

# Our Schools, Our World



Our Schools,  
Our World



*'The future of all life depends on our willingness to take action now'*

David Attenborough

**Brighton & Hove City Council**  
Katie Eberstein and Jonathan Cooper

**Leicester City Council**  
Marc Tench, Jasmine Walker, Laura Barke



# Our Schools, Our World Housekeeping



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**ZERO**  
2030

- Fire exits
- Toilets
- Photographs
- Tea/Coffee breaks provided

# Our Schools, Our World Agenda



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Time	Session
9:00	Attendees arriving
9:20	Introductions
9:45	Climate Basics
10:30	Break
10:45	Leading for Sustainability – the research
12:15	Lunch
13:00	Leading for Sustainability – the framework
14:15	Action Planning
15:15	Next steps
15:30	Finish

# Our Schools, Our World

## Who's Involved



### Devon



### Brent



### Bedfordshire



### Leicester



### Brighton & Hove



Schools working together to be zero carbon





**Montrose School**  
Achieving, Caring, Aspiring



**Stokes Wood**  
Primary School



**WILLOWBROOK MEAD**  
PRIMARY ACADEMY



**THURNBY MEAD**  
PRIMARY ACADEMY



**Queensmead**  
Primary Academy



**KNIGHTON MEAD**  
PRIMARY ACADEMY



**NORTH MEAD**  
PRIMARY ACADEMY



**KESTREL MEAD**  
PRIMARY ACADEMY



**FOSSE MEAD**  
PRIMARY ACADEMY



**ROWLATTS MEAD**  
PRIMARY ACADEMY

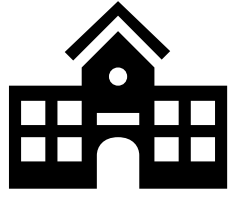


**ABBEY MEAD**  
PRIMARY ACADEMY

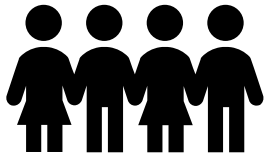


**Scraftoft Valley**  
Primary School

# Our Schools



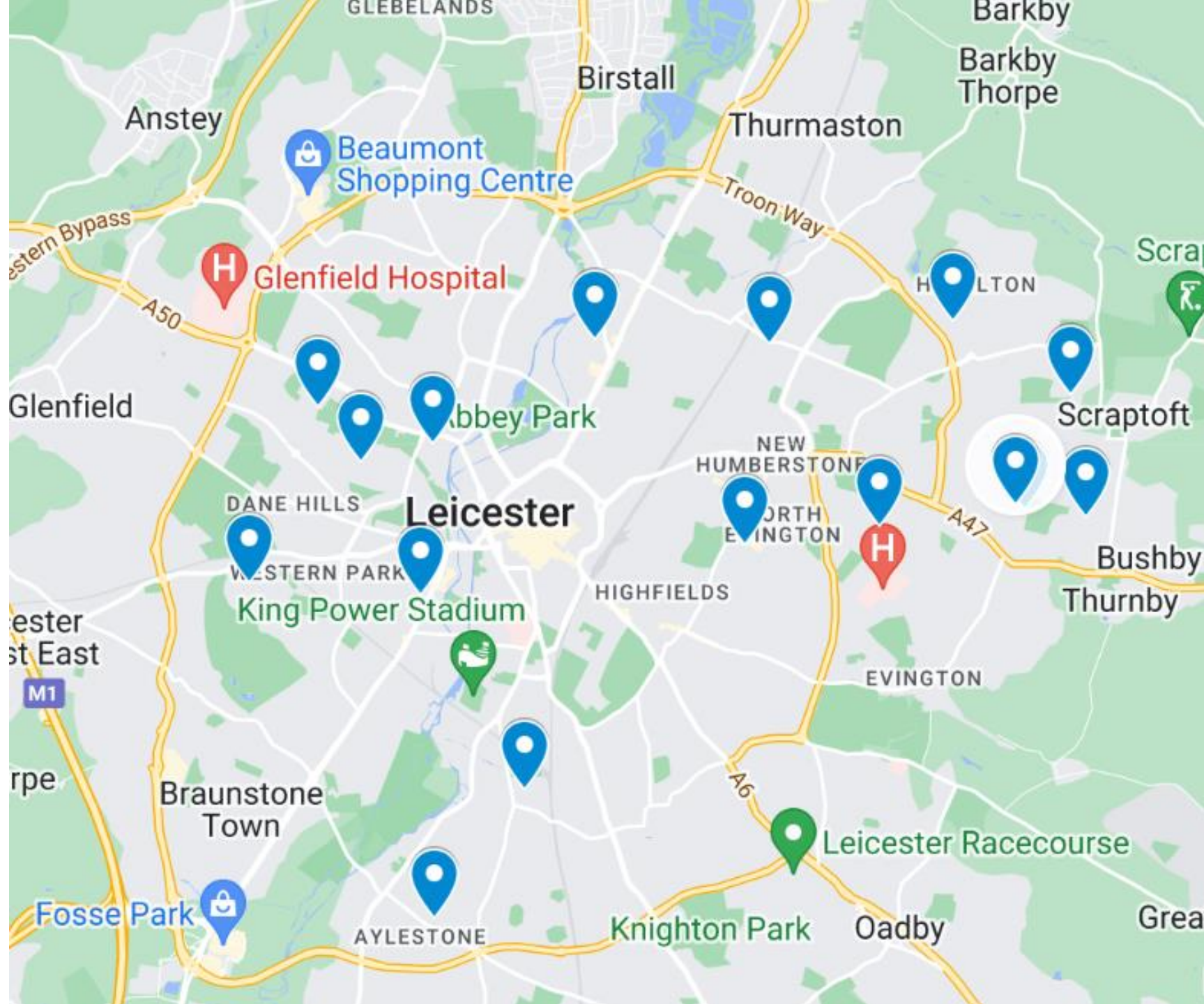
16



6700



800



# Our Schools, Our World

## Introductions



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Talk to those around you:

- Name, Role, School
- Why are you here today?





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## The Climate Emergency in Leicester



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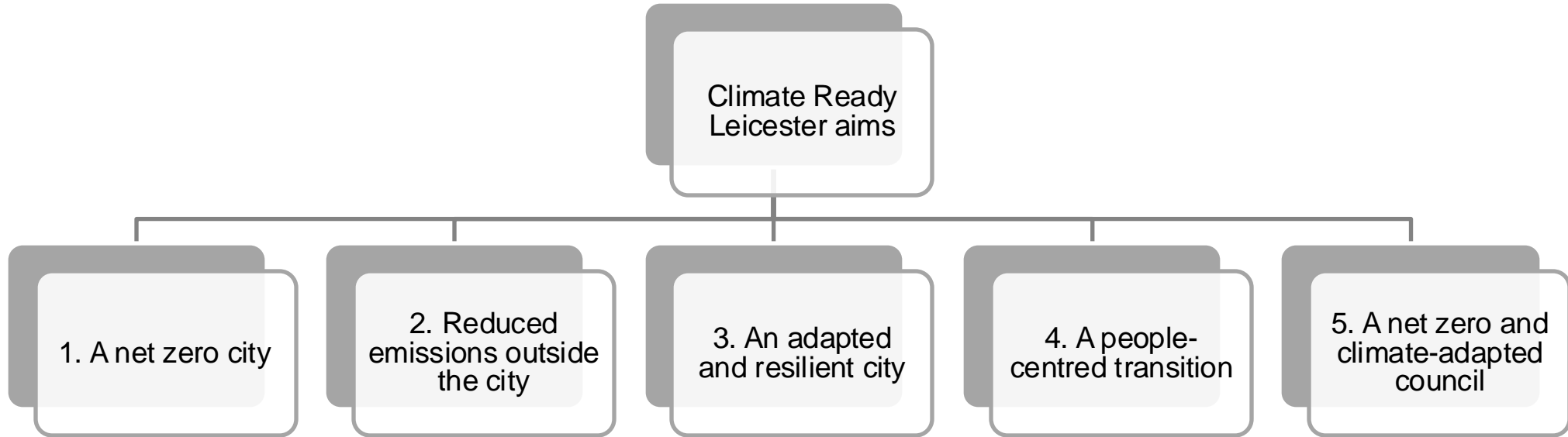
## Leicester City Council's Climate Ready Leicester Plan



A plan for warm homes, lower bills, solar energy, new skills and jobs, clean air and a greener, resilient city



# Leicester City Council declared a Climate Emergency in 2019



## Net zero city and council remains the ambition

# The action plan

- 96 actions across seven themes
- Refreshed annually
- Includes
  - Net Zero Delivery Plan for our own estate and operations
  - Further housing retrofit and low carbon new-build
  - Low carbon workspaces at Dock 3-5, Pilot House, Pioneer Park
  - Green skills bootcamps
  - Continued work across active travel, buses and EV infrastructure
  - Further flood schemes and engagement with communities at risk
  - Aligning new Waste Strategy with climate aims
  - Climate Ready Leicester comms campaign including action guide for residents and more



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## Training Overview



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### Day One Leading for Sustainability City Hall

*Attending: Heads, governor, SPL*

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9.15am – 3.30pm

Climate/Nature Basics

#### **BREAK**

Leading for Sustainability – Research

#### **LUNCH**

The OSOW Framework

Action Planning

### Day Two Curriculum Development Queensmead Primary Academy

*Attending: SPL*

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9.15am – 3.30pm

Curriculum Development

#### **BREAK**

Curriculum Assessment

#### **LUNCH**

Nature Connection & Outdoor Learning

How to Talk About Climate Change

(ThoughtBox)

### Day Three Climate Action Planning City Hall

*Attending: SBM, Site Manager, (SPL from 11am)*

---

9.15am – 3.30pm

Climate/Nature Basics

#### **BREAK**

Climate Action Planning - background

#### **LUNCH**

Measuring Carbon

Climate Action Planning - practical

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Aims of OSOW – Nationally Pioneering Work



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**Develop** an integrated environmental education curriculum gradually and systematically 'greening' the curriculum and supporting the development of green skills

**Enable** children and young people to develop a close connection with nature

**Create** school organisational systems and practices which support sustainability and the school and regional Carbon Neutral 2030 targets

**Empower** children and young people and their families to become changemakers both personally and collectively and inspire a strong sense of hope for the future



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## Climate Basics



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- Lots of different levels of experience and knowledge within this room
- With those around you - Discuss the climate knowledge of your whole staff and pupils



# EARTH TO CO<sub>2</sub>P



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## Climate Change Basics



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### CAUSE

Human  
Activity

Greenhouse  
Gases

Greenhouse  
Effect

### CONSEQUENCE

Climate  
Consequences

Impact on  
the Planet

Impact on  
Humans

Impact on  
Biodiversity

SOLUTIONS ?

CAUSE

CONSEQUENCE

Human Activity

Greenhouse Gases

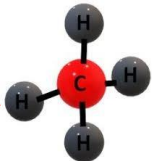
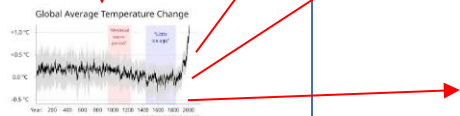
Greenhouse Effect

Climate Consequences

Impact on the Planet

Impact on Humans

Impact on Biodiversity



SOLUTIONS ?



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- What does climate change mean for you **personally**?
- What does climate change mean for you **professionally**?
- What does climate change mean for your **school**?

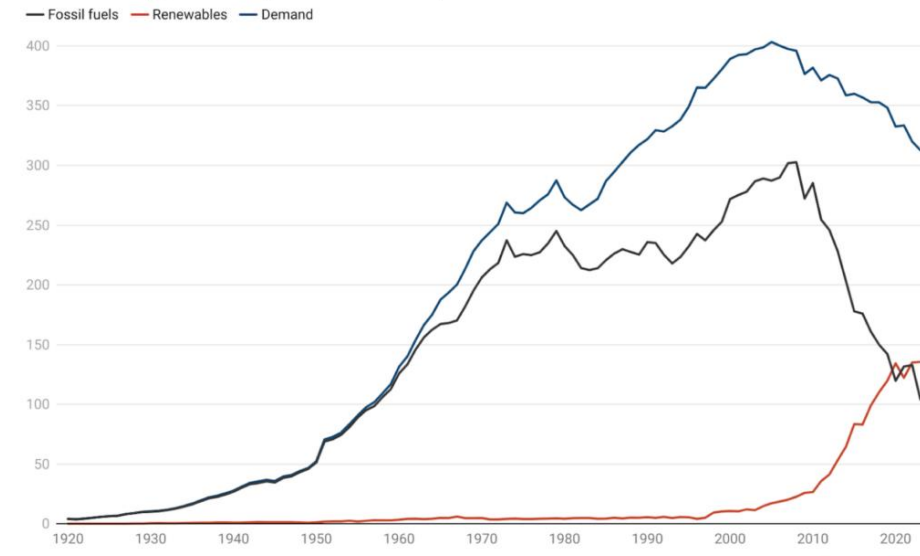
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## Reasons for Optimism – nationally & globally



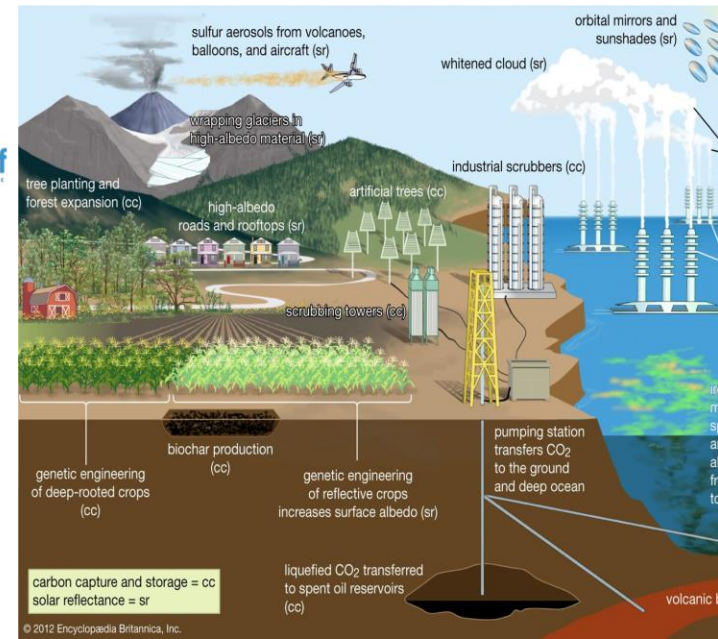
### UK electricity from fossil fuels drops to lowest level since 1957

