young people so that we can ensure it supports them in making an impact in their local communities. Pupils and students will be able to progress through different levels of the award, 'bronze', 'silver' and 'gold', in a similar way to the Duke of Edinburgh Awards.



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Our SCC curriculum is embedded through our subject areas for both Core and Foundation curriculum, alongside our Personal Development.

Early Years

Area	Outcomes
Catholic Life of School and RE	<p>Following the Liturgical Year</p> <ul style="list-style-type: none"> ○ Whole School Welcome Mass - St. Aidan's Feast Day during the 'Season of Creation' - taking the time to appreciate our environment and giving thanks for our world. ○ Harvest ○ Remembrance ○ Advent ○ Christmas services ○ Lent Services ○ Reconciliation ○ Easter Reflections ○ Pentecost ○ Leaver's Mass <p>To Know You More Clearly RED Weekly Picture News Assemblies Seeds and Gardeners Assembly</p>
PSED	<ul style="list-style-type: none"> • Encourages children to develop care and empathy for others, including living things and the environment. Linked to key texts e.g. Here We Are, Lost and Found, Journeys • Promotes responsibility, respect, and fairness, key values for sustainability. • Through collaborative play and discussions, children learn shared responsibility for resources (e.g., turning off taps, recycling classroom materials). Children are encouraged to look after their classroom environment, they are taught about recycling, water use, involved in litter picking and daily care of the outdoor area. During their Journeys topic they learn about the local area and how we can care for it.
Communication and Language	<p>Supports children in discussing environmental issues and expressing curiosity about the world. Regular access to the Outdoor area, Walks and visits in the local area and Forest School sessions encourage children to show curiosity in the world around them and have discussions around looking after our local area/outside area/ classroom environment and leaving areas as we have found them.</p> <p>Helps them to articulate ideas about change, fairness, and community – foundations for climate awareness. Book Votes, class votes, Outdoor area turn taking, belonging to a class community</p> <p>Storytelling and discussions about nature and environmental care nurture an early eco-vocabulary and understanding of cause and effects. Key Texts such as Here We Are encourage children to look after the planet and think about how they can make a difference. .</p>



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Physical Development	<p>Outdoor physical activity builds a connection with nature, encouraging respect for the environment. Links to children's interests around wildlife found in the outdoor area and how to respect and care for it. E.g making bird feeders, observing minibeasts and treating them with respect, maintaining areas for wildlife.</p> <p>Encourage sustainable habits like active travel (walking, cycling) and understanding how physical health links to a healthy planet (clean air, safe environments).</p> <p>Fine motor skills developed through gardening or outdoor play also promote practical sustainability skills. Children are encouraged to maintain and care for plants during our 'Growing' and 'Growth and change' Topics, texts such as 'Jaspers Beanstalk' 'Ten Little Seeds' and 'Oliver's Vegetables' give children the opportunities to plant and care for plants. Children plant and care for fruits and vegetables annually in our gardens.</p>
Literacy	<p>Stories, poems, and non-fiction can introduce concepts like recycling, weather, and habitats. Linked to texts 'Here We are' 'Oliver's Vegetables' and poems relating to the weather and the seasons from 'The Poetry Basket'</p> <p>Regular story time sessions develop the ability to research and record ideas about environmental topics, using texts relating to the environment and making links. Reflective thinking about people's impact on the planet through characters and narratives.</p>
UTW	<p>Children learn about people, places, environments, and natural processes, through key texts 'The Squirrels that Squabbled', 'The Last Nut' and regularly read non-fiction texts relating to the seasons. Children are encouraged to link these texts to their own experiences during outdoor play and local area walks. They learn about ways to travel responsibly in their transport topic, They learn about climate change through ice and water play in their 'Hot and Cold' topic and experiences the seasons in first hand activities.</p> <p>Encourage curiosity about nature and how humans interact with it, regular access to Outdoor play, discussing and experiencing weather, seasons as well as caring for our outdoor space. Forest School Sessions encourage children to appreciate and care for their local environment visiting the local woods, exploring the changes in seasons, taking care of our local area - litter picking.</p>
EAD	<p>Children explore creative reuse of materials (junk modelling, recycled art). They are encouraged to reuse and recycle material at home and in school. Children learn about artists that use different materials, natural and recyclable to create art.</p> <p>Encourages children to express their feelings about the environment through art, music, and drama. Children learn poems and songs linked to Nature. Children read texts relating to the seasons and the environment 'Here We Are', 'Poles Apart' 'Lost and Found' etc.</p> <p>Provision areas Support innovation and imagination – key for future problem-solving around sustainability challenges.</p> <p>Example: Making collages from recycled paper or creating songs about nature.</p>



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Key Stage 1 and 2

Area	Outcomes
Catholic Life of School and RE	<p>Follow the Liturgical Year</p> <ul style="list-style-type: none"> o Live Simply Award - The Live Simply award enables Catholic communities to care for God's creation and stand in solidarity with our global family. We have shown how we live simply, live sustainably with creation and live in solidarity with people living in poverty. o Whole School Welcome Mass - St. Aidan's Feast Day during the 'Season of Creation' - taking the time to appreciate our environment and giving thanks for our world. o Remembrance o Advent o Christmas services o Lent Services o Reconciliation o Easter Reflections o Pentecost o Leaver's Mass o To Know You More Clearly RED - in particular Branch 1 (Creation and Covenant) o Weekly Picture News Assemblies o Seeds and Gardeners Assembly <p>Hands Disciples - litter picks, food bank donations, CAFOD events - Fairtrade etc</p>
English	<p>Reading</p> <p>Reception spring term Here we are and Lost and Found by Oliver Jeffers</p> <p>Y2 Brendan Kearney Fish*</p> <p>Y3/4 autumn term The Great Kapok Tree- links to deforestation</p> <p>Y3/4 Greenpeace advert - There's a Rangan In My Bedroom- they research the deforestation threat to orangutans.</p> <p>Y3 spring term What is climate change?</p> <p>Y3/4 spring term Habitat loss</p> <p>Y3/4 spring term- A Place for Plastic (Twinkl book focuses on plastic in the ocean).</p> <p>Y4 spring term Biomes of Brazil</p> <p>(I am in the process of updating the spring and summer term for UKS2 due to the new structure so I will look to include some texts about this subject and include them)</p>
Science	<p>KS1 - Seasonal Changes - Observe the changes across the four seasons, describe the weather associated with the seasons and how day length varies.</p>



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	<p>KSI - Living Things and Their Habitats - Identify and name a variety of plants and animals and describe how different habitats provide for basic needs. (Links to habitat loss and environmental change).</p> <p>KSI - Plants - Observe and describe how seeds and bulbs grow and find out what plants need to grow and stay healthy. (Links to the importance of water use and green spaces).</p> <p>LKS2 - Living things and Their Habitats - Recognise that environments can change and that this can pose dangers to living things. (Links directly to climate change, habitat destruction, pollution and conservation).</p> <p>LKS2 - States of Matter - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>UKS2 - Properties and Changes of Materials - Compare reversible and irreversible changes, including burning and mixing materials. (Links to fossil fuels, recycling)</p> <p>UKS2 - Evolution and Inheritance - Recognise that living things have changed over time and that fossils provide information about the past. (Links to adaptation and how species may respond to changing climates).</p> <p>LKS2/UKS2 - Electricity. Links to renewable and non-renewable energy.</p>
Art	<p>Wider Community- Art WOWS Gallery</p> <p>Sustainability- Using Art resources responsibly and reducing waste.</p> <p>Recycling- Turning used materials into new artworks.</p> <p>Nature- Appreciating the natural world. (William Morris) Printing/Drawing natural materials.</p> <p>Early Years- Andy Goldsworthy (Exploring natural textures/ Land Art) Artist of the Planet</p> <p>Collage- using recycled materials.</p> <p>Teaching 'Waste-Free Art'</p>
Computing	<p>Links to previous learning in other subjects about sustainability and climate issues when completing Microsoft projects.</p>
DT	<p>DT curriculum encourages pupils to design and make products with an awareness of their environmental impact, promoting responsible choices in materials, resources, and energy use. Through a variety of practical activities, pupils learn to consider the lifecycle of products, recycling, and the use of sustainable materials, ensuring an early understanding of environmental stewardship.</p> <p>The understanding of climate change within DT develops the pupils creative and critical thinking skills by addressing real-world challenges.</p> <p>Wider Community- understanding how key events and key individuals have helped shaped the world.</p> <p>Sustainability- Using DT resources responsibly and reducing waste.</p> <p>Recycling- Turning used materials into new products.</p> <p>Nature- understanding the seasonality and sustainability of food.</p> <p>Early Years- Junk modelling using recycled materials.</p>
Geography	<p>In Year 1 and 2 the children learn about why the ice caps are melting in their 'Protect Our Planet' topic. They also learn about how this</p>



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	<p>is affecting the animals' habitat due to the rising sea levels.</p> <p>In Year 3 and 4 the children learn about the climate change in their Extreme Earth topic where the children learn about natural disasters caused by climate change. They learn about the causes, consequences and ways to prevent further disasters. They also learn about the climate of the rainforest, tree production of oxygen and the absorption of CO₂, and the threat of deforestation in their Rainforests topic. In their Revolution topic, the children learn about sources of energy- renewable and non- renewable. They learn about natural sources of energy in the past, why fossil fuels were introduced, the consumption of meat, plastic pollution, air pollution and global warming. They learn about why the world is now trying to go back to renewable energy sources due to climate change.</p> <p>In Year 5 and 6 children look at ways rivers can be used as a renewable energy source in their Our Changing World topic. They also focus on the impact of tourism in both the UK and America in their topic The Rockies and how this can impact the economy and environment both positively and negatively.</p>
History	<p>In year 3 and 4 the children study the Industrial Revolution and coal mining. They learn about fossil fuels- why they were needed, the impact at the time and the impact now. They focus on how the land has changed overtime due to coal mining and the impact that had on people's health and the current climate. The children go on a local walk to see how their local environment has changed because of coal mining, they go on a trip to the National Coal Mining Museum and have a visit from some ex coal miners.</p>
MFL	<p>The languages programme does not teach topics such as sustainability, climate change, or environmental issues.</p>
PHSE	<p>Living in the wider world- One World Topics.</p> <ul style="list-style-type: none">• KS1: Caring for the environment, recognising local/global connections.• UKS2: Topics include global citizenship, climate change, energy use, water conservation, biodiversity and protecting the environment. <p>Health and Wellbeing- Sustainability within routine with links between healthy living and environment (active travel, green spaces, eating locally).</p> <p>Relationships- Sustainability themes can also appear through understanding our responsibilities to others (including future generations and global communities), linked to the "One World" or global citizenship units.</p> <ul style="list-style-type: none">• UKS2 (Upper Key Stage 2) the "One World" unit covers "human rights, climate change, energy use, water conservation, biodiversity and protecting the environment". One of the lesson packs in the unit is titled "Global Warming" and includes "what global warming is and its effects", covering the concept of climate change.• For LKS2 (Lower Key Stage 2) there are also tasks focused on "Combating climate change". <p>• KS1 planning overview the introduction mentions "learning about climate change as part of the One World unit."</p>



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<i>Aspects we have completed to date</i>		
Ensured our curriculum addresses our sustainability vision	Paper Recycling	Access to fresh drinking water through drinking fountains for refills.
Pre-loved Uniform	Share travel to sporting events for more sustainable travel	Bikeability programme for Year 6 to best prepare children for active travel to and home from school
Bike/scooter shelter within school grounds to encourage active travel to home from school	Moving towards Cloud-based storage	Liaison with local food banks to support families
Forrest-School Agenda	Working with St. Edmund Arrowsmith Catholic High School to plant trees	Staff members trained to lead our Forest School
Well-being Weeks, including focus on children's mental health 2026 theme of 'This Is My Place'.	Focus on family mental health, including 'Bring Your Chap for a Chat' event	



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ACTION PLAN

Priority	Actions	Key Personnel	Timescale	Cost	Success Criteria	Link Governor
Vision Ensuring our vision remains a priority	Whole School and Class prayer and liturgy on the theme of sustainability and caring for our world (on-going)	Mrs Farrimond Senior Prefects	Annually reviewed with Mrs Gillard	0	Each year the children recall and value the prayer and liturgy with a focus on caring for our world.	Mr Andrew Kay
Energy Use Reduce electricity consumption by 10%	<ul style="list-style-type: none"> o Install smart meters o Appoint "Light & Energy Monitors" in each class o Hold a "Switch-Off Fortnight" campaign o Heating is at the 'right' temperature (18degrees) o Students learn how to save energy in their everyday life o Let's Go Zero Campaign 	Mrs Barker Class Teachers/ appointed monitor	Can start immediately. Annually reviewed with Mrs Barker.	No cost - just savings!	Actions are taken and Mrs Barker can report a cost effect.	Mr Tim Daly
Waste Reduction Increase recycling rate by 30%	<ul style="list-style-type: none"> o Introduce labelled recycling bins in all classrooms o Set up a composting bin for food waste o Run "Waste-Free Wednesday" 	Mrs Barker Senior Prefects	Can start immediately. Annually reviewed with Mrs Barker.	No cost - just savings!	Actions are taken and Mrs Barker can report a cost effect.	Mr Tim Daly
School Culture / Sustainability Achieve a recognised award or take part in initiatives	<ul style="list-style-type: none"> o Year 5 Climate Change Assembly and sharing the learning gained from achieving their John Muir Award in the Summer Term of Year 4. o Bee Highways initiative o RSPB Wild Challenge 	Mrs Farrimond	Annually	tbc	Award is achieved or initiatives accessed.	Mr Tim Daly
Curriculum Links Embed climate education in all year groups	<ul style="list-style-type: none"> o Sustainability links to curriculum are clear o Develop a school garden and 	Mrs Farrimond Subject Leaders	Reviewed in cycle every 2 years.	0	Curriculum shows knowledge, skills and understanding of these themes.	Mr Andrew Kay



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	wildflower area ○ Install bug hotels, bird feeders, and hedgehog homes ○ Forest School	Senior Prefects				
Transport Promote active and sustainable travel	○ Launch a "Walk to School" week ○ Set up a bike and scooter rack ○ Survey families on travel habits	Senior Prefects Mrs Barker	Reviewed in summer term		Events to promote have taken place.	Mrs Tim Daly

ACTIONS from 17.10.25

- Interview Mrs Barker
- Interview Hands Disciples and Mrs Gillard
- Interview Mrs Farnworth (school cook)
- Look into John Muir Award and decide which Year
- Meet with Mr Tim Daly as our Link Governor