



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 25

ENVIRONMENTAL EDUCATION POLICY

1. Introduction

Within the context of Environmental Education Abbey Court School hopes to bring about an understanding of, an appreciation for and a sense of caring and enjoyment for the environment. Environmental Education has strong links with the Science Curriculum and Farm Curriculum but also the humanities and the arts.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, eg. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exemplar.

3. Rights Respecting School

Abbey Court School is a Rights Respecting School and puts the 54 articles of the Unicef Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly. Pupils are encouraged to be active participants in identifying changes needed to their own environment, while also considering Global issues.

4. Definition

Environmental Education is the study of the environment. It focuses on raising awareness that life is dependent upon the environment, that these are natural processes which take place, that human activities have an impact and that there are different environments past and present. At Abbey Court a carefully planned curriculum is offered in order to develop the process of sensory integration and provide a variety of opportunities for pupils to learn about the environment both locally and globally. This policy ensures that all pupils receive their entitlement to the Environmