

# Sustainability

## Government Guidelines

Sustainable development means meeting the needs of all people now – including protecting the natural habitats that are essential to our survival – without compromising the ability of future generations to meet their own needs. Sustainable development is part of the Coalition Agreement, which states that we ‘need to protect the environment for future generations, make our economy more environmentally sustainable, and improve our quality of life and wellbeing’.

The Department for Education is committed to sustainable development and believes it is important to prepare young people for the future. Our approach is based on the belief that schools perform better when they take responsibility for their own improvement. We want schools to make their own judgements on how sustainable development should be reflected in their ethos, day-to-day operations and through education for sustainable development. Those judgements should be based on sound knowledge and local needs. Multiple sources of evidence suggest that being a sustainable school raises standards and enhances young people’s well-being. Research supports the idea that this is because sustainable schools engage young people in their learning, thereby improving motivation and behaviour, and also promote healthy school environments and lifestyles. Saving resources such as energy and water can also save schools significant sums of money. There are also physical and psychological benefits related to walking or cycling to school, eating more healthily and spending time in nature.

Taken from [Top tips for sustainability in schools](#) Ref: DFE-32056-2012

## Intent

### “For our children to be aware of human impact upon the natural world”

Sustainability at Richard Avenue aims to develop pupil’s knowledge on becoming a **global citizen** and gaining understanding of ten Sustainable topics.

The Sustainability learning we offer will allow pupils to examine the significance of sustainable themes in relation to themselves and others as they consider how sustainable decisions impact on individuals, our **community** and the **wider world**, and thereby becoming a true proactive **global citizen**. Our sustainable teaching offers opportunities for debate, and knowledge development encouraging pupils to explore their own views, in light of what they learn. We encourage debate through **curiosity** and enquiry based learning within the curriculum. We promote respect for all living things on the planet within the whole school curriculum so pupils develop an understanding and appreciation of our diverse and ever-changing local **community** and the world around them.



## Implementation

Here at Richard Avenue we follow the Green Flag Award criteria as presented by Eco-Schools. Eco-Schools is a global programme engaging 19.5 million children across 67 countries, making it the largest educational programme on the planet.

For over 25 years Eco-Schools has been empowering children to drive change and improve their environmental awareness through the simple **Seven-Step framework** in order to achieve the international Eco-Schools Green Flag award.

*Richard Avenue Primary School has successfully renewed our Green Flag three times over 6 years*

Eco-Schools develops pupils' skills, raises environmental awareness, improves the school environment and creates financial savings for schools as well as a whole host of other benefits. The Eco-Schools Programme is pupil-led, involving hands-on learning that gets the whole school and the wider community involved in exciting environmental projects.

Taken from <https://www.eco-schools.org.uk/about/howitworks/> 2020

Lessons and activities that include sustainable themes largely follow the Eco-Schools Green Flag renewal criteria. We have designed our Sustainable curriculum to enhance curriculum links with statutory subjects, such as Science, Geography and PSHE.

Each Sustainable lesson/activity/investigation are largely based upon current year group learning within Science, Geography and PSHE. Sustainability promotes **enquiry based learning** which actively engages pupils in the learning process through their own **curiosity**. It enables them to develop skills as **global citizens** as they investigate issues surrounding sustainable themes by **communicating** with peers and questioning.

The lessons are **enquiry based** and allow for Sustainable themes to be developed;

**Knowledge and understanding of Sustainability:** Through Science, Geography and PSHE, children will learn key facts relating to current topics within the national curriculum. They will gain knowledge and understanding about the topic and will then be encouraged to become **curious** about relating other sustainable themes concepts within local **community** and the **wider world**.

**Critical Thinking:** Pupils will have the opportunity to **communicate** their opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to views of others, so developing the ability to articulate their own views and form own opinions about what being a global citizen means e.g. KS1 extend their learning of plants using key sustainable questions (e.g. "What is the purpose of wild flowering plants?")

**Analysis:** to develop ability to debate and communicate to others sustainable themes in relation to facts, research, own views, values and experiences and the influence of these on daily life, actions and attitudes and environmental impact on the community and the wider world (e.g. What would happen the environment if bees became extinct?)

## **Impact**

We believe that the impact of using our school-adapted Eco-Schools Green Flag Award as the basis of our Sustainable curriculum will be for children to have a better understanding of the Sustainable themes that make up their local **community** and **wider world** and how they can learn from and work alongside each other to create **community** and be better **global citizens**. All children will be more informed about their sustainable position in the world, and the decisions they can make impacting their future and that of our planet. All children in school will be able to **talk confidently** about their impact upon the environment in which they live and the planet as a whole. The Sustainable curriculum will promote **curious**, pro-active minds, an eco-friendly view to challenges such as pollution, and an understanding for aspects of our world; human, animal and ecological in need of help and the reasons why this is necessary. Our lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main Sustainable problems of the world, solutions and impacts upon the future. This evidence will be seen through children **communicating** the correct sustainable vocabulary, and giving coherent explanations and opinions, as well as cross-curricular evidence, for example sustainable art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning Sustainability and understanding how it can help them in their future.

# *Richard Avenue Primary School*

## *Long Term Plan – Science and Sustainability* *EYFS taught through KUW*

	<i>AUTUMN</i>		<i>SPRING</i>		<i>SUMMER</i>
<i>Nur</i> Area of responsibility Nursery Garden	EYFS - Knowledge & Understanding of the World Topic- All About Me Topic- Toys Me - as part of the world Materials and plastic - Waste		EYFS - Knowledge & Understanding of the World Topic- Transport / Healthy Living Topic- Growing / Food School Grounds/Biodiversity		EYFS - Knowledge & Understanding of the World Topic- Minibeasts / Water Topic- Animals / People Who Help Us Marine/Biodiversity How we care for our environment
<i>Rec.</i> Area of responsibility Reception Outdoor Area	EYFS - Knowledge & Understanding of the World Topic - All about me Topic - Toys Me - as part of the world Materials and plastic - Waste		EYFS - Knowledge & Understanding of the World Topic – Transport / Healthy Living Topic - Growing / Food The world - Growth, decay and changes over time Transport and Biodiversity		EYFS - Knowledge & Understanding of the World Topic- Minibeasts / Water Topic- Animals / People Who Help Us Marine and Biodiversity How we care for our environment
<i>Year 1</i> Area of responsibility Year 1 Outdoor Area	Waste	Biodiversity	Biodiversity Marine	Healthy Living	Biodiversity
	A1 - Science Everyday Materials Children compare a range of materials and their properties. Reduce, Reuse, Recycle What is plastic? Use of plastic	A2 - Science Seasonal change Y1 outdoor area Maintaining Y1 outdoor area. Highlighting Autumn changes	Science - Animals I can describe and compare the structure of a variety of common animals Why is keeping healthy important to a sustainable future?	Science - Humans Children should be able to identify a range of animals, identify their key food group Why is keeping healthy important to a sustainable future?	Science - Plants To identify and name a variety of common wild plants. What is a wild plant? What wild plants can we find around school? What was your favourite wild plant and why? What is the purpose of wild flowering plants? - link to bees and pollination. Wild flower hunt at RAPS wild flower meadow

