

Wifi

BYOD

Username: gdft\a-christopher.yorke

Password: Tuesday!2024

Our Schools, Our World



Our Schools,
Our World

in partnership with
LET'S GO
ZERO
2030



***‘Your actions matter. No
action or voice is too
small to make a
difference’***

Vanessa Nakate

Brighton & Hove City Council
Katie Eberstein and Jonathan Cooper

Leicester City Council
Marc Tench, Laura Barke, Jasmine
Walker



Our Schools, Our World Training Overview



Day One Leading for Sustainability City Hall

Attending: Heads, governor, SPL

-

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

--

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 where possible)

-

9.15am – 3.30pm

Climate/Nature Basics

BREAK

Climate Action Planning - background

LUNCH

Measuring Carbon

Climate Action Planning - practical

Our Schools



Montrose School
Achieving, Caring, Aspiring



Stokes Wood
Primary School



WILLOWBROOK MEAD
PRIMARY ACADEMY



THURNBY MEAD
PRIMARY ACADEMY



Queensmead
Primary Academy



Shaftesbury Junior School
We care, we share, for the future we prepare



KNIGHTON MEAD
PRIMARY ACADEMY



NORTH MEAD
PRIMARY ACADEMY



KESTREL MEAD
PRIMARY ACADEMY



FOSSE MEAD
PRIMARY ACADEMY



ROWLATTS MEAD
PRIMARY ACADEMY



ABBEY MEAD
PRIMARY ACADEMY

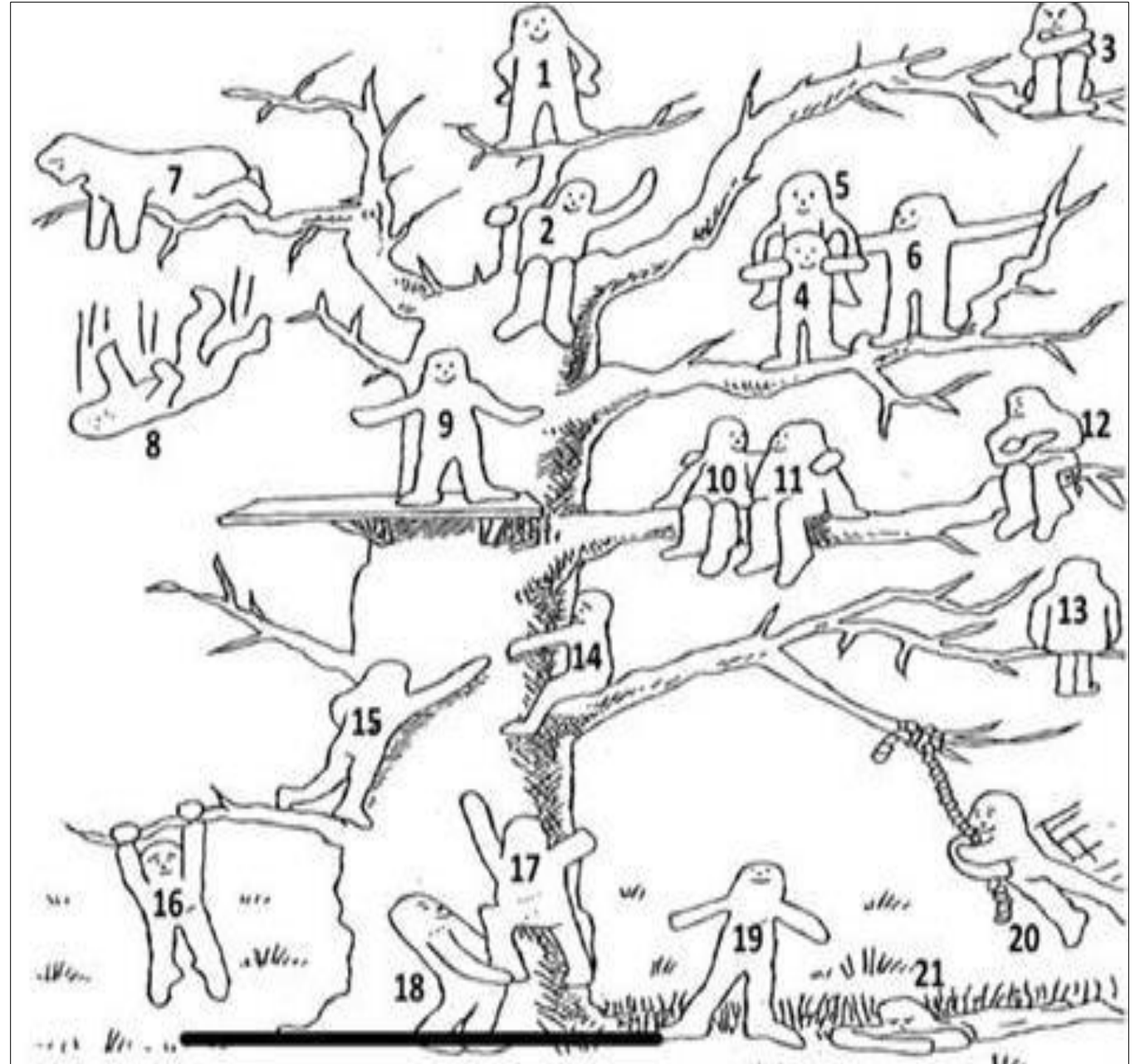


Scraftoft Valley
Primary School

Introductions

- Who are you?
- What do you do?
- What would you like from today?

- *How are you feeling today?*



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Agenda (fit in tour of the school where convenient)



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Time	Session
9:00	Attendees arriving
9:15	Welcome
9:30	Curriculum Development
10:20	Break
10:45	Curriculum development and assessment
12:00	Lunch
12:45	Outdoor Learning
13:45	How to talk about climate change with young people - ThoughtBox
3:15	Finish



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A 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

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The Framework - recap



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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 Surveys – Our Schools, Our World	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

Our Schools Our World

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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 a field of tall purple and white flowers. The children are smiling and looking towards the camera. The field is dense with flowers, and a wooden fence is visible in the background.

Climate999