Annual electricity generation by source and demand, terawatt hours



Source: DESNZ, BM Reports and Carbon Brief analysis

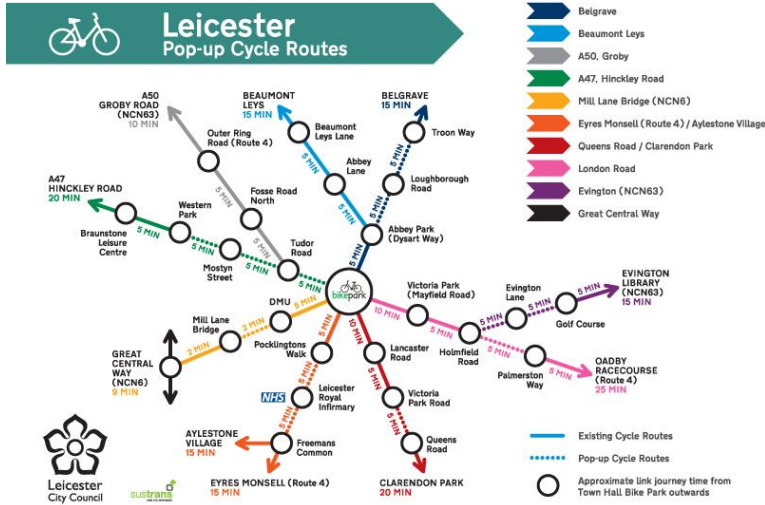
CarbonBrief  
CLEAR ON CLIMATE





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## Reasons for Optimism - locally



Well-connected cycle routes across the city and beyond



Further pedestrianisation across the city



634 kWp PV systems on council buildings generating 524,954 kWh/y



Electrification of bus network



A total of 63.72 % of waste was diverted from landfill (2022-23)

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## Reasons for Optimism - schools



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Sharing positive news stories from our schools





## LEADERSHIP FOR SUSTAINABILITY – excellence in practice based on a meta-analysis of research

Including: Dr David Dixon - Leadership for Sustainability 2022/Marouli, C. (2021). Sustainability education for the future? Challenges and implications for education and pedagogy in the 21st century/Mogaji, I. M., & Newton, P. (2020). School leadership for sustainable development: A scoping review. Journal of Sustainable Development/Awodiji (2023) School leadership development for sustainability in the post-digital era

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## Current NC provision



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### The National Curriculum and Climate Change

In science, the word “climate” features:

- twice for Key Stage 4 (KS4) for 15- and 16-year-olds
  - once for KS3 (12-14 years),
  - not at all for KS2 (8-11 years) and KS1 (5-7 years).
- 
- In Geography, there are three mentions in the KS3 curriculum



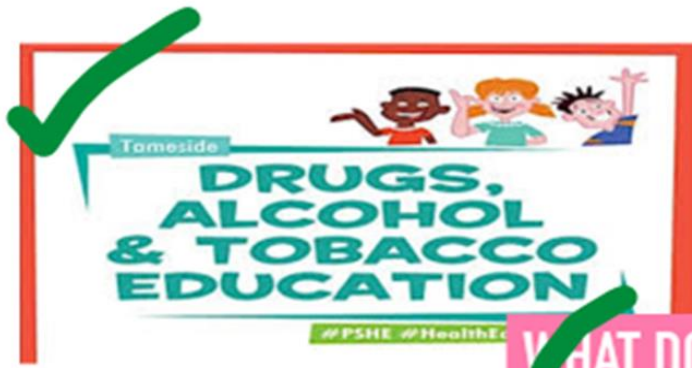


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## Our responsibility



### Our Safeguarding Responsibility



50% of young people are unsure of how they can personally help

# DfE requirements



Policy paper

## Sustainability and climate change: a strategy for the education and children's services systems

Published 21 April 2022

By 2025:

- All education settings will have nominated a sustainability lead
- All education settings will have put in place a climate action plan
  - **decarbonisation**
  - **adaptation and resilience**
  - **biodiversity**
  - **climate education and green careers**



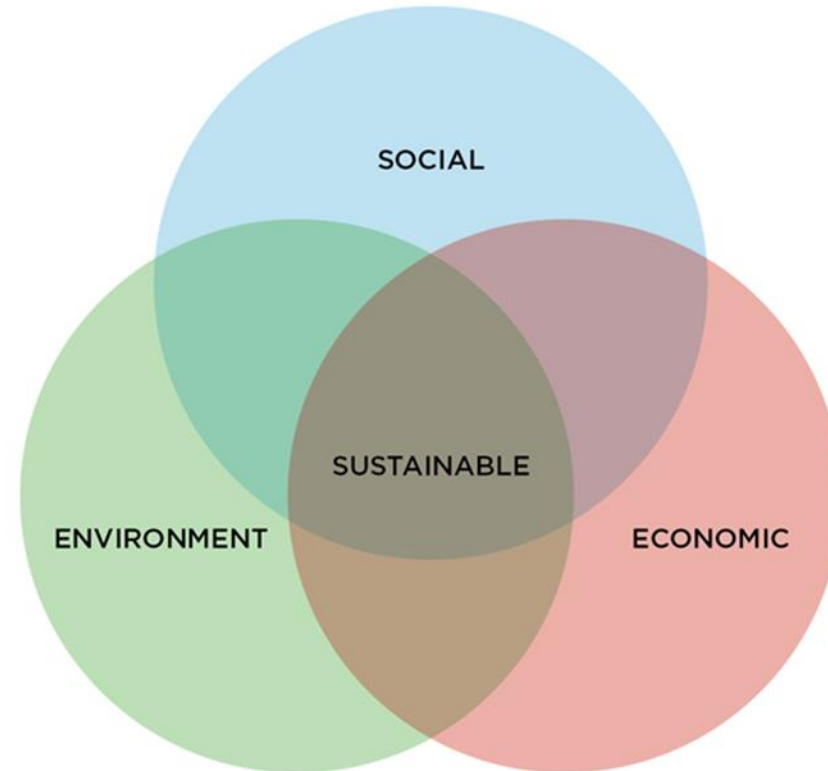
# Our Schools, Our World Defining Sustainability



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- avoid the depletion of natural resources
- keep an ecological balance
- not allow the quality of life of modern societies and future generations to decrease

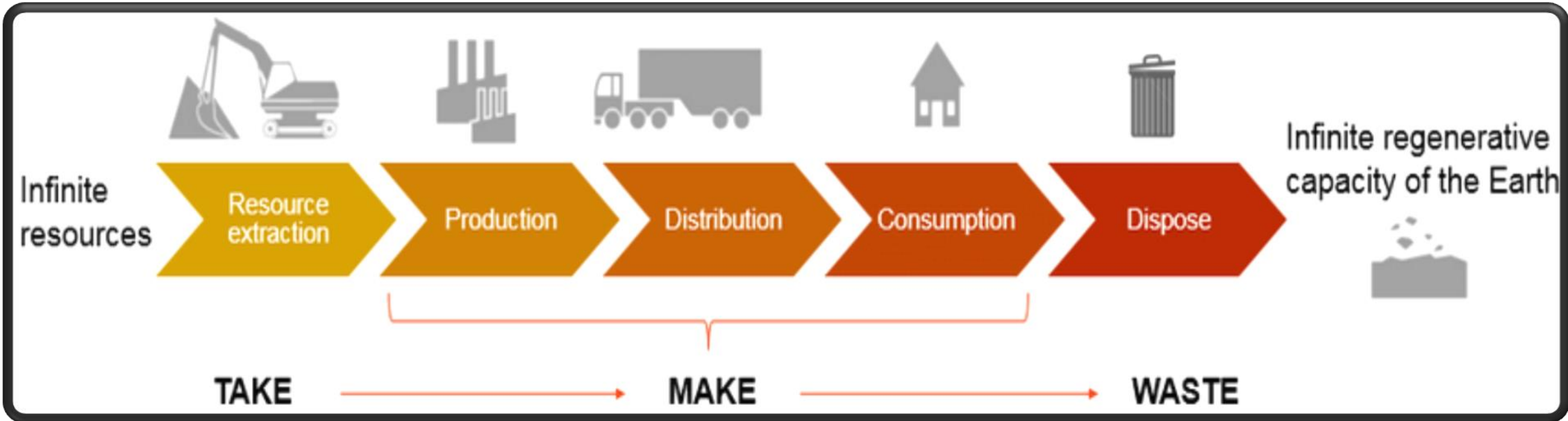


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## Linear Economy



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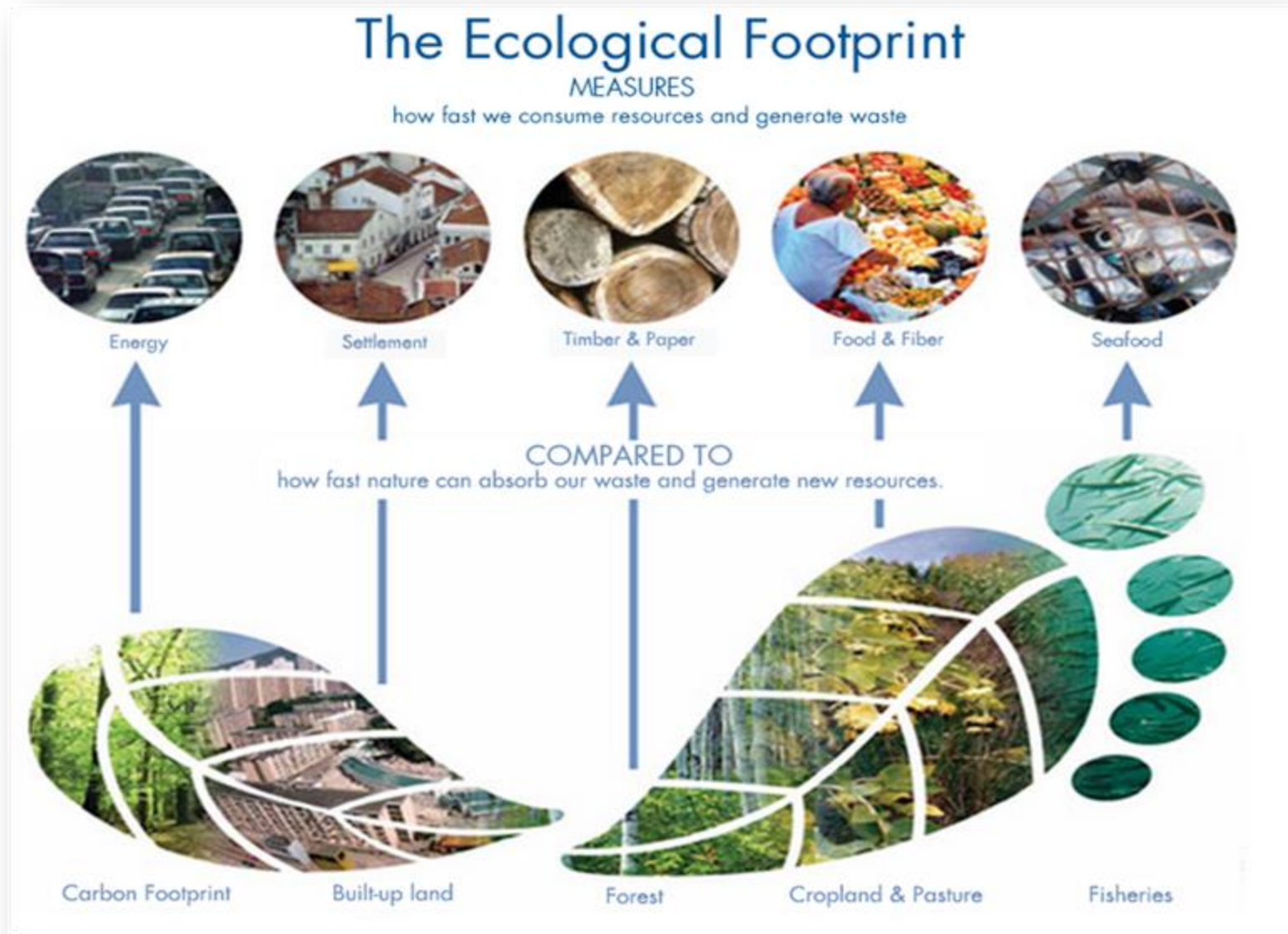


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## Ecological Footprint



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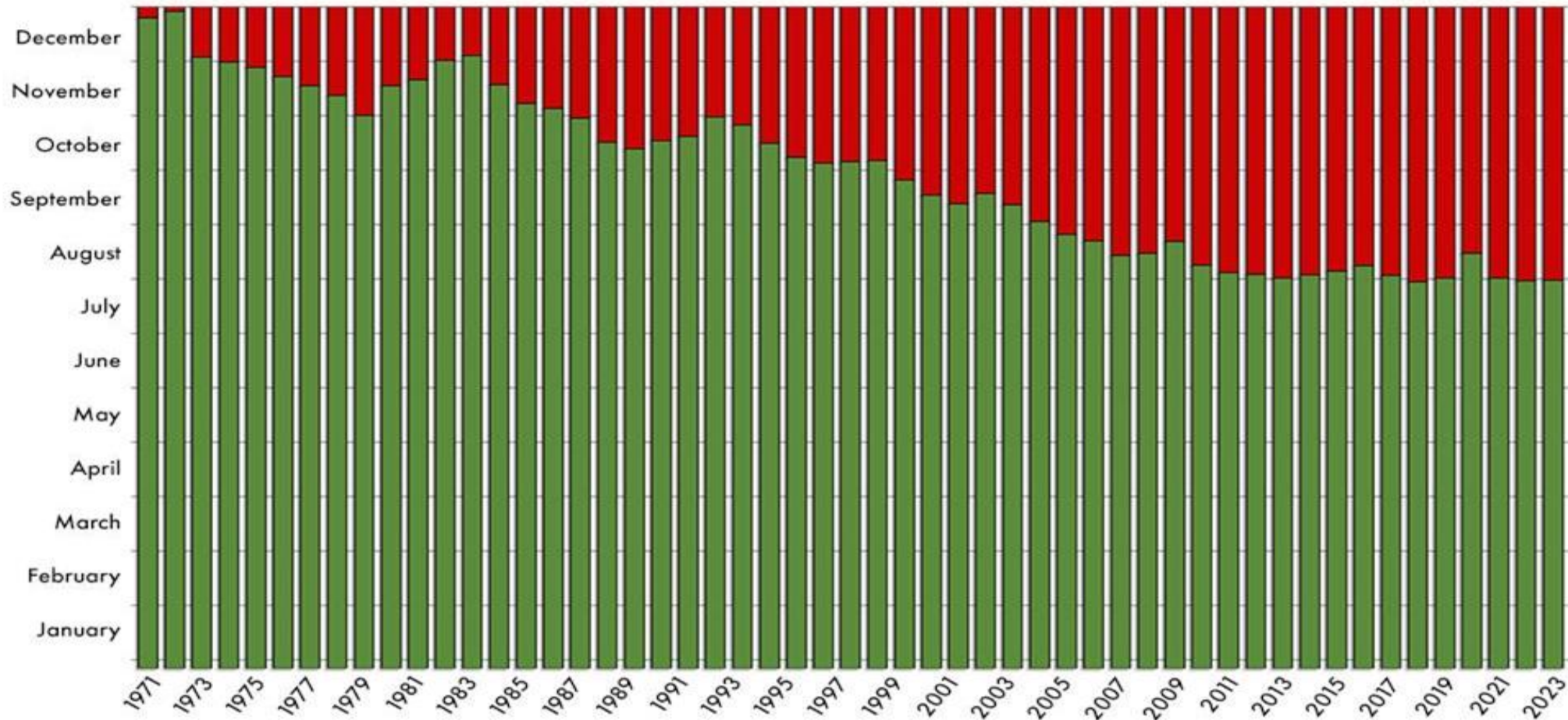


1 Earth

## Earth Overshoot Day 1971 - 2023



1.7 Earths



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## Country Overshoot Days 2024

When would Earth Overshoot Day land if the world's population lived like...





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‘We have not  
borrowed our  
children’s future,  
we have stolen it and  
we are still stealing it’

Jane Goodall, Naturalist

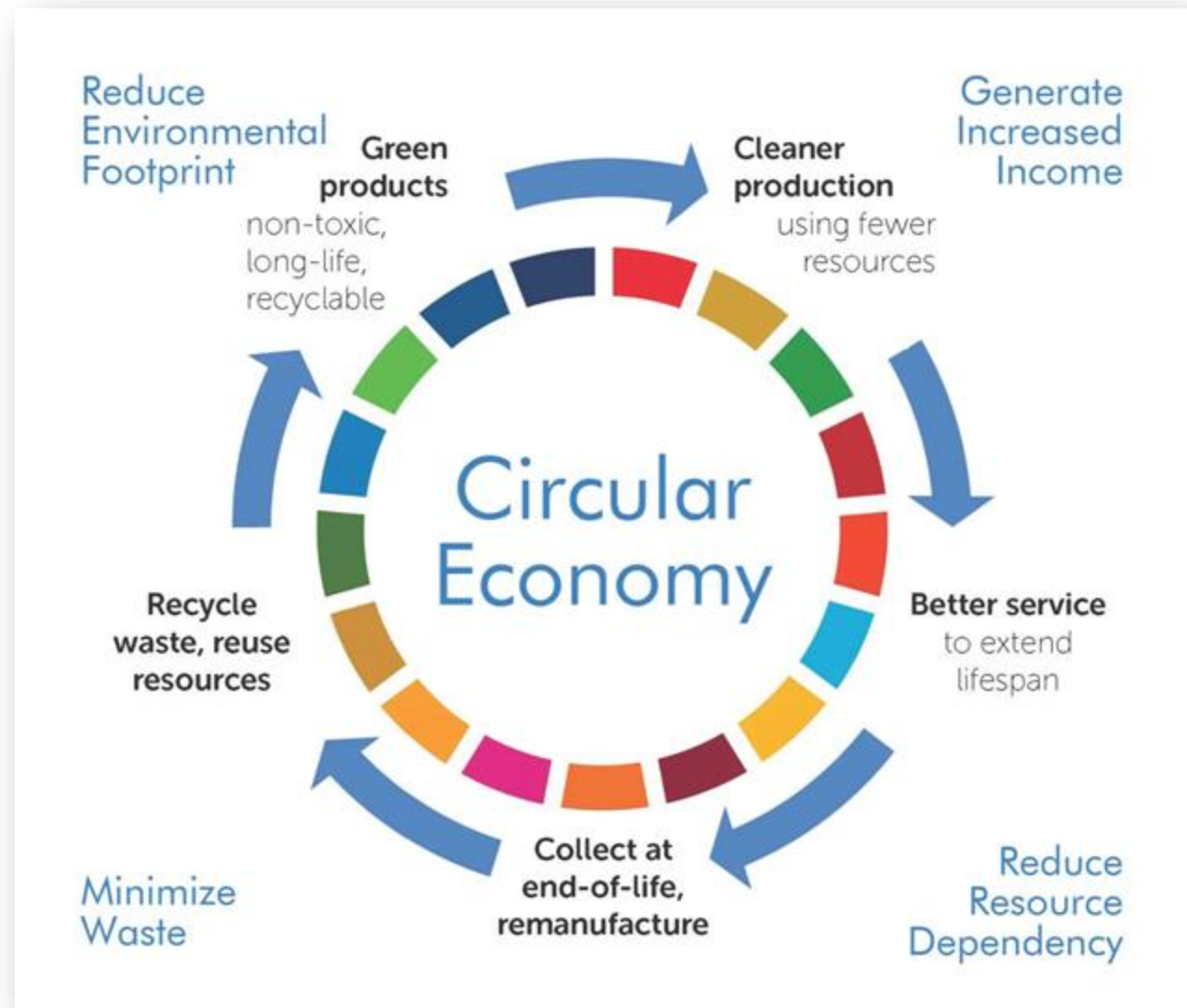


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## Circular Economy



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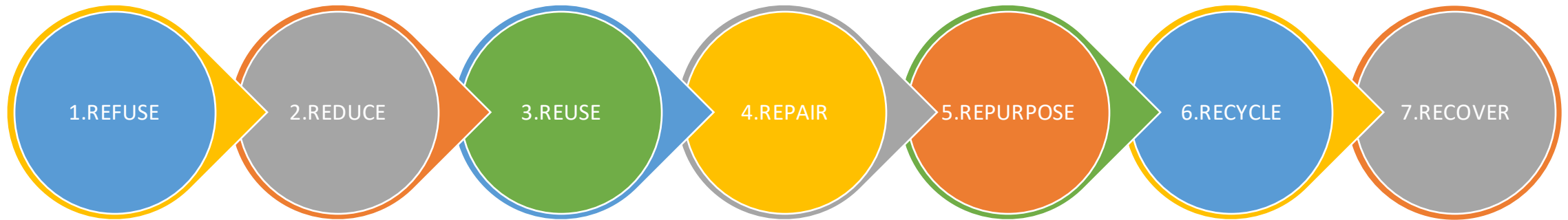


# Our Schools, Our World Change Our Approach



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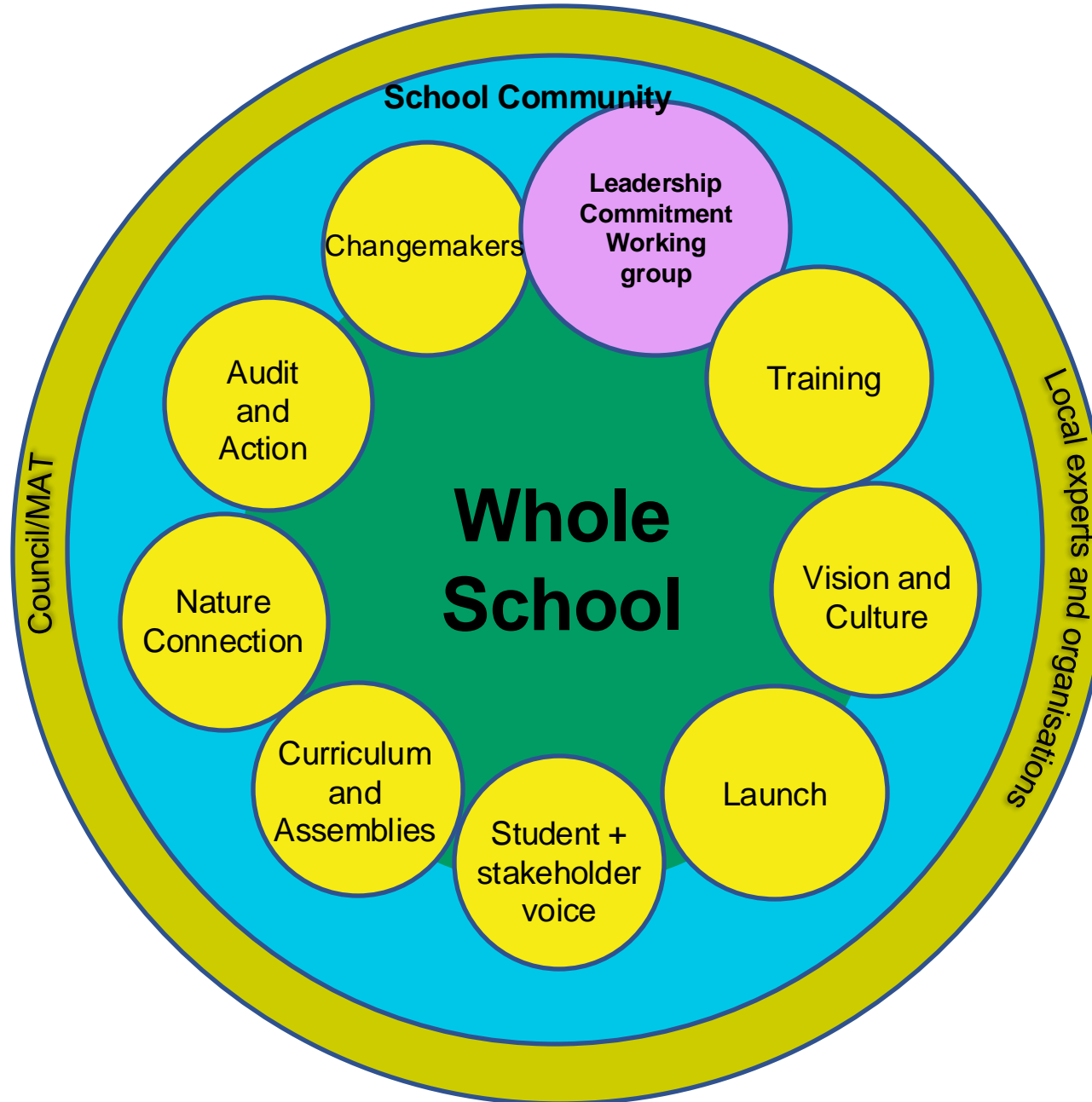


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# The process



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## Research Findings

School sustainability strategies are most effective when schools are:

- 'driven by moral purpose'
- authentic and creative

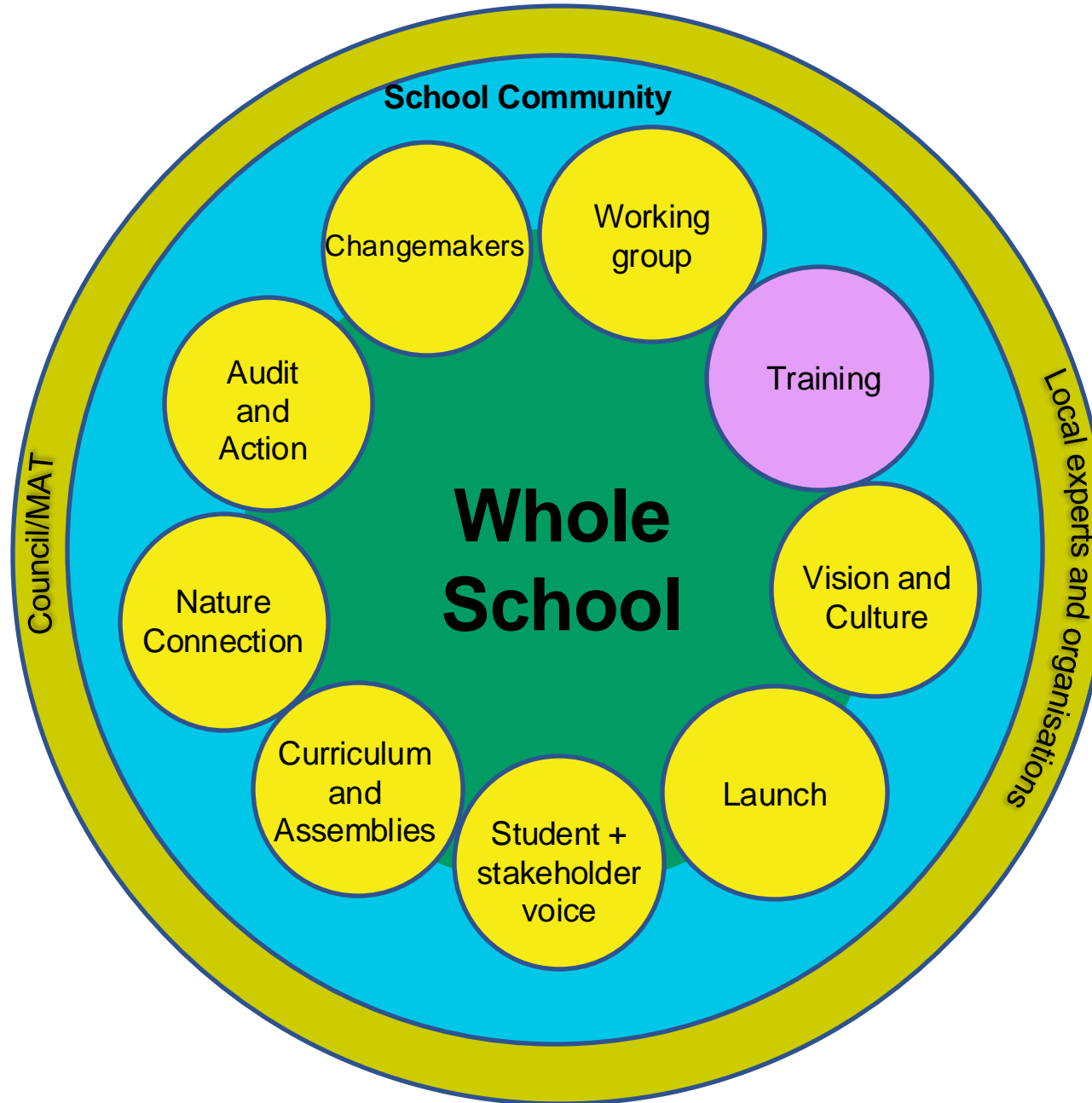
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## Roles and Responsibilities