<p><i>Year 2</i></p> <p>Area of responsibility</p> <p>Friendship Grden</p>	<p>Waste</p>	<p>Biodiversity</p>	<p>Biodiversity (Deforestation)</p>	
	<p>Science - Uses of Everyday materials</p> <p>Children compare a range of every day materials and their suitability for purpose.</p> <p>Children to understand - Reuse, Reduce, Recycle and that damage to the planet is OUR fault.</p> <p>What will our planet look like if we don't recycle?</p> <p>What is pollution and what link does it have to recycling?</p> <p>What is recycling and why is it important?</p> <p>What impact can you have to help our environment?</p> <p>To understand that much of the waste we produce can be reduced, re-used or recycled and how important it is to reduce the amount of waste we send to landfill.</p> <p>To give examples of how household waste could be reduced, re-used or recycled.</p>	<p>Science - Humans and Animals</p> <p>I can notice that animals have had their environments changed by humans and that this had impacted their chances of survival</p> <p>Why is it important that we need to have basic need met?</p> <p>Do all animals have their basic needs met?</p> <p>What are humans doing to the earth that has a positive/negative effect on animals surviving in their natural habitats.</p> <p>What can be done to help?</p>	<p>Science - Living things and Habitats</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Does a fish live in a habitat or a micro-habitat?</p> <p>Why do ants live in small places?</p> <p>Is a pond a micro habitat?</p> <p>Is a forest a habitat or micro habitat?</p> <p>Does the weather effect where an animal lives?</p> <p>What happened to outdoor habitats when the weather is bad?</p> <p>What is deforestation?</p> <p>What impact are humans having to animals habitats?</p>	<p>Science -Plants</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>What is the difference between a bulb and a seed?</p> <p>How often do we need to water the plants?</p> <p>Do we need to give the plants food?</p> <p>Visit RAPS allotment to help maintain and plant vegetables.</p>

<p><b>Year 3</b></p> <p>Area of responsibility KS1 yard Raised beds Hanging Baskets</p>	<p>Healthy Living</p>		<p>Healthy Living / Biodiversity (Pollination)</p>		<p>Maintain School Grounds</p>	
	<p>Science - Light and Shadow Sustainability: The bigger picture Sun / planet / human impact / climate change relationship Sun in relation to climate change How can we protect our planet? Human impact upon the temperature of the earth</p>	<p>Science - Rocks and Soil</p>	<p>Science - Animals Including Humans I can identify that animals, including humans, need the right types and amount of nutrition.</p>	<p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Children go on a flower/plant hunt around school - ensure a visit to the Wild flower meadow on school grounds. Explain to the children it was created by children and teachers to encourage more wildlife, mini-beasts and plants to grow or live in school. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. What is the purpose of wild flowering plants? Link to bees and pollination. Visit Friendship garden lavender patch to observe pollination with bees.</p>	<p>Science - Forces and Magnets</p>	
<p><b>Year 4</b></p> <p>Area of responsibility Wildflower Meadow</p>	<p>Energy / Water</p>		<p>Health and Wellbeing / Biodiversity (Noise pollution)</p>		<p>Biodiversity</p>	
	<p>Electricity To identify common appliances that run on electricity What is an appliance? What do you use every day that uses electricity? What would we do if we did not have electricity? How can we save electricity? Who is responsible for saving electricity in school?</p>	<p>Energy - States of matter Water Cycle Does the weather affect the water cycle? Can too much rain cause flooding? What defences can humans put in place to protect us from flooding? How have humans contributed to flooding-too many non-permeable surfaces e.g. tarmac roads in built up areas.</p>	<p>Identifying how sounds are made To understand that 'noise' is a form of pollution What is noise pollution? Why is noise a form of pollution? To research where noise pollution occurs on land and sea.</p>	<p>To construct and interpret a variety of food chains, identifying producers, predators and prey. What is a carnivore, herbivore, omnivore? What is the job of a predator in the food chain? What would happen if animals did not eat each other? Understanding the balance between all species as vital to the continuation of life.</p>	<p>Science - Habitats</p>	<p>Science- Living things and their Habitats</p>

<p><i>Year 5</i></p> <p>Area of responsibility KS2 Yard</p>	<p>Biodiversity</p>		<p>Maintain School Grounds</p>		<p>Maintain School Grounds</p>
	<p>Science - Living things and their Habitats Reproduction in plants Pollination How does pollination happen?</p>		<p>Science - Earth and Space</p>		<p>Science - Forces and Mechanical Devices</p>
<p><i>Year 6</i></p> <p>Area of responsibility Allotment (post-SATs)</p>	<p>Waste / Recycling / Energy</p>		<p>Energy / Healthy Living</p>		<p>Biodiversity</p>
	<p>Science - Living things and their Habitats What will our planet look like if we don't recycle? To use understanding of materials and their properties to consider the impact of waste materials on our planet. What are waste materials? What is made from plastic? Why is plastic polluting our environment? To understand that waste harms our environment.</p>	<p>Science - Light To understand the relationship between the sun / light source / global warming / natural gases / change to atmosphere Sun in relation to climate change How can we protect our planet? Human impact upon the temperature of the earth</p>	<p>Energy producing electricity Identifying different ways electricity can be produced and the impact to the earth. Concerns and ways to make energy production more sustainable.</p>	<p>Animals including Humans Sustainable lifestyle What choices can be made to increase and decrease your sustainable lifestyle</p>	<p>Science - Evolution and Inheritance I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. What does it mean to evolve? Charles Darwin- Theory of Evolution.</p>

# *Richard Avenue Primary School*

## *Long Term Plan – Geography and Sustainability*

	<i>AUTUMN</i>		<i>SPRING</i>		<i>SUMMER</i>	
<i>Nur</i>	EYFS - Knowledge & Understanding of the World Topic - All about me <i>Our Local Environment</i>		EYFS - Knowledge & Understanding of the World Topic - Transport Topic - Growing <i>Transport / Biodiversity</i>		EYFS - Knowledge & Understanding of the World Topic - Minibeasts / Water Topic – Animals / People Who Help Us <i>Marine / Biodiversity</i> <i>How we care for our environment</i>	
<i>Rec.</i>	EYFS - Knowledge & Understanding of the World Topic - All About me Topic - Toys <i>Our local Environment</i> <i>Materials and plastic - Waste</i>		EYFS - Knowledge & Understanding of the World Topic - Transport Topic - Growing The world - Growth, Decay and changes over time <i>Transport / Biodiversity</i>		EYFS - Knowledge & Understanding of the World Topic- Minibeasts / Water Topic - Animals / People Who Help Us <i>Marine / Biodiversity</i> <i>How we care for our environment</i>	
<i>Year 1</i>	Our local area / Maps Where in the world are we?		Weather and Seasons / Maps		Africa	
<i>Year 2</i>	United Kingdom	Hot and Cold places / winter weather around the world	Continents and Oceans		Seaside – Human and Physical	
<i>Year 3</i>	Volcanoes	Earthquakes	Rainforests <i>Biodiversity</i>			
<i>Year 4</i>	North America	Weather and Extreme Weather <i>Climate Change</i>			Improving our environment <i>Energy, Waste, Biodiversity, Climate Change, Water, Litter, Transport</i>	Improving our environment Bees <i>Biodiversity</i>
<i>Year 5</i>			United Kingdom	Climate Zones		
<i>Year 6</i>	Mountains				Rivers <i>Water</i>	



# Richard Avenue Primary School

## Long Term Plan – PSHE and Sustainability

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<p><b>EYFS</b> (Nur + Rec) EYFS Subject areas/age bands links</p>	<p><b>Families and friendships</b> PSED: Making relationships UW: People and communities</p> <p><b>Safe relationships</b> PSED: Making relationships UW: People and communities</p> <p><b>Respecting ourselves and others</b> PSED: Making relationships UW: People and communities PSED: Managing feelings and behaviour</p>	<p><b>Belonging to a community</b> UW: People and communities UW: The world</p> <p><b>Media literacy and digital resilience</b> UW: Technology</p> <p><b>Money and work</b> Mathematics: Shape, space and measures UW: People and communities PSED: Self-confidence and awareness</p>	<p><b>Physical health and Mental wellbeing</b> PD: Health and self-care PD: Moving and handling PSED: Managing feelings and behaviour</p> <p><b>Growing and changing</b> PSED: Self-confidence and awareness PSED: Managing feelings and behaviour UW: The world UW: People and communities</p> <p><b>Keeping safe</b> PD: Moving and handling PSED: Self-confidence and awareness PSED: Managing feelings and behaviour</p>
<p><b>Year 1</b></p>	<p><b>Families and friendships</b> Roles of different people; families; feeling cared for</p> <p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission</p> <p><b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful</p>	<p><b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment</p> <p><b>Media literacy and digital resilience</b> Using the internet and digital devices; communicating online</p> <p><b>Money and work</b> Strengths and interests; jobs in the community</p>	<p><b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><b>Keeping safe</b> How rules and age restrictions help us; keeping safe online</p>
<p><b>Year 2</b></p>	<p><b>Families and friendships</b> Making friends; feeling lonely and getting help</p> <p><b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p><b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><b>Media literacy and digital resilience</b> The internet in everyday life; online content and information</p> <p><b>Money and work</b> What money is; needs and wants; looking after money</p>	<p><b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><b>Growing and changing</b> Growing older; naming body parts; moving class or year</p> <p><b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies</p>

<p><i>Year 3</i></p>	<p><b>Families and friendships</b> What makes a family; features of family life</p> <p><b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p><b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>Media literacy and digital resilience</b> How the internet is used; assessing information online</p> <p><b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals</p>	<p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings</p> <p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks</p> <p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p>
<p><i>Year 4</i></p>	<p><b>Families and friendships</b> Positive friendships, including online</p> <p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p>	<p><b>Belonging to a community</b> What makes a community; shared responsibilities</p> <p><b>Media literacy and digital resilience</b> How data is shared and used</p> <p><b>Money and work</b> Making decisions about money; using and keeping money safe</p>	<p><b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life</p>
<p><i>Year 5</i></p>	<p><b>Families and friendships</b> Managing friendships and peer influence</p> <p><b>Safe relationships</b> Physical contact and feeling safe</p> <p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p><b>Belonging to a community</b> Protecting the environment; compassion towards others</p> <p><b>Media literacy and digital resilience</b> How information online is targeted; different media types, their role and impact</p> <p><b>Money and work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p><b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p><b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid</p>
<p><i>Year 6</i></p>	<p><b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage</p> <p><b>Safe relationships</b> Recognising and managing pressure; consent in different situations</p> <p><b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes</p> <p><b>Media literacy and digital resilience</b> Evaluating media sources; sharing things online</p> <p><b>Money and work</b> Influences and attitudes to money; money and financial risks</p>	<p><b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><b>Growing and changing</b> Increasing independence; managing transition</p> <p><b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>

Long Term Sustainability Topic Overview							
Eco Schools 10 Topics	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Biodiversity	Growing Animals Mini-beasts	Seasonal Change Animals Plants	Humans and Animals Living things and Habitats (Deforestation)	Rainforests (deforestation) Pollination The Butterfly Lion (Captivity, Endangered species) The Tunnel (Forest)	Improving our Environment Food Chains	Living things and Habitats	Evolution and Inheritance  Novel- A pebble in my pocket
Health and Well-being	Ourselves Healthy Living	Humans Physical Health and mental well-being	Physical Health and mental well-being	Light and shadow Living in the wider world – belonging to a community	Sound – noise pollution	Physical Health and mental well-being	Animals including Humans
School Grounds	Each year group bubble have responsibility for maintaining their own out-door area in school.						
Transport	Transport Travel	Walk to School week					
Waste Minimisation	Introduce What is waste	Everyday materials Living in the wider world Rules- caring for others and the Environment	Uses of everyday materials		Improving our Environment	Living in the wider world Belonging to a community Protecting the environment	Living things and their Habitats
Litter	Keeping our outdoor learning environments litter-free	Improving our environment	Living in the wider world – Protecting the environment  Novel – The Lost Thing (Collecting bottle tops)				
Water	Growing Water				Water cycle		
Global Citizenship	RAPS School Charity-McMillan Coffee Morning Children in Need Comic/Sport Relief Fair-trade week						

Food & Environment	Healthy Living Growing Food	Humans		Animals including Humans  Novel- The Highway Rat (food chains)	Food Chain  Novel - Kensuke's Kingdom (Survival, food)	Novel- Charlotte's Web (Food)	
Energy					Electricity  States of matter  Electricity production		Light
Marine	Water – Sealife	Animals				Living in the wider world – Protecting the environment  Novel- The Lost Thing (Beach environment /marine life)	