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Curriculum Development – SPL role

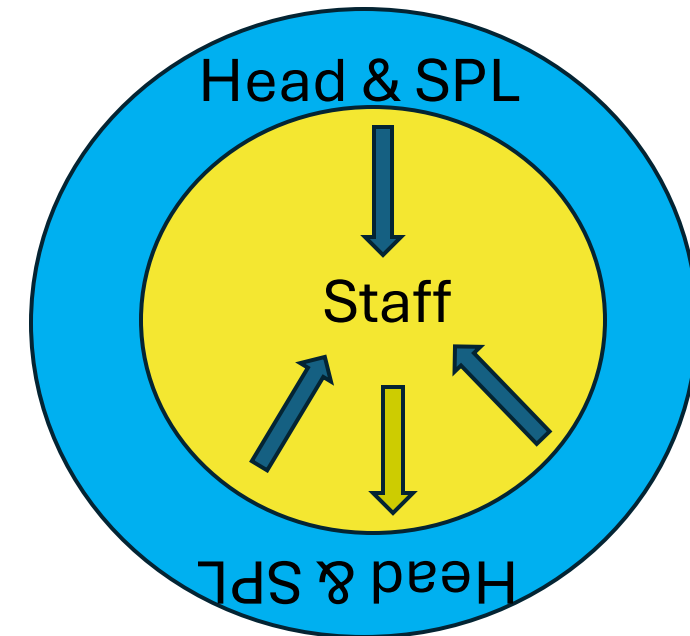


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Working with the leadership team:

- Plan against the framework
- Implement and analyse surveys
- Implement training in;
 - Climate Science
 - Supporting Eco-Anxiety
 - Curriculum development
- Engage all members of school with the development of vision
- Ensure assembly programme is implemented



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Curriculum Development – SPL role



Working with the leadership team:

- Support the strategy team in developing termly plans for thematic approach
- Devolve actions to pupils, staff and the wider community
- Engage in and encourage networking
- Monitor and measure impact and respond accordingly
- Attend half-termly twilight network meetings

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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	‘Great Big Lesson for Climate & Nature’ - video 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	ThoughtBox video in training section of website
Year 1 term 2 or 3	Curriculum Development ‘Conceptual milestones’ X2	Staff meeting	Teaching staff	Conceptual Milestones document
Year 1 term 2 or 3	Curriculum Development ‘Greening the Curriculum’ 1	Staff meeting	Teaching staff	Greening the curriculum documents
Subsequent term	‘Greening the Curriculum’ 2	Staff meeting	Teaching staff	Greening the curriculum documents
Subsequent term	‘Greening the Curriculum’ 3	Staff meeting	Teaching staff	Greening the curriculum documents
Year 2	Reviewing success of initial curriculum	Staff meeting	Teaching staff	Use of assessment resources
Year 2	Outdoor Learning Practical techniques and planning	Staff meeting	Teaching staff	Outdoor learning resources on OSOW website

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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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Curriculum Development – Pupil Voice



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Bothered

Online Screening & Panel Discussion

A short documentary interrogating the current state of climate education

pigfoot

Zoom Event
Wednesday
24th May
6:30pm (GMT)

TEACH THE FUTURE

M O F E E
MINISTRY OF ECO EDUCATION

Hetty Hodgson
Pigfoot Theatre

Nick Moss
Minchinhampton Academy

Paul Turner
Ministry of Eco Education

Scarlett Westbrook
Teach the Future

Start
4:51min

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A New Vision



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What if...