Headteacher	Senior Programme Lead	Lead Governor
<ul style="list-style-type: none"> <li>• Leading the vision and strategy</li> <li>• Establishing termly working group for whole school action</li> <li>• Facilitating curriculum development opportunities and CPD opportunities</li> <li>• Ensuring completion and monitoring of OSOW Framework and Climate Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting vision and strategy</li> <li>• Leading on curriculum development strategy (linking to whole school action)</li> <li>• Undergoing training in:               <ul style="list-style-type: none"> <li>➤ Climate Change/Carbon Literacy</li> <li>➤ Supporting eco-anxiety</li> <li>➤ Climate Change curriculum structures</li> </ul> </li> <li>• Training other staff</li> <li>• Linking with schools/organisations/initiatives</li> <li>• On-going liaison/joint work with hub leader and climate adviser</li> </ul>	<ul style="list-style-type: none"> <li>• Key member of the strategy group</li> <li>• Ensures OSOW/sustainability is key FGB item and on committee agendas</li> </ul> <p><b>Monitoring and evaluation:</b></p> <ul style="list-style-type: none"> <li>• Communication of and engagement with OSOW programme</li> <li>• Vision and OSOW planning</li> <li>• Impact of OSOW plan</li> <li>• Implementation + impact of Climate Action Plan</li> <li>• Curriculum improvement and impact</li> </ul>

# The process



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## Research Findings

School sustainability strategies are most effective when schools are committed to:

- **staff development**
- **induction**
- **succession planning**

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## CPD framework/schedule



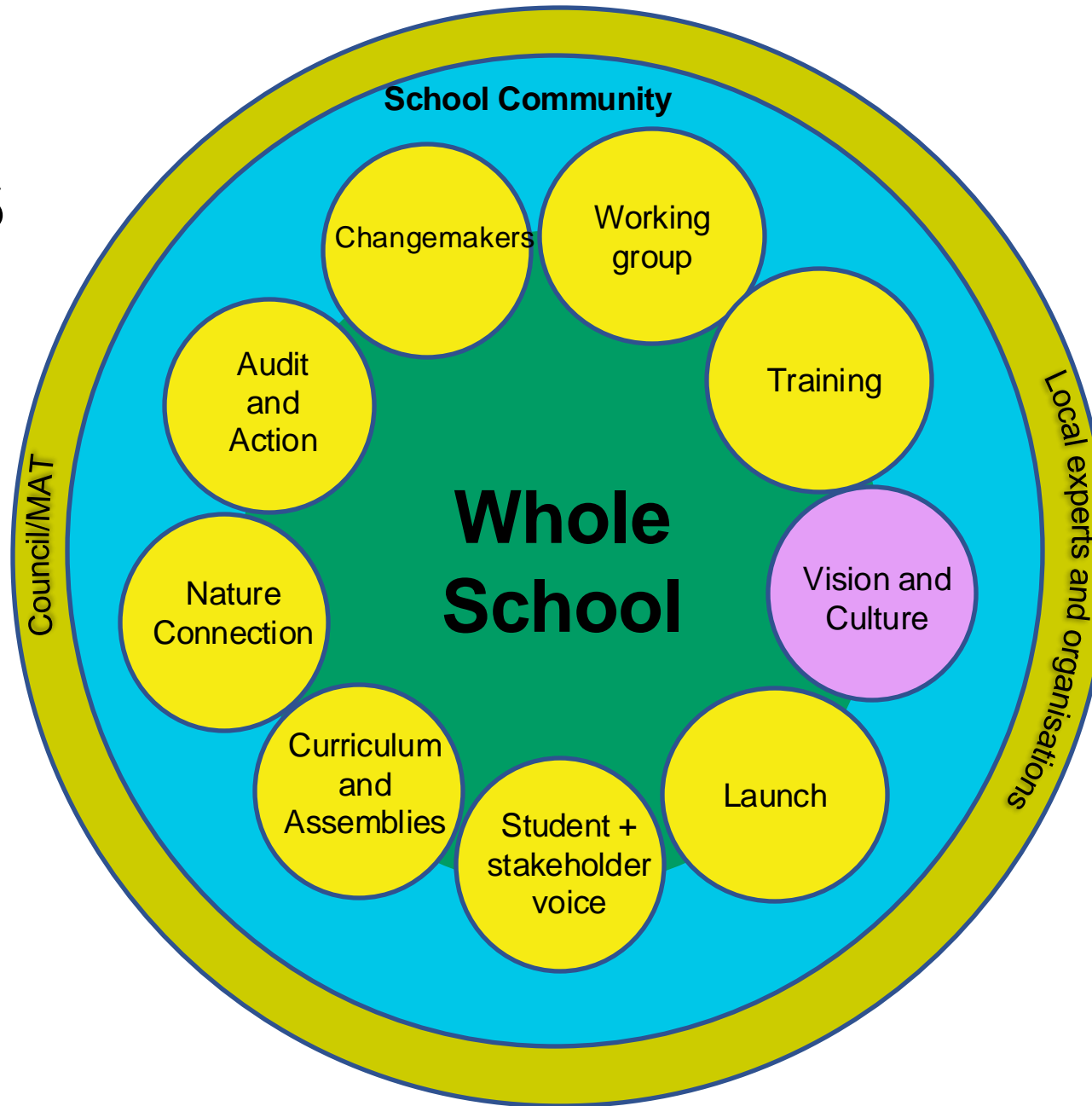
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Suggested Time	Training	When	To whom	Resources
Year 1 term 1	Climate Basics	INSET	All school staff	<a href="#">'Great Big Lesson for Climate &amp; Nature' - video</a> in training section of website
Year 1 term 1 or 2	How to talk to young people about climate change	INSET / staff meeting	Teaching staff and TAs	<a href="#">ThoughtBox video</a> in training section of website
Year 1 term 2 or 3	Curriculum Development 'Conceptual milestones' X2	Staff meeting	Teaching staff	<a href="#">Conceptual Milestones document</a>
Year 1 term 2 or 3	Curriculum Development 'Greening the Curriculum' 1	Staff meeting	Teaching staff	<a href="#">Greening the curriculum documents</a>
Subsequent term	'Greening the Curriculum' 2	Staff meeting	Teaching staff	<a href="#">Greening the curriculum documents</a>
Subsequent term	'Greening the Curriculum' 3	Staff meeting	Teaching staff	<a href="#">Greening the curriculum documents</a>
Year 2	Reviewing success of initial curriculum	Staff meeting	Teaching staff	<a href="#">Use of assessment resources</a>
Year 2	Outdoor Learning Practical techniques and planning	Staff meeting	Teaching staff	Outdoor learning resources on OSOW website



# The process



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## Research Findings

School sustainability strategies are most effective when schools:

- **develop a strong culture and shared vision for a better world**

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## Bringing People With You - Culture

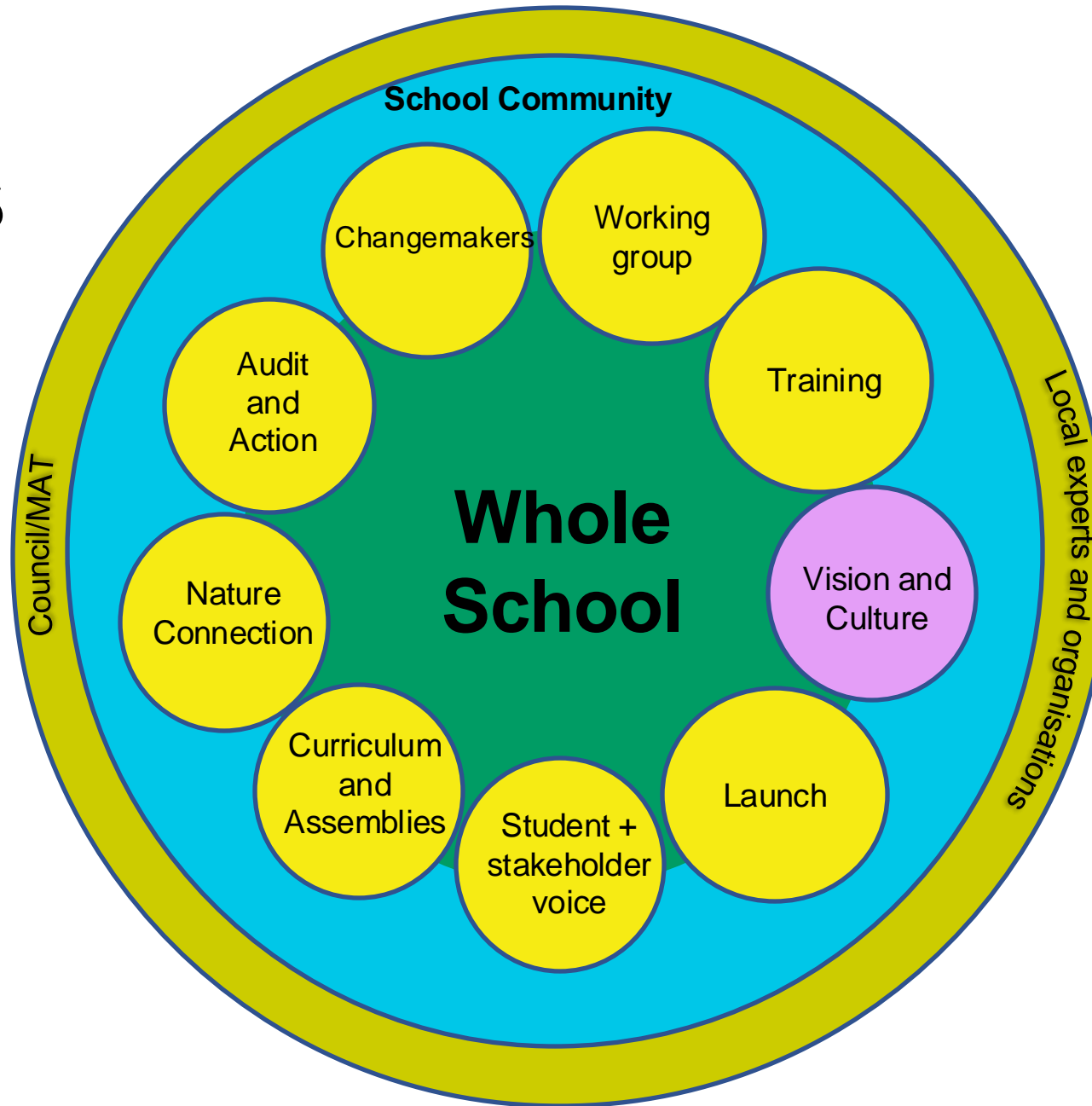


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- Passion and commitment
- Training and knowledge
- **Shared** vision
- Clear communication of vision and plans
- Pupil voice central
- Clear roles and expectations – personal and professional
- PM structures
- Collective impact
- Organic developments as well as planned improvements
- Regular celebration of impact

# The process



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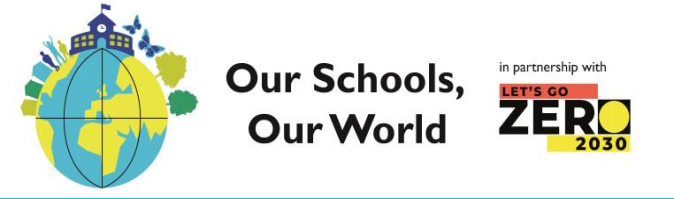
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## Research Findings

School sustainability strategies are most effective when schools:

- **challenge and focus on solutions**

# Our Schools, Our World Our Mantra!



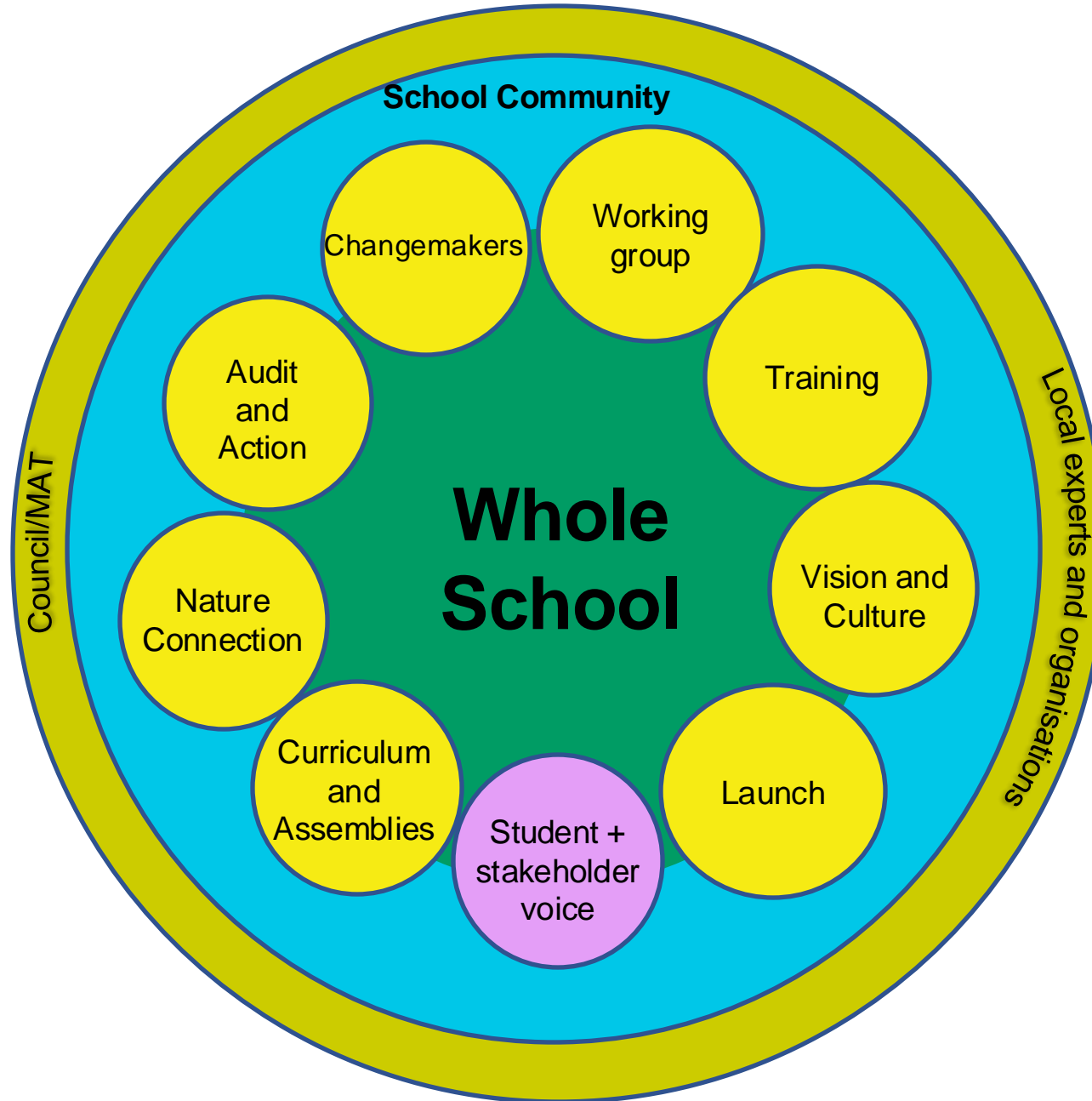
**Is it green?**



**Could it be greener?**



# The process



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## Research Findings

School sustainability strategies are most effective when :

- **stakeholder voice is enabled and empowered**

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## Pupil Voice



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- Understanding the issues
- Surveys
- Identifying priorities and solutions
- Representation on groups
- Class/school/family action
- Curriculum development
- Family influencer
- Assemblies

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## Engaging Families

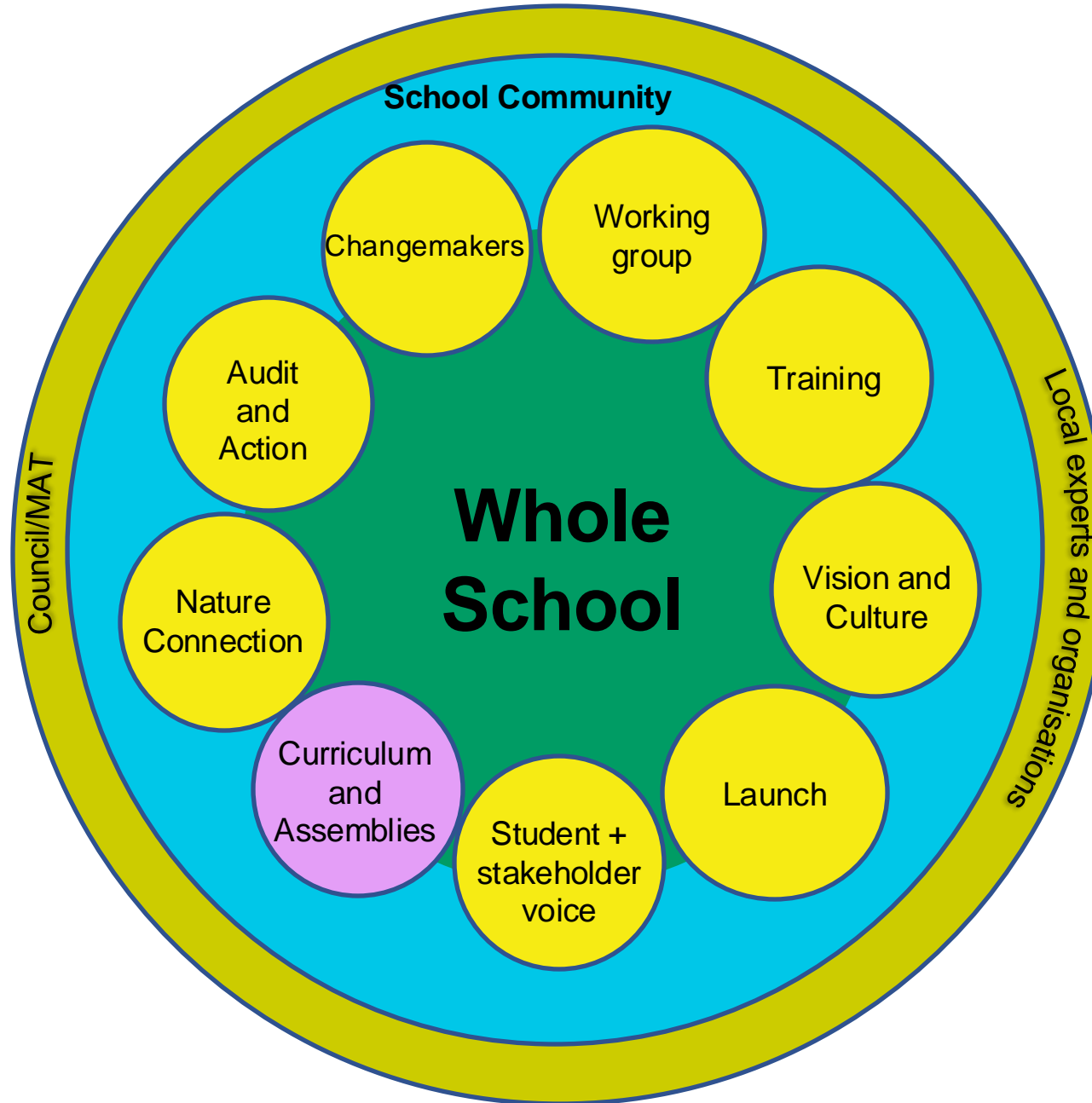


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- Launch
- Regularly sharing plans/targets
- Sharing curriculum aims
- Skills audit/engagement
- Regular joint activities/pledges
- Speakers
- Representation on key groups
- PTA
- Events
- Tours of school
- Website/twitter

# The process



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## Research Findings

School sustainability strategies are most effective when schools:

- integrate rather than layer



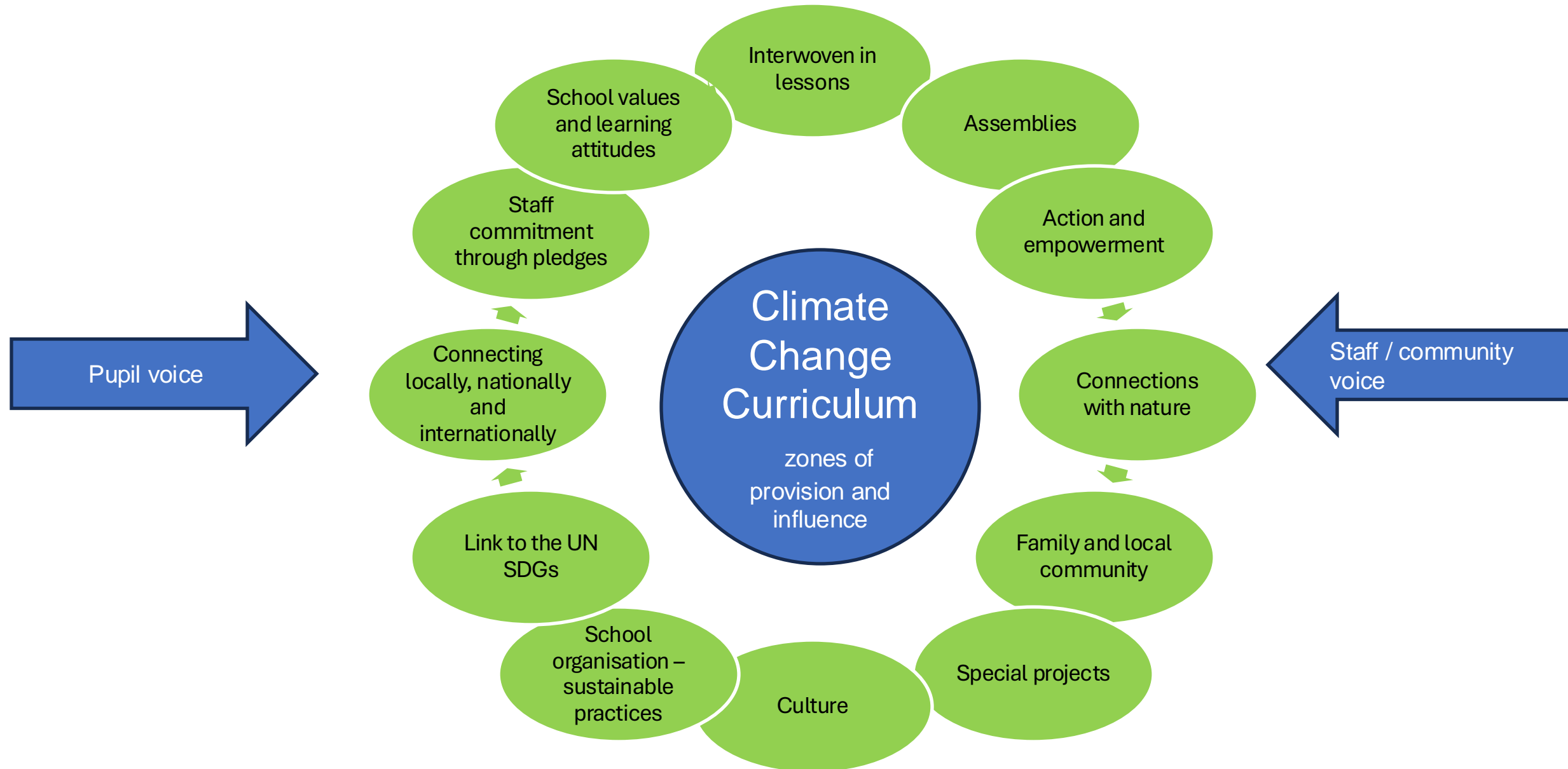


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## Curriculum Development - Zones



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# Our Schools, Our World Overarching Themes



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Biodiversity



Energy



Water



Transport



Food



Consumption + Waste

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## Conceptual Milestones



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End of Year 2	
Key Concepts	Year Group/Term/Subject/Assembly
Local/national/global	
Weather	
Climate	
Environment	
Global warming	
Monoculture	
Biodiversity	
Extinction	
Rewilding	
Wood wide web	
Conservation	
Energy	
Waste	
Consumption	
Pollution	
By end of Year 4	
Key Concepts	Year Group/Term/Subject/Assembly
Climate change	
Atmosphere	
Greenhouse effect	
Greenhouse gas emissions	
Carbon	
Carbon emissions	



# Our Schools, Our World Overarching Themes



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Biodiversity



Energy



Water



Transport



Food



Consumption + Waste

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## Sustainable Development Goals



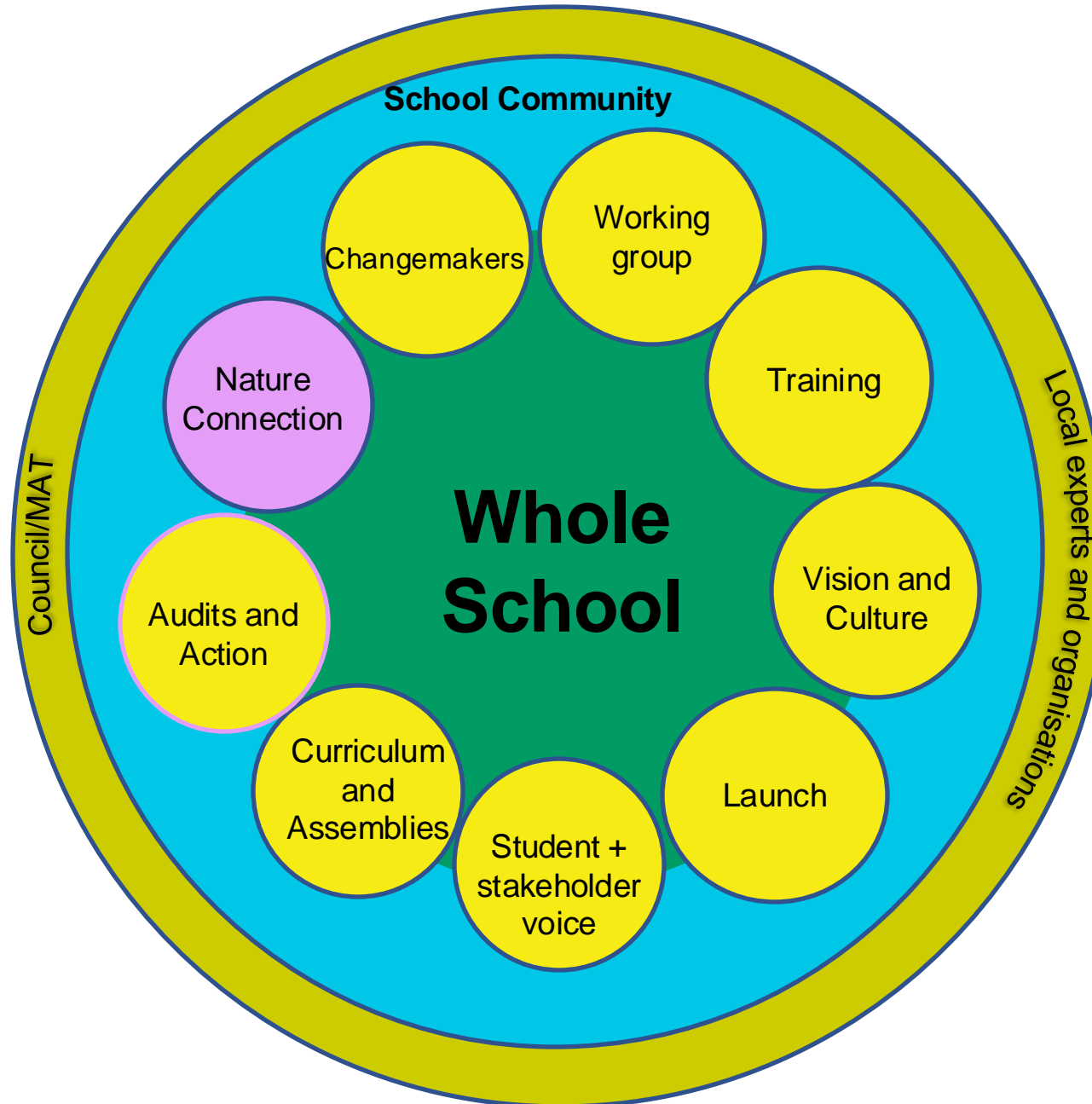
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# SUSTAINABLE DEVELOPMENT GOALS



# The process



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## Research Findings

School sustainability strategies are most effective when schools:

- **fully recognise the benefits of nature connection**

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## Research Into The Impact of Environmental and Sustainability Education



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**Greater well-being**

**Increased social  
engagement and  
positive environmental  
behaviours**

**Higher levels of  
concentration and  
resilience**

**Enhancing critical  
thinking skills and  
problem solving skills**

**Effective teamwork  
skills**

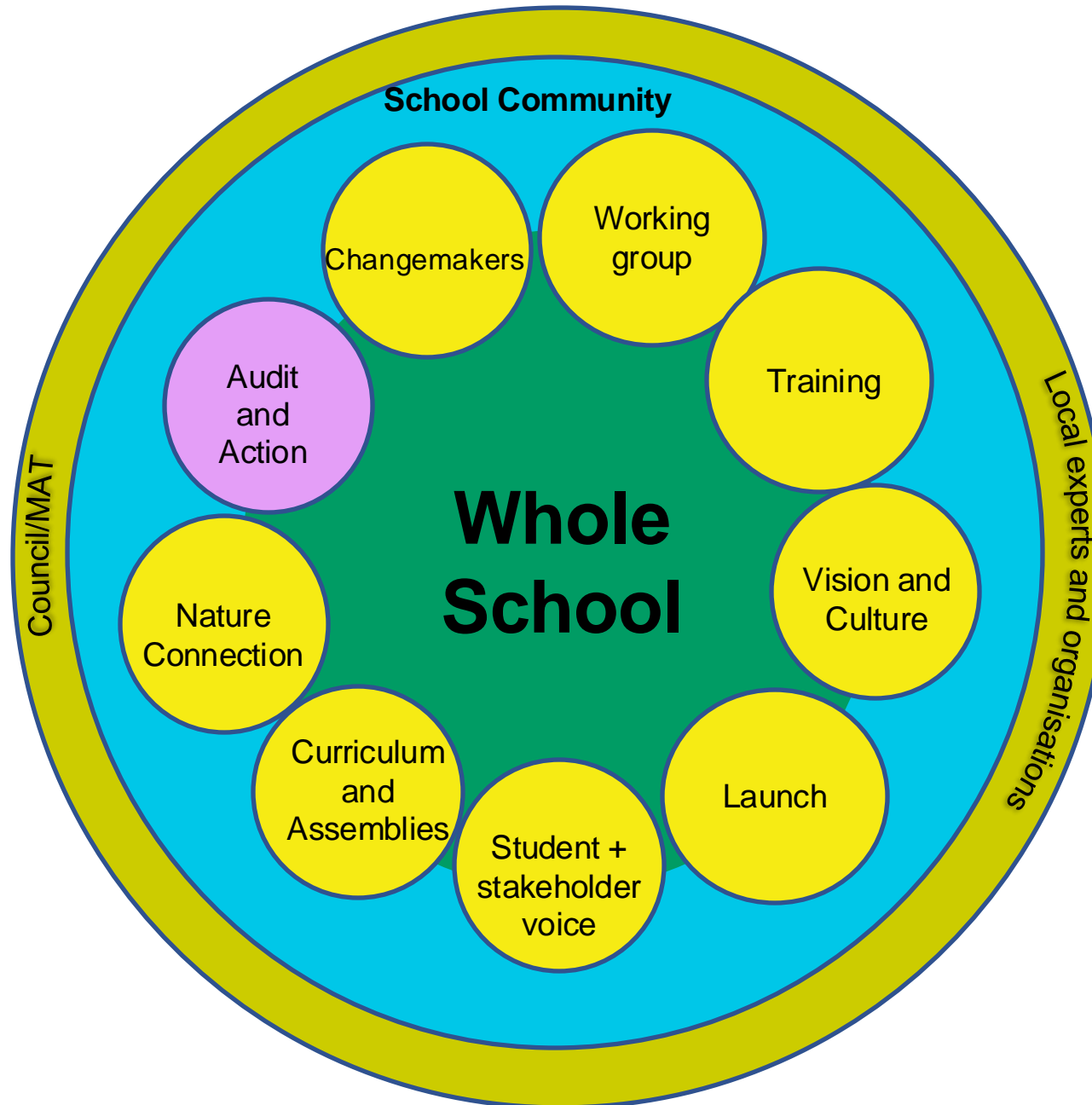
**Personal growth and  
life skills including  
confidence, autonomy,  
and leadership**

**More effective  
acquisition of STEM  
skills due to  
purposeful/meaningful  
context**

**Development of Green  
Career skills**



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## Research Findings

School sustainability strategies are most effective when schools:

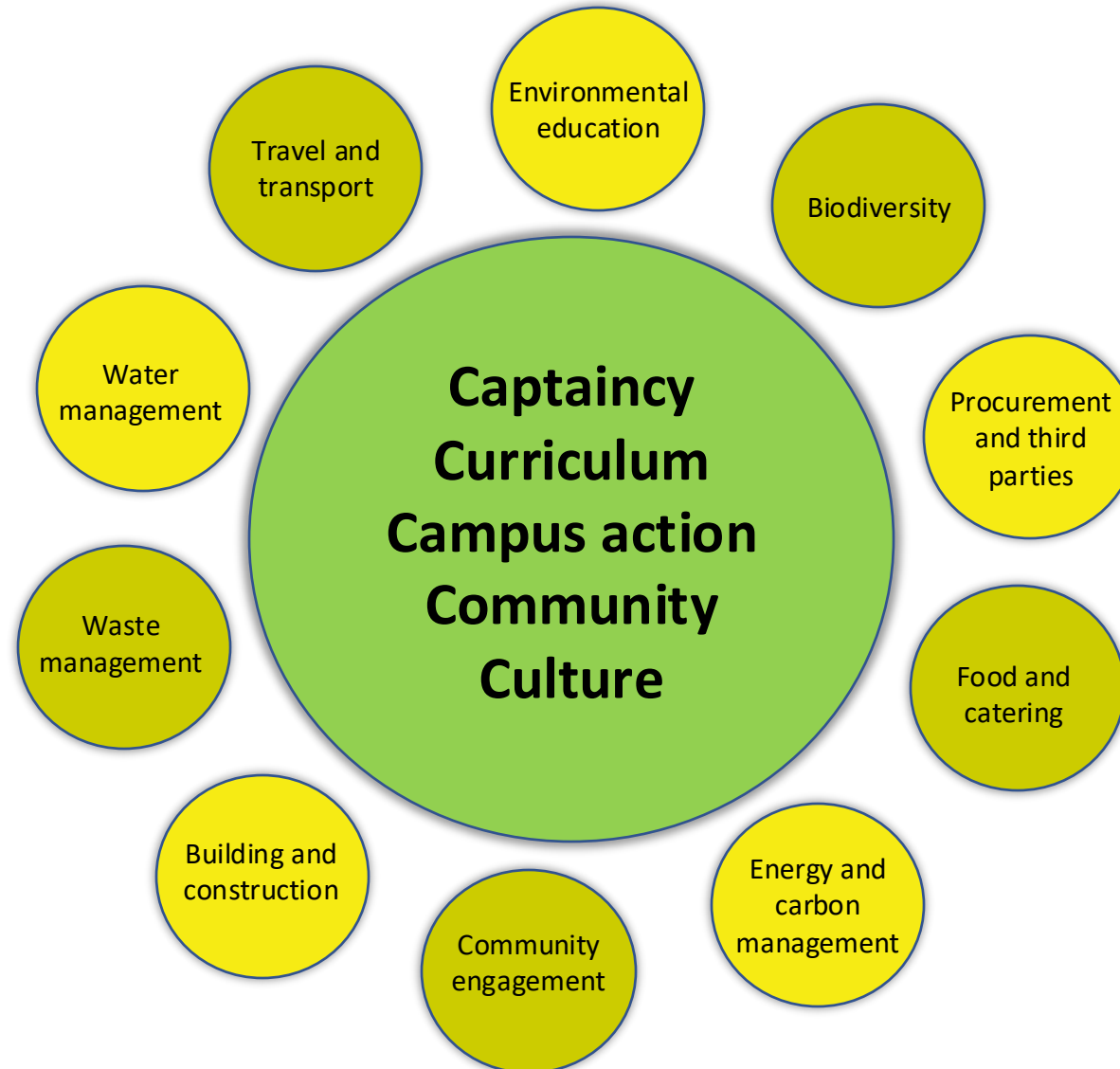
- **think systematically and as 'systems thinkers'**

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## A Systematic Approach to School Operational Action Areas



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# Our Schools, Our World Audits



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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
1	<b>BIODIVERSITY</b>																				
2																					
3																					
4																					
5																		Red	Amber	Green	Comments
6	<b>Strategic planning</b>																				
7	Have you met with the Environmental Education Officer/local Wildlife Trust to discuss outdoor learning and school grounds development?																				
8	Have you carried out an audit of animal life/tree and plant life in school grounds?																				
9	Have you developed a biodiversity recovery plan																				
10	Is there a policy for the effective management of the school grounds to maintain the biodiversity?																				
11																					
12	<b>Designing the school grounds</b>																				
13	Have you considered the role of school grounds in climate adaption or mitigation?																				
14	Are students involved in the design and maintenance of the school grounds and in planning priorities for development?																				
15																					
16	<b>Outdoor learning</b>																				
17	Do your staff have the knowledge, skills and confidence to lead outdoor learning sessions?																				
18	Have you run a whole school INSET day or staff meeting on outdoor learning ?																				
19	Do you induct new staff in outdoor learning?																				
20	Do you have an outdoor education coordinator?																				
21	Is there a clearly devised plan to ensure all classes go outside the school grounds to explore different habitats within our local area for example rivers, parks, beaches or forests on a regular basis?																				
22	Is there a policy for outdoor learning?																				
23	Is outdoor learning systematically and regularly planned into the curriculum?																				
24	Is its impact measured?																				
25	Have you established a forest/beach school?																				
26	Are your students aware of the unique environmental features of their region - e.g. chalk grassland, city parks, marine life, rivers, canals?																				
27	Do you teach children the link between biodiversity and climate change?																				
28																					
29	<b>Links to enhance provision</b>																				
30	Have you joined the National Education Nature Park?																				
31	Have you identified key resources to support outdoor learning e.g. Learning Through Landscapes?																				

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## Systems Thinking Organisation

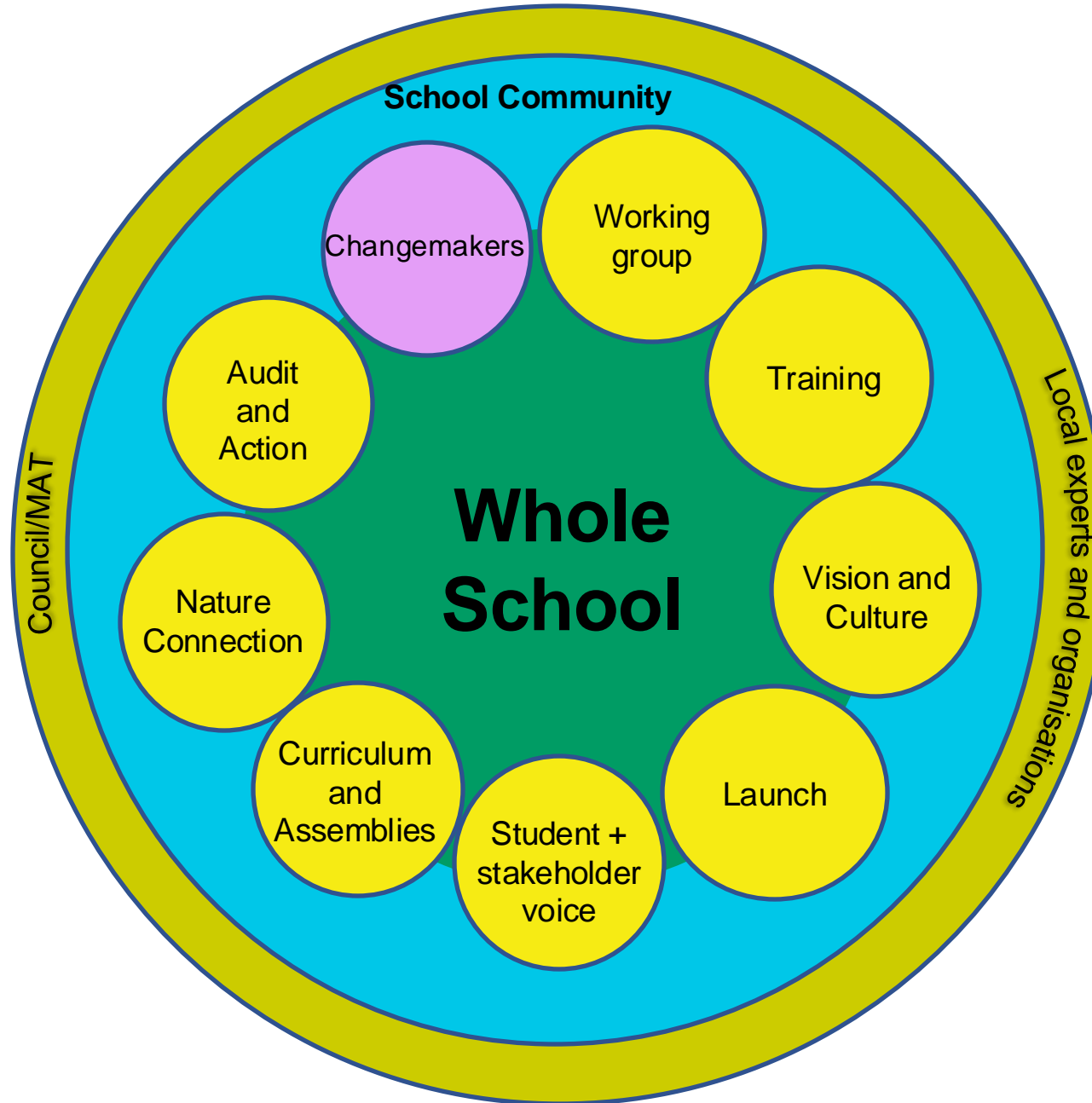


Continual awareness of:

- our impact globally as well as locally of all our decisions: social, economic and environmental
- a circular economy approach
- an understanding that healthy systems generate healthy decisions and healthy actions



# The process



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Our World

in partnership with  
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**ZERO**  
2030

## Research Findings

School sustainability strategies are most effective when schools are:

- **reveals the power of collectivism**

# Our Schools, Our World

## Collectivism



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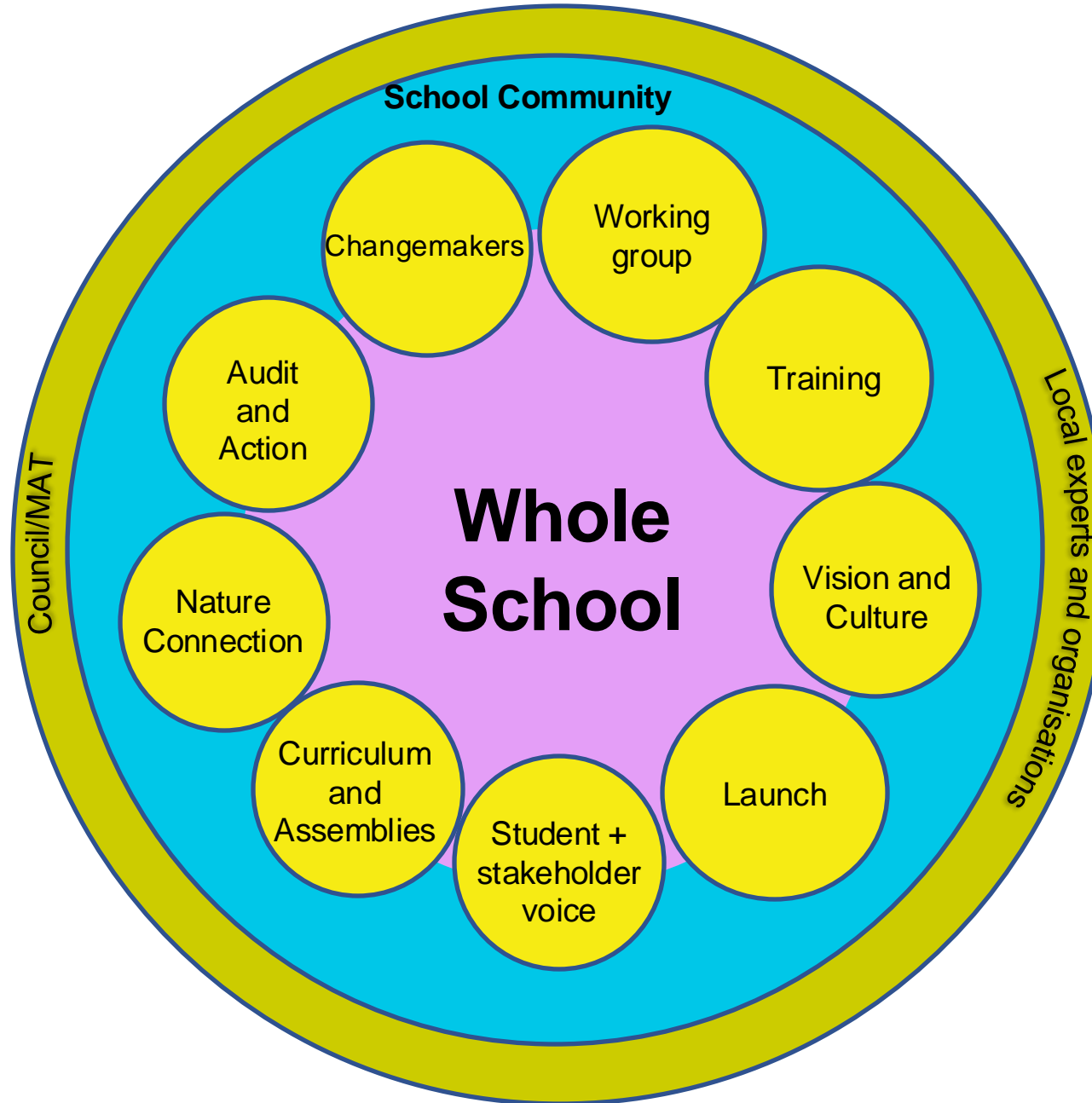
$$2400 \times 600 + 2400 \times 1800 = 5,760,000$$

$$5,760,000 \times 52 = 299,520,000$$

$$299,520,000 \times 54 = 16,174,080,000$$

13 thousand swimming pools

# The process



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2030

## Research Findings

School sustainability strategies are most effective when schools are:

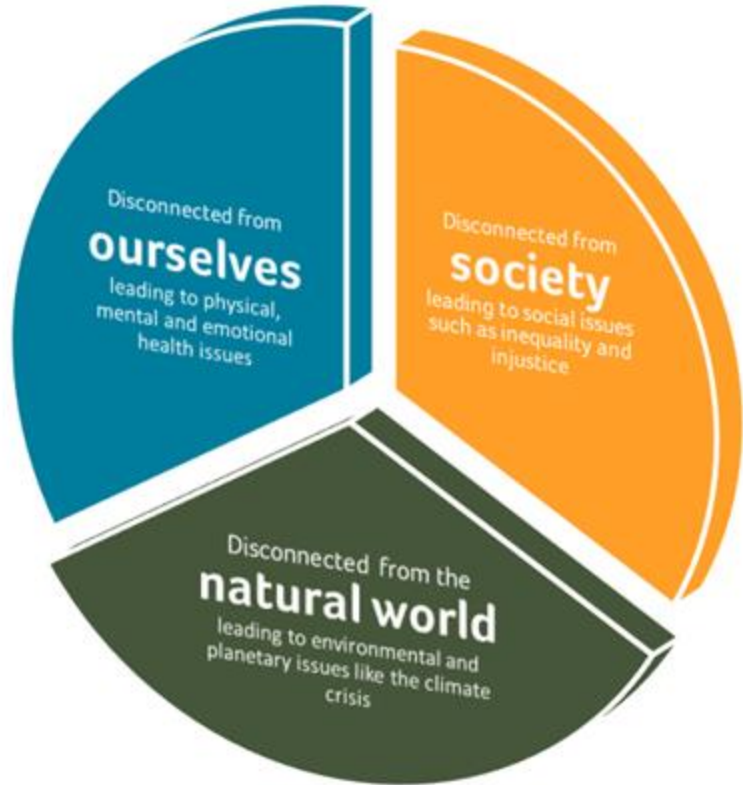
- **focused on well-being**

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## Addressing Modern Disconnect



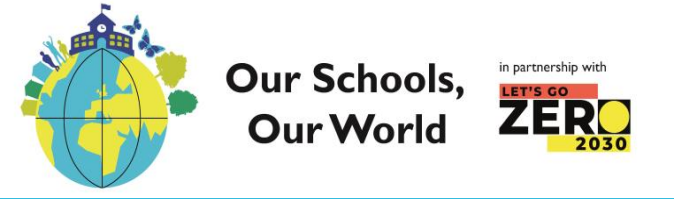
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# Our Schools, Our World

## 5 Ways to Wellbeing - MIND



**CONNECT**



**BE ACTIVE**



**TAKE NOTICE**

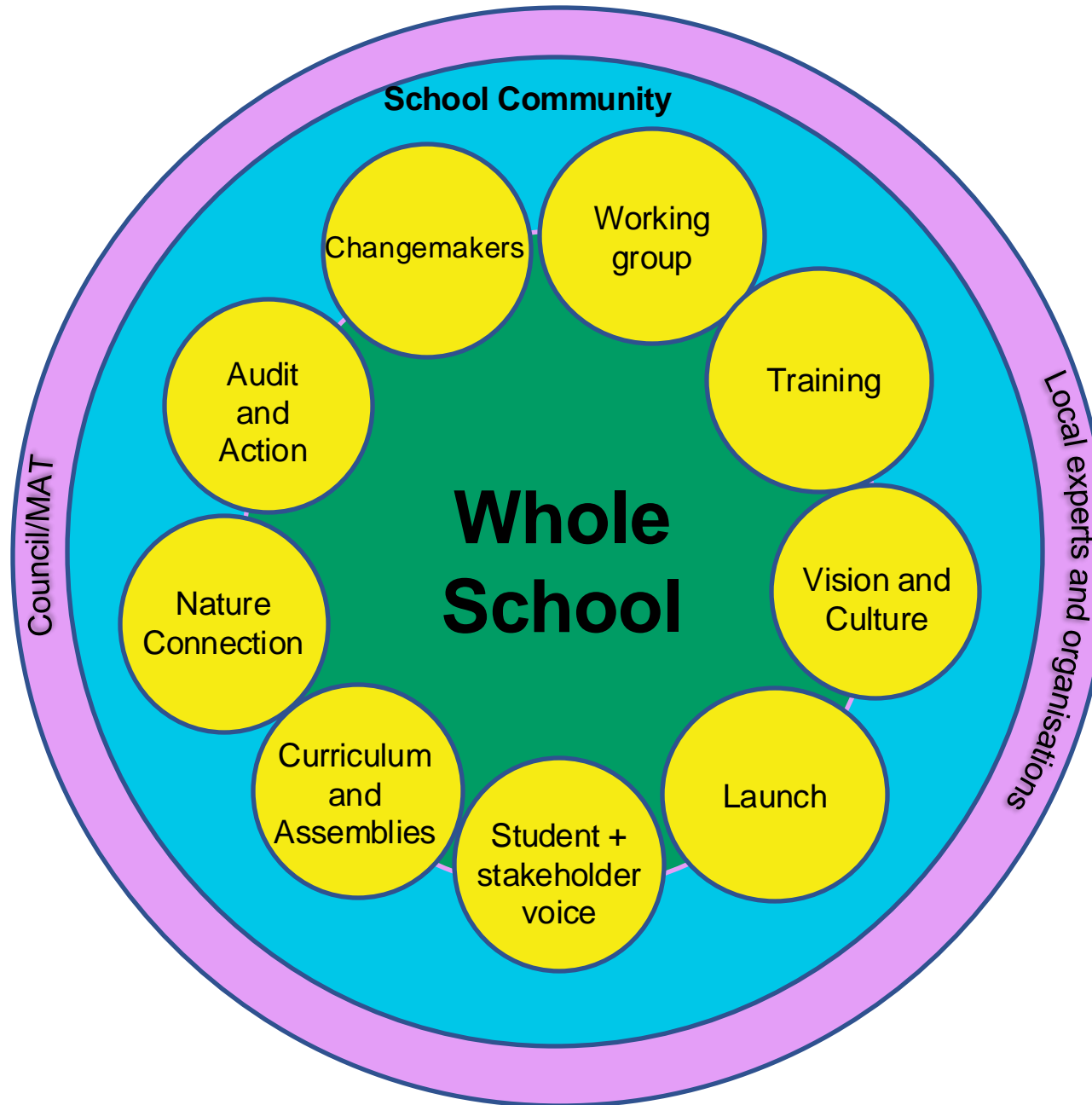


**KEEP  
LEARNING**



**GIVE**

# The process



## Research Findings

School sustainability strategies are most effective when schools are:

- **builds on social capital**

# Our Schools, Our World

## 2 Year Rolling Programme



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Our World



## Curriculum

Concepts, Greening, Nature Connection

### Theme 1

Assemblies  
Actions

### Theme 2

Assemblies  
Actions

### Theme 3

Assemblies  
Actions

### Theme 4

Assemblies  
Actions

### Theme 5

Assemblies  
Actions

### Theme 6

Assemblies  
Actions

## School Operations

Working towards Zero Carbon

# Our Schools, Our World

## Ensuring Effective Strategy



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<b>Vision</b>	<b>+ Skills</b>	<b>+ Incentives</b>	<b>+ Resources</b>	<b>+Action plan</b>	<b>= Change</b>
	+ Skills	+ Incentives	+ Resources	+Action plan	= Confusion
Vision		+ Incentives	+ Resources	+Action plan	= Anxiety
Vision	+ Skills		+ Resources	+Action plan	= Opposition
Vision	+ Skills	+ Incentives		+Action plan	Frustration
Vision	+ Skills	+ Incentives	+ Resources		= False start



# Our Schools, Our World

## Teach the Future – Guiding Principles



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<b>Interconnectedness</b>	<p><b>Principle 1 (3)</b> Opportunities are needed to build awareness of the interconnected nature of social injustice and the ecological crisis. Questions of environmental justice are also questions of social justice and amendments should seek to highlight this where possible.</p>
	<p><b>Principle 2 (7)</b> Systems thinking is essential to help students to appreciate the interconnectedness of living and nonliving elements of the biome including complex and non-linear interactions in time and space including within the human world itself.</p>
	<p><b>Principle 3 (9)</b> Sustainability is a moral question that is value-laden and therefore political and plural. Amendments should recognise that there is no universal definition or application of sustainability and provide opportunities for different priorities in relation to sustainability to be revealed.</p>
	<p><b>Principle 4 (1)</b> Sustainability is an interdisciplinary and transdisciplinary matter meaning that students will encounter it interpreted differently in each subject they do. Links to other disciplines, especially between Arts and Sciences should be identified.</p>
<b>Optimism and Solution-Driven</b>	<p><b>Principle 5</b> An awareness of eco-anxiety is critical - it needs to be acknowledged and its potentially negative impacts on learning and wellbeing should be confronted.</p>
	<p><b>Principle 6</b> Our curriculum should engender a sense of awe and wonder both in nature and in human ingenuity. Students should have opportunities to learn about the ways in which humans are working with and through nature to solve complex issues.</p>
	<p><b>Principle 7 (4)</b> Learning must support students to develop capabilities and dispositions for action. This will mean different things in different subjects but will often involve student-led action on locally relevant issues, working with others including local community experts.</p>
<b>Transformative Learning</b>	<p><b>Principle 8</b> Encouragement of creative and critical thinking, as well as an understanding of - and preparedness to confront - uncertain futures, should be foregrounded wherever possible; this requires caution bearing in mind Principle 5.</p>
	<p><b>Principle 9 (2)</b> Learning in/as/for/through the environment can be transformative but is more often than not about more modest, incremental changes so curriculum amendments should address both these possibilities. This Principle is also about outdoor learning and calls for opportunities for outdoor learning of different kinds and for different purposes to be incorporated.</p>
	<p><b>Principle 10</b> Opportunities are needed to allow for unforeseen learning e.g. emerging from the community and from pupils' own questions and needs from the community, the pupils and their questions/needs and others. Space for community engagement and pupil-led debate needs to be encouraged.</p>

# A climate-ready green learning environment should...

<p><b>SCHOOL GOVERNANCE</b></p> <p>...entrust the Green Committee to develop a Green School vision and policy and cover 1/3 of suggested activities on</p> <ul style="list-style-type: none"> <li>▶ Cultivating sustainable practices</li> <li>▶ Ensuring daily sustainable practices</li> <li>▶ Resilience and climate proof governance</li> <li>▶ Establishing a green community</li> </ul>	<p><b>TEACHING AND LEARNING</b></p> <p>...develop lesson plans on ESD and climate change education and cover 1/3 of suggested activities on</p> <ul style="list-style-type: none"> <li>▶ Integrating ESD with an emphasis on climate change in teaching and learning</li> <li>▶ Fostering meaningful connections beyond the school</li> <li>▶ Hands-on projects and initiatives</li> <li>▶ Leadership and capacity building</li> </ul>
<p><b>FACILITIES AND OPERATION</b></p> <p>...set up a monitoring team and cover 1/3 of suggested activities on</p> <ul style="list-style-type: none"> <li>▶ Climate education, awareness and training</li> <li>▶ Developing a climate-friendly infrastructure</li> <li>▶ Ensuring climate resilience and disaster preparedness</li> <li>▶ Promoting school safety and educational continuity management</li> <li>▶ Promoting green procurement and ethical purchasing</li> </ul>	<p><b>COMMUNITY ENGAGEMENT</b></p> <p>...organize awareness campaigns for the school and the surrounding community and cover 1/3 of suggested activities on</p> <ul style="list-style-type: none"> <li>▶ Building climate resilience in the community</li> <li>▶ School's contribution to community resilience to climate change</li> <li>▶ Local community support for education responses to climate change</li> <li>▶ General community-based climate awareness</li> </ul>



Schools have an inclusive governance that engages the entire school community through participatory decision-making and active engagement to combat climate change, enhance resilience and foster sustainable practices.

