

## Sustainability and Climate Change – Schools’ Self Audit

Schools can use this tool to RAG rate their progress on Sustainability and Climate Change in the following areas:

- *Leadership*
- *Action Area 1 – Climate Education*
- *Action Area 2 – Green Skills and Careers*
- *Websites*

RAG Rating

	This area is fully developed/embedded
	This area is developing
	This area is at an early stage in its development

### Leadership Standards

Area and Standard	Red	Amber	Green
<b>1. Leadership</b>			
a) A lead governor for Sustainability and Climate Change appointed			
b) A lead practitioner for Sustainability and Climate Change appointed			
c) Staff Sustainability and Climate Change team in place			
d) Pupil Council for Sustainability and Climate Change established			
e) Sustainability and Climate Change is a key strategic priority			
f) Sustainability and Climate Change Action Plan published			
g) Dedicated curriculum content addressing Sustainability and Climate Change is mapped out across the curriculum			

### Action Area 1 - Climate Education Standards

The DfE guidance states that ‘We know that young people are eager to:

- create a greener, sustainable world
- tackle both the causes and impact of climate change

We will empower all young people to be global citizens, through a:

- better understanding of climate change
- greater connection to nature

Practical opportunities to participate in activities to increase climate resilience, reduce carbon impact and enhance biodiversity will enable children and young people to translate



knowledge into positive action to improve their local communities, their country and the planet.'

Area and Standard	Red	Amber	Green
<b>1. Learning about the natural environment</b>			
a) The early years foundation stage (EYFS) framework ensures that all children develop an understanding of the world and the natural environment			
b) Through science, geography and citizenship programmes within the national curriculum children learn about nature			
c) Through science, geography and citizenship programmes within the national curriculum children learn about the causes and impacts of climate change			
d) Through science, geography and citizenship programmes within the national curriculum children learn about the importance of sustainability			
e) Through the Design and Technology curriculum, children learn about sustainable food and where their food comes from, including issues such as locally sourced food and food miles			
f) Children learn about local and global perspectives on climate change and the impact on the natural environment			
<b>2. Support for teaching</b>			
a) Climate change and sustainability is planned for and included in teachers' continuing professional development (CPD)			
b) The school accesses the resources in the National Education Nature Park to support teachers' planning and delivery			
c) Schools share best practice within TLP, demonstrating how sustainability and climate change has been incorporated into teaching			
<b>3. Learning in the natural environment</b>			
a) The curriculum is enhanced by providing children with opportunities for outdoor learning such as Forest Schools, eco-clubs or vegetable growing			
b) Children are exposed to sustainable food choices, recycling, adaptation projects or weather and energy monitoring			
c) Outdoor learning in nature is included as part of wider packages of support for pupils with SEND to improve engagement and attainment such as Forest School nurture groups			
d) Outdoor learning and practical activities provide young people with a sense of agency where anxiety stems from climate concerns			
e) Leaders, teachers, children and young people learn about energy efficiency, the circular economy, climate resilience and green careers as part of educational building, maintenance and procurement projects, such as: <ul style="list-style-type: none"> <li>low-carbon boiler replacements</li> <li>smart meter installation</li> <li>energy monitoring pilots</li> <li>sustainable drainage systems</li> </ul>			
f) Field-studies in the local environment provide children with opportunities to further develop their understanding of the natural environment and environmental issues such as pollution, water quality and erosion			



## Action Area 2 – Green Skills and Careers Standards

The DfE strategy states that ‘It is critical young people and adults have the green skills that will allow them to build careers and participate as Britain leads the world into the Green Industrial Revolution and strives for nature’s recovery.

We will harness young people’s passion and interest in climate change and sustainability to enable them to have the knowledge and skills (in STEM and other key subjects) required for green jobs. Through our education and skills system, we will seek to inspire young people to choose career paths that support the:

- transition to net zero
- restoration of biodiversity
- a sustainable future

We will continue to support adults already in work to retrain and reskill in line with the needs of the green economy.’

Area and Standard	Red	Amber	Green
<b>1. Net Zero Strategy and Green Jobs/Skills</b>			
a) Children learn about green skills and careers and how these contribute to the aim of achieving ‘net zero’			
b) Visitors from green industries work with the children to increase awareness of their roles and how they contribute to environmental sustainability			
c) Children undertake visits to localities where people work in the natural environment or in green industries such as agriculture, green forestry and reservoirs			
d) Children learn about the steps the school is taking to achieve ‘net zero’ and are actively involved in these activities			
e) Children understand the practical steps that they can take to achieve ‘net zero’ such as reducing, reusing and recycling, composting, reducing energy and water use, walking or cycling			
f) Themed weeks such as Science Week and Aspiration Week provide children with opportunities to learn about green jobs and skills			



## School Website Standards

Area and Standard	Red	Amber	Green
<b>1. Curriculum Content on Sustainability and Climate Change</b>			
g) Dedicated Curriculum Page – Sustainability and Climate Change			
h) Dedicated Curriculum Content			
i) Evidence of integration across subjects			
j) Curriculum age-appropriate content			
k) Local and global perspectives on climate change			
<b>2. Learning Outcomes and Goals</b>			
a) Clear learning outcomes related to sustainability and climate change			
b) Evidence that the curriculum encourages students to take actionable steps towards sustainability (e.g., promoting recycling, reducing energy consumption, community engagement)			
<b>3. Interdisciplinary Approach</b>			
a) Cross-Curricular Projects: Evidence of interdisciplinary projects or initiatives			
b) STEAM Integration: Is there integration of sustainability in science, technology, engineering, arts, and mathematics (STEAM) subjects?			
<b>4. Policies/Community and Parental Involvement:</b>			
a) Involvement of Parents and Community: Does the school show how it engages the broader community?			
b) School Policies on Sustainability: The school has published its Sustainability and Climate Change Action Plan and policies or practices related to sustainability (e.g., waste reduction, energy efficiency, sustainable food programs).			
<b>5. Communication of Sustainability Values:</b>			
a) The Headteacher/Principal 'Welcome' highlights sustainability and climate change as a priority			
b) School Mission and Values: The school's mission statement or values clearly reflect a commitment to sustainability and environmental responsibility			
c) Promotion of Environmental Awareness: There is evidence of ongoing campaigns, newsletters, or social media posts that promote climate change awareness and sustainability efforts			