Yes, and...

Yes, and...

Yes, and...

Yes, and...

Yes, and...

Yes, and...

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Curriculum Development – Establishing a Vision



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Time for us to educate our way
out of an existential crisis



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School Vision – an example



Our school aims to be a truly sustainable school through a holistic and integrated approach to our curriculum, campus and community.

We will greatly increase the site biodiversity, substantially cut our carbon footprint, connect more deeply with nature, fully integrate outdoor learning and promote social justice for all.

We will provide a rich and relevant curriculum which will give all our children the skills and knowledge they need to engage with the challenges of the future and enable them to find solutions.

We will ensure we engage our students, staff and families in positive action and empower them to be changemakers to shape the future.

We will support greater mental well-being through encouraging all our school family through this work to connect with other people, to be physically active, to learn new skills, to give to others and to pay attention to the present.

We will develop close links with the council, schools, like-minded people and organisations to share and develop new and exciting ideas and practice

example

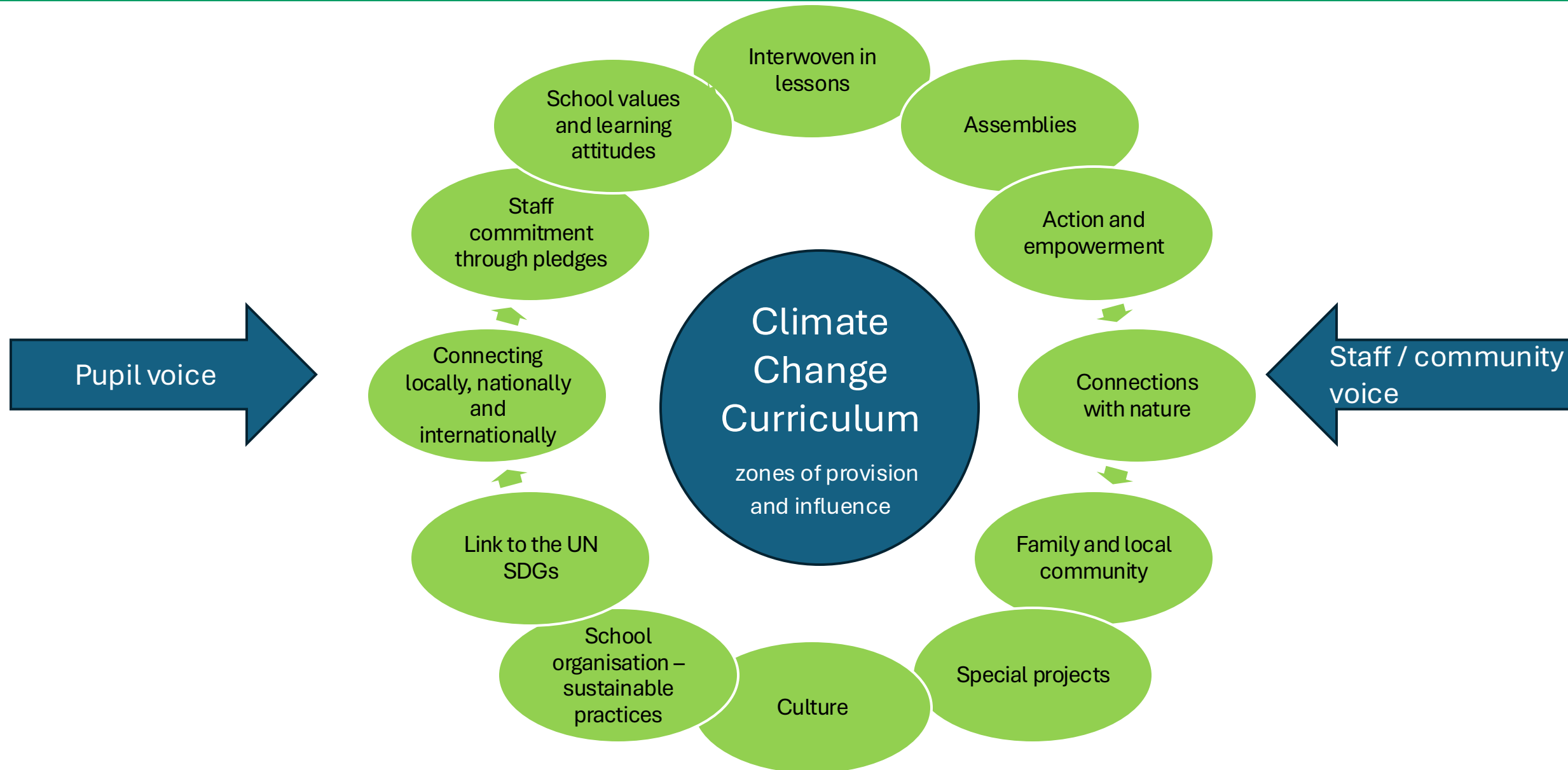
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Curriculum Development - Zones



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Planning overview



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Biodiversity	
Sum 24	
Assembly Concepts	Diversity
Assembly Knowledge	<ol style="list-style-type: none"> 1. Celebration of our natural world - What is biodiversity and why is it important? 2. Ecosystems and trophic cascade 3. Our local ecosystem - Our Living Coast 4. 30 days wild in June 5. Human impact on biodiversity 6. The school environment
Key concepts	<p>What is biodiversity and what is its value? What is an ecosystem? Life in our biosphere - living coast Impact of actions on biodiversity and ability of planet to adjust</p>
Class/School action	<p>Enhancement and expansion of biodiversity areas – e.g. development of infant playground area</p> <p>Playground identification guides</p> <p>Development of use of pond and forest garden – more planting and resourcing</p> <p>Join Meadow Project</p> <p>No Mow May</p> <p>School growing project – plant fruit trees</p> <p>Plants in each class</p> <p>Composting established</p> <p>30 days Wild June</p>
Family Commitment/ Pledge	<p>How can we encourage biodiversity at home – flats/houses –guides provided</p> <p>Challenge – learn the names of the trees in our neighbourhood</p> <p>Community celebration – Me and my plants. Photos + names of plants we love at home or on the way to school</p> <p>What can you find in a metre squared of grass? Competition – types of plants/insects</p>

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Planning overview – cont.



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Connection with nature	<p>Biodiversity areas development in school Downs and diversity – Each class to explore annually on at least one trip Plant a tree campaign https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/ Swift project Wildlife walk with picnic – whole school David Attenborough film spectacular</p>
Outdoor learning	<p>More outdoor classroom focusing on well-being - https://www.ltl.org.uk/free-resources/</p>
Ethical purchasing/sustainable practice as a school	<p>Palm oil/local produce/commit to vegan lunch days http://www.worldwiseschools.ie/downloads/Ethical-Purchasing-Guide.pdf</p>
Campaigning	<p>Work with school lunch company – more vegan options https://www.wwf.org.uk/updates/8-things-know-about-palm-oil Campaign against palm oil - letter writing MPs</p>
Connecting with local organisations	<p>Class talks and Assemblies Brighton and hove food partnership https://bhfood.org.uk/ Just one tree https://www.justonetree.life/ Forest schools RSPB https://ww2.rspb.org.uk/groups/brighton https://www.rspb.org.uk/globalassets/downloads/documents/positions/education/top-tips-for-schools-to-engage-with-biodiversity.pdf Local wildlife Campaigners Permaculture trust https://brightonpermaculture.org.uk/ Sussex Wildlife Trust https://sussexwildlifetrust.org.uk/ Brighton Greenway http://www.brightongreenway.uk/ Stringer Nature 2020 https://www.nature2020.org.uk/ Community Orchard Whitehawk https://bhfood.org.uk/directory/racehill-community-orchard/</p>
Staff Behaviour	<p>Environmental volunteering opportunities/staff relaxation area outside</p>
Learning Behaviours/Values/Relationships	<p>Celebration of diversity/beauty of nature – mindfulness and imagination in nature activities</p>

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Climate999



Most effective approaches to climate change and environmental education

Identifying effective climate change education strategies: a systematic review of the research

Martha C. Monroe, Richard R. Plate, Annie Oxarart, Alison Bowers & Willandia A. Chaves 2017

[Weblink](#)

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Curriculum Development - research



- is learner-centred – active, hands-on inquiry-based learning opportunities
- connects to personally relevant experiences or building on student ideas
- helps students learn from each other by allowing them to compare ideas and discuss viewpoints
- makes thinking visible by using models, visuals, data collection and analysis
- promotes systems thinking
- connects with nature

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Curriculum Development - research



- supports emotional resilience – a curriculum of hope
- is centred in the local community but makes global connections
- is solutioned focused and leads to practical action
- is inspired by changemakers



The OSOW curriculum framework

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MCEE
MINISTRY OF EDUCATION

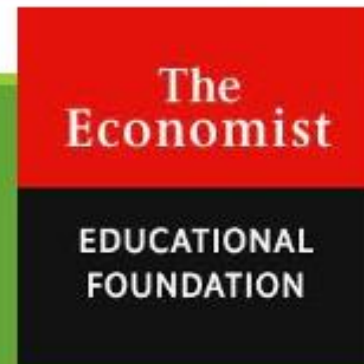
Calling all primary schools wanting to put **sustainability** at the heart of education.

We have created a **holistic green curriculum** that several schools across Britain are now teaching their children.



Over 100 schools across 1,800 primary schools by 2020.
Join us at ministryofeco.org

**TRANSFORM
OUR
WORLD**



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Curriculum Development- progression



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Themes

BIODIVERSITY
ENERGY
FOOD
TRANSPORT
WATER
CONSUMPTION
AND WASTE

Progression in curriculum



Scientific background - systems



Impact on environment/climate change



Present response/Climate action



Climate justice/equity



Possible futures



Intersectionality/viewpoints



Inspiring personal response/Community response

Connection with nature

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Curriculum Development - assemblies



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Themes

BIODIVERSITY
ENERGY
FOOD
TRANSPORT
WATER
CONSUMPTION
AND WASTE

Areas to cover in assemblies

1. The wonders of / Celebration of ...
2. Scientific background / impact of human activities on environment
3. Changemakers – local, national, global. Link to climate justice
4. School and class actions
5. Family actions
6. Celebration of pledges and personal / community response

Engagement in school action by all school members

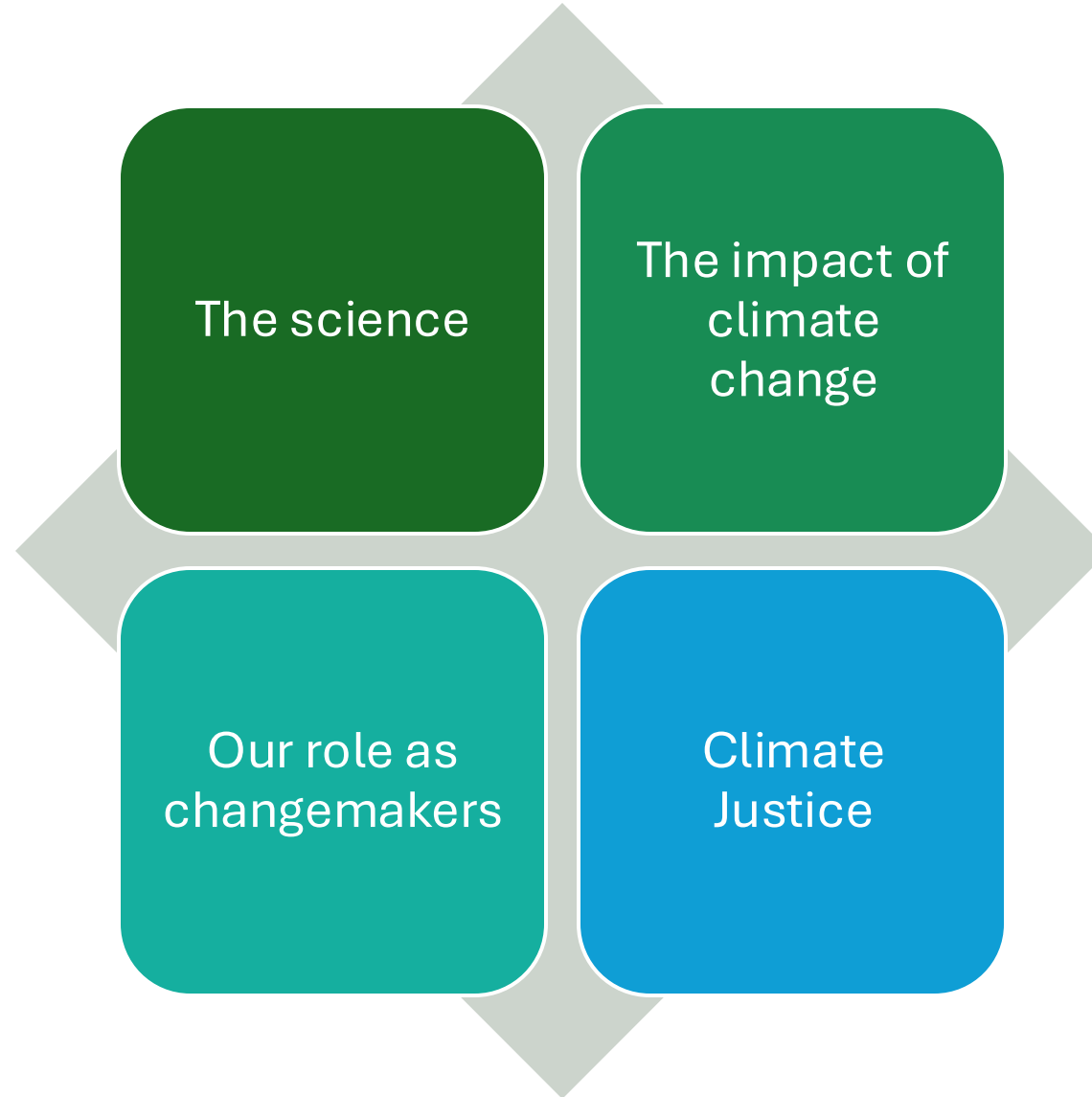
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Curriculum Learning Outcomes – 4 key areas



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School Curriculum Statement



In developing the taught curriculum, we have:

- Consulted pupils, staff and families
- Taken into account the context of our school and all the characteristics of our pupils
- Sought to foster a sense of hope through encouraging pro-environmental behaviours and solution focussed thinking
- Mapped the key knowledge, skills and attitudes to live with and in a changing climate
- Ensured our pupils understand systems thinking

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School Curriculum Statement



In developing the taught curriculum, we have:

- Considered research into effective curriculums
- Linked the learning to action
- Integrated environmental education across subjects
- Significantly increased the regularity of outdoor learning and nature connection
- Provided the opportunity to explore global environmental issues and climate justice
- Laid the foundations in green technology skills and green careers

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Assessing Impact



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Why assess?

- Shows how well children are learning
- Helps you evaluate teaching methodology
- Identifies curriculum strengths and gaps
- Informs future planning
- Enables you to celebrate success

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Zones of impact



- Children's learning and attitudes
- Staff knowledge and confidence
- Family attitudes and engagement
- Progress against climate action plan

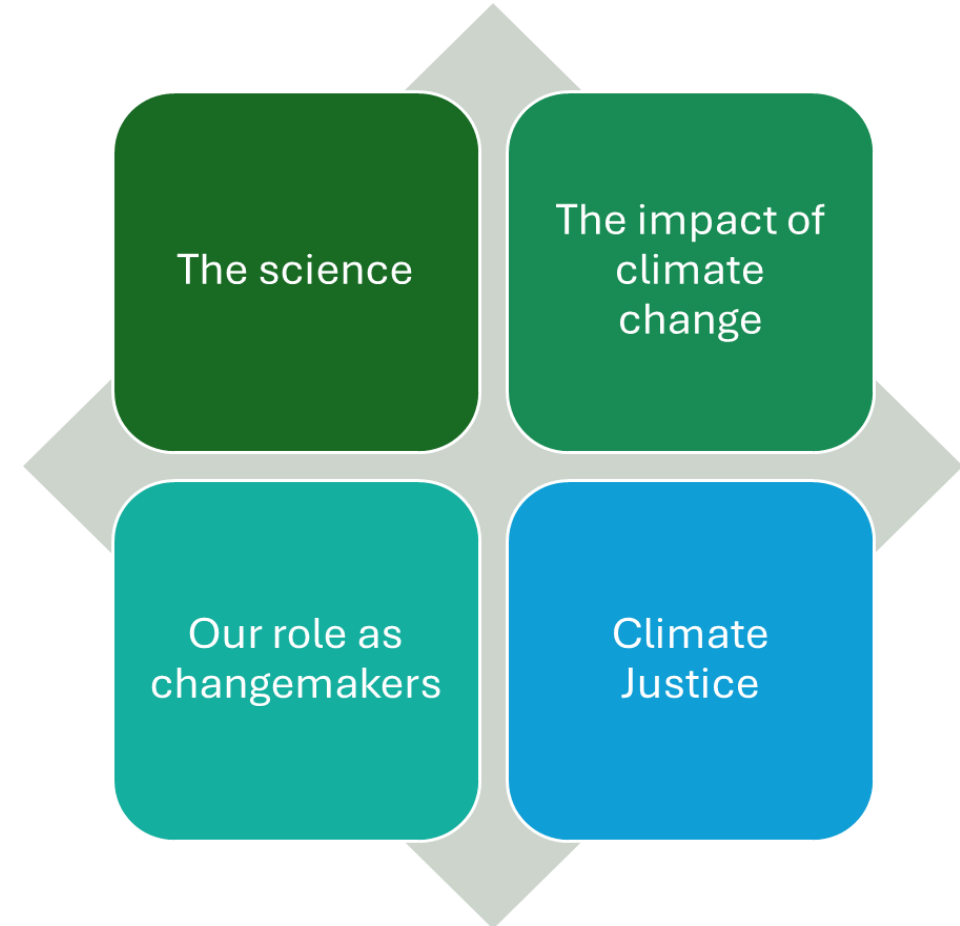
Methodology for assessment of learning

- Pupil conferencing - sample of pupils representing range of pupil characteristics
- Pupil self- assessment
- Planning evaluation

Methodology for assessment of attitudes

- Surveys

Four key areas of assessment



Impact on children's learning from curriculum, assemblies and action



Power of pupil conferencing

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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	







Self-assessment

Use E-Portfolios + common self-assessment templates

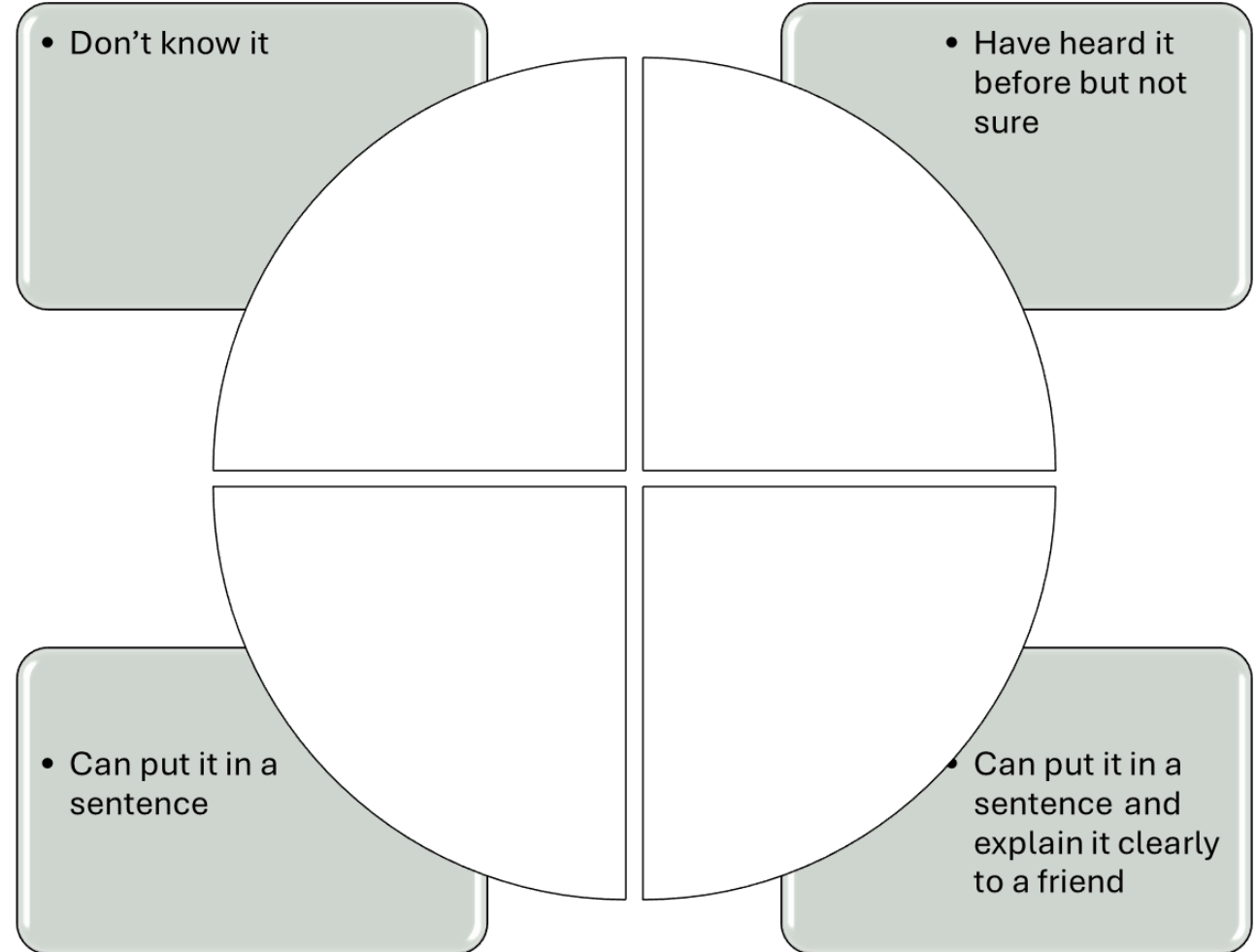
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Vocabulary and concept
self-assessment – before
and after



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Teacher Survey



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Eg scaling exercises 1-5

	Before OSOW	After implementation of OSOW
How good is your knowledge of climate change?		
How confident are you teaching about climate change and sustainability?		
How confident do you feel in supporting pupils' emotional response to climate change?		