Schools have incorporated ESD and climate action in the curriculum demonstrating commitment to holistic learner development and equipping learners with skills to tackle real-world sustainability challenges within their communities.

Schools raise community-wide awareness on climate change and preparedness, by empowering learners to meaningfully engage with diverse stakeholders within the local community, promoting shared responsibility and sustainable practices to foster a culture of resilience and sustainability.

Schools have reduced risk through climate-proof facilities and operation, emergency preparedness upskilling, and cultivating sustainable practices by actively engaging learners in monitoring the school's progress on becoming a green climate-ready school.

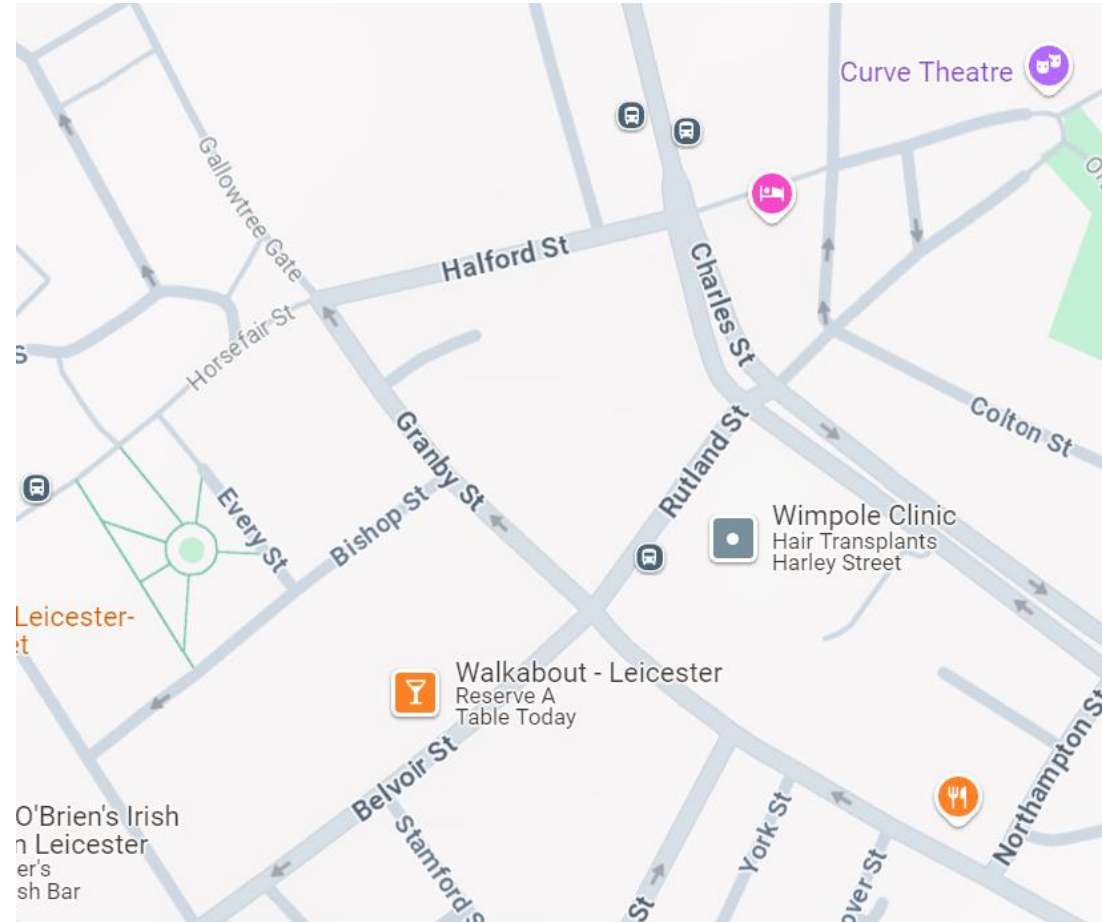
# Our Schools, Our World

Lunch 12:15 – 1:00



## Group Photo!

## Signing up to Let's Go Zero







LEADERSHIP FOR  
SUSTAINABILITY –  
Strategy and Framework



# Our Schools, Our World

## School Strengths



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Environment (grounds etc)  
Curriculum  
Community  
Campus (emission reduction)  
Initiatives/projects  
Other

# Our Schools, Our World

## 2 Year Rolling Programme



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## Curriculum

Concepts, Greening, Nature Connection

### Theme 1

Assemblies  
Actions

### Theme 2

Assemblies  
Actions

### Theme 3

Assemblies  
Actions

### Theme 4

Assemblies  
Actions

### Theme 5

Assemblies  
Actions

### Theme 6

Assemblies  
Actions

## School Operations

Working towards Zero Carbon

# Our Schools, Our World

## Ensuring Effective Strategy



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# Our Schools, Our World

## The Framework



1. Yellow
2. Grey
3. Orange
4. Green



# Our Schools, Our World

## The Framework – Stage One



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- Launch with governors
- Standing item in staff meeting and governors meeting agenda
- Survey school community
- Set up sustainability working group
- Launch programme with staff
- Train staff in climate science and eco-anxiety
- Create a sustainability vision
- Integrate OSOW into school SIP



See website for more  
detail

# Our Schools, Our World

## The Framework – Stage Two



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- 'Green' the curriculum
- Develop assembly programme
- Launch the OSOW programme
- Complete carbon audits
- Plan 'green events' – Switch Off Fortnight', Arts Week etc.
- Engage PTFA, families, governors
- Analyse procurement
- Add OSOW to newsletter/website/noticeboards



See website for more  
detail

# Our Schools, Our World

## The Framework - Stage Three



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- Plan for organisation/community/ business engagement
- Network with other schools
- Plan for nature connection and outdoor learning
- Create induction pack for new staff
- Include sustainability in interviewing for new staff
- Include OSOW in school presentations for new parents
- Establish a programme of assessment/evaluation



See website for more  
detail

# Our Schools, Our World

## The Framework – Stage Four



Completion of a Net Zero Route Map

Develop a nature recovery plan to increase biodiversity

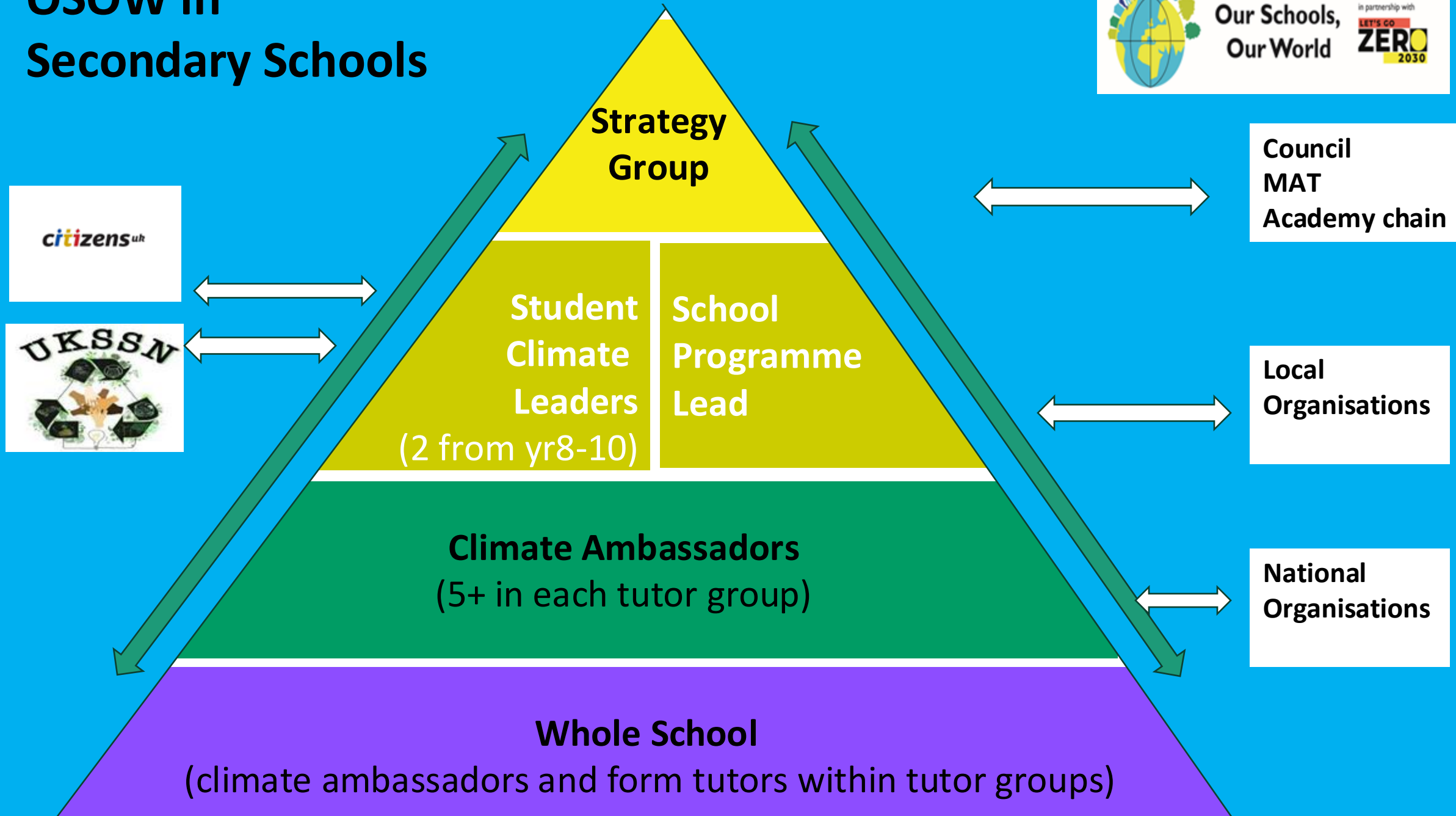
Include UN Sustainable Development Goals in lesson planning

Provide opportunities for children to support campaigns locally or nationally

Site manager and SBM establish sustainability meeting schedule



# OSOW in Secondary Schools







# Our Schools, Our World Pledges



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## Brighton & Hove Primary & SEND School Pledges

By December 2026 we pledge to:

**Waste:** Remove single use plastics from our classes, staffroom and catering operations

**Food:** Promote a lower emissions menu, a greater plant-based offering and a significant reduction in food waste

**Energy:** Reduce carbon emissions from energy by 20%

**Water:** Reduce water use by 20%

**Biodiversity:** Increase the amount of land given over to supporting biodiversity by 10%

**Transport:** Reduce staff car travel to school by 20%

**Leadership:** Track carbon emissions using the 'Count Your Carbon' tool

## What would be possible in Leicester? Climate Action Plans



# Our Schools Our World

www.osow-leicester.co.uk



Browser address bar: <https://osow-leicester.co.uk>

Navigation menu: Home, Our Schools, Our World, News, Curriculum, Carbon Zero 2030, Nature Connection and Outdoor Learning, Local and National Organisations, Articles and Research

Header text: Our Schools, Our World in partnership with LET'S GO ZERO 2030 Leicester City Climate Change, Sustainability Environmental Education Programme

Buttons: Calendar, Contact, Search

A photograph showing several children in blue school uniforms sitting in a field of tall green grass and numerous purple and white flowers. They are smiling and looking towards the camera.

Climate999

# **Our Schools, Our World**

## **First Support Visit**



### **Contact:**

**marc.tench@leicester.gov.uk**

**From January we aim to meet with each school to help you on your OSOW journey and to support you implementing your plan ready for launch in the Summer term**

**Time: 3 hrs**

**Attending: SPL, SLT link/Governor link**

# Our Schools, Our World Action Planning



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Key actions	Overall responsibility for leading	Date planned	Advice/Good practice
Launch with governors	HT/Senior Programme Lead		Use Governor presentation on the website OSOW becomes part of Committee and FGB agendas Governors watch 'Great Big Lesson for Climate and Nature' video
Standing item in staff meetings on fortnightly basis initially	HT/Gov		This will ensure sustainability developments remain a high profile, good practice is shared and progress is regularly reviewed
Survey your students, staff, governors, community  <a href="#">Surveys – Our Schools, Our World</a>	SBM/ Senior Programme Lead		Send out survey link for parent/carers (Accompanying letter explaining OSOW programme and school wish for families to be partners in the programme and sustainability actions) Use 10 mins of staff meeting or support staff meeting for survey. KS1 is best as sample responses with TA supporting

“Process with guidance & advice” Document available here [OSOW Framework – Our Schools, Our World](#)



# Our Schools, Our World

## Tomorrow



- SPLs to arrive 9.00 for 9:15 start
- Please bring laptop and example of medium-term curriculum plans
- **Please also bring school ID's**
- Thursday – please confirm if site managers and business managers are attending and arrange a time to discuss content with them afterwards

# Our Schools, Our World Be the change



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# Our Schools, Our World Evaluation



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Schools working together to be zero carbon

