



Curriculum

Our curriculum (the content which children learn) has a strong focus on Sustainability – environmental and social justice. We intend to develop this further.

Sustainability 2023-24

We consider and act on improving our sustainability through 'Three Cs': Curriculum, Campus and Community

Campus

We intend to make our site and processes more sustainable; using and wasting less, encouraging nature, purchasing with consideration of social justice and sustainably.

Community

We aim to extend the reach of our work on sustainability beyond the school, to impact on our immediate community and beyond.

Current Sustainability - a brief overview

Curriculum

All topics looked at through lenses of sustainability: environmental (Green) and social justice.

Enrichment offer includes study, engagement with and appreciation of nature.

Children's learning projects result in environmental or social justice action.

Children learn about Sustainable Development Goals in Assemblies

Campus

The school is currently an Eco-Schools Green flag holder.

Heating is provided by two oil fired boilers.

Lighting is not LED and is in some places fluorescent strips

There is occasional, unmonitored and unspecified consideration of sustainability in procurement.

There is some recycling of card/paper, crisp packets, pens.

Cycling/scootering/walking to school are all encouraged, but many children and staff continue to travel to/from school by car.

Community

There is an active Eco-Committee, comprising children and staff.

Some information is shared with the wider community via the website, newsletters and social media.

There is a regular Eco-Newsletter.

Through learning projects, children support a number of sustainability and social justice causes, practically and financially.

Curriculum

Intent:

Our intent at Parkdale, is for children to learn about how as humans, our past and current actions has a lasting impact upon the world around us. We want children to recognise the impact they can have to saving the environment, habitats, living things and more, in the future. Each year group will learn about their responsibility to care and make reasonable changes to their life-style to become sustainable. Children will be encouraged to know their voice has an impact and take action within the community to share their knowledge and passion of sustainable living.

The 'drivers' are:

To understand the need to maintain and improve the quality of life now without damaging the planet for future generations
Understand the importance of personal choices
Be aware that individuals and groups can contribute to positive change
The skills and knowledge in this Theme are chiefly Geography-based and they are mapped in the documents available to the right.



A Green, Clean Sustainable World; The 'lens' through which we view our learning projects.

Continue to review and develop skills and environmental/social justice knowledge through this curriculum lens.

For 2023-24, a particular focus on securing better understanding of Carbon Footprint and Climate Change.



Connecting with nature

Develop the enrichment offer to include more planned opportunities to connect with and understand nature



Forest School

Develop a Forest school provision, to be accessed by children from Nursery to Year 6.



UN Sustainable Development Goals

Develop (in children and adults) an overview of the SDGs

Focus on three goals

1. No Poverty
2. Zero Hunger
3. Good health and wellbeing

Campus

We are blessed with a large site. This includes a large playing field, an orchard, numerous garden areas, a pond and other areas allowed to 'grow wild'.

Our building has an energy operational efficiency rating of D (84), reduced from 96 over the past two years.

Our CO2 emissions are:
Electricity 65 tonnes
Heating 31 tonnes
Renewables Zero



Address Gaps in Children's Parliament Sustainability Expectations

Complete a self-audit against the Transform Parliament 'wishlist'. Identify gaps and address a minimum of three focus areas.



Energy

Commence programme of replacement of lighting with more energy efficient LEDs

Take further actions to support and encourage walking, cycling/scootering to school

Reduce our CO2 emissions for Electricity to below 60 tonnes.



Procurement

To empower and require of staff to consider sustainability (environment, social and economic) in procurement of resources.



Reduce, Reuse, Recycle

Further develop:

1. Reduction of/composting of food waste
2. Reduction of single use plastic, especially in lunches
3. Expand range of recycling facilities offered - eg batteries, clothing



Encourage Nature and Biodiversity

Take actions to support wider biodiversity on and around the school site.

Re-establish the 'uncut' wild flower area.

Plant at least 50 new trees.



Improve the general environmental quality of the site

Create a 'green barrier' along Cliff Road

Increase the number of readily available recycling bins

Community

We are a community school and have strong communication links with our locality. We are highly active on social media. Feedback suggests that our values and commitment to sustainability are well-publicised and respected by stakeholders and the wider locality.

Through school, the Community has recently (2023) provided considerable support for our local foodbank, for refugees and for children in Gaza as well as supporting numerous local, national and global charities.



Accountability

To agree and publish a Sustainability Policy.

Appoint a Governor with responsibility for holding the school leaders to account re Sustainability.

Produce an annual report to the wider community

Report to children via School Parliament/Eco-Committee



Influence

Share information, ideas in communications with stakeholders and wider community

Become a leading practitioner, a model of good practice, within the Transform Trust



Support

Actively support, financially and practically, groups working to address sustainability and social justice in our community and globally