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Family Engagement Survey



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Eg scaling exercises 1-5

	Before OSOW	After the implementation of OSOW
Do you feel your children display a good knowledge of the causes and the impact of Climate Change?		
Do you feel your children display a good knowledge of how to behave sustainably?		
How good is your family's sustainable behaviour		
How would you rate your engagement with family pledges?		



Progress against Climate Action Plan

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Climate Action Plan – SMART targets



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- **Decarbonisation**, *for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient*
- **Adaptation and resilience**, *such as taking actions to reduce the risk of flooding and overheating*
- **Biodiversity**, *for example engaging with the [National Education Nature Park](#)*
- **Climate education and green careers**, *such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff and lecturers feel supported to offer this*

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Assessing – SMART targets



- **Decarbonisation** – reduce carbon emissions from energy use by 20%
- **Adaptation and resilience** – install playground shade and plant trees in playground to provide sufficient cover for 50% of children
- **Biodiversity** - increase areas for biodiversity by 15%
- **Climate education and green careers** – ensure 90% of year 2 children understand and can use vocabulary and concepts in the infant progression framework

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Please be ready to start promptly at
1:00pm

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Planning for Outdoor Learning



- Learning **IN** the outdoors
- Learning **THROUGH** the outdoors
- Learning **ABOUT** the outdoors
- Learning **FOR** the outdoors

The inside or outside classroom

Where would learning be most effective?

95% of children enjoyed learning outside more than inside

94% of children felt more connected to nature after learning outside

93% of children showed improved social skills after learning outside

92% of children engaged more with their learning outside than inside

57% increase in children's attainment after outdoor learning

85% of children showed improved behaviour after learning outside

92% of children reported an increase in wellbeing after learning outside

13% of parents feel confident with their child playing outside

20% of children don't play outside at all on an average day

74% of children spend less time outdoors than prisoners

20% of KS2 children are categorised as 'obese'

37% of children leave primary school at an 'unhealthy weight'

16% of children have a vitamin D deficiency

25% of children spend less than 30 minutes outside a week (out of school)

79% of teachers reported positive impacts on their teaching practice from teaching outdoors

37% of children have never seen a fruit or vegetable growing

88% of children say spending time in nature makes them feel very happy

13% of US children are on Ritalin for ADHD

37% of children actively notice nature when spending time outside

69% of teachers reported increased job satisfaction when teaching outdoors

References:

[National Connections Demonstration project](#)

[The Children's People & Nature Survey 2023](#)

[Natural England: Children & Nature Programme](#)

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Local Organisations



Knowledge from the group

WWF Action for Nature Grants

www.wwf.org.uk/prescription-for-nature/schools-fund



Micro grants of up to £1,000 are available to primary, secondary, sixth form, or higher education colleges and SEN schools in Leicester and Leicestershire. These grants can be spent on a variety of things to enable schools to run nature activities and projects:

- To hire equipment or means of transport for the approved project
- To support the purchase of materials or resources that will boost nature on schools grounds
- To support the purchase of resources that will bring nature into the classroom
- To purchase equipment that will aid children to get outside and enjoy nature
- To cover costs of holding events/workshops
- To support training or development costs (but not costs to attend an existing training event/class)
- To cover staff costs
- To cover expenses or travel costs
- As these grants are only available to schools in Leicester and Leicestershire, if you apply there is a good chance you will be successful. Applications close 6 December 2024. Apply by filling in an the [online webform](#). Any issues please email education@wwf.org.uk or for support completing the form email Jasmine.Walker@leicester.gov.uk

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National Education Nature Park



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National Education
Nature Park and
Climate Action Awards



www.educationnaturepark.org.uk

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www.thoughtboxededucation.com



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Next Steps



- ThoughtBox training video on www.osow-leicester.co.uk under 'Training'
Password Climate999
- Plan in meeting with head
- Plan in meeting with business and site manager
- Book in time with Marc

Thank you for your time today. Please complete the following evaluation.



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Finish



- Site Managers and Business Managers tomorrow
- Any SPLs joining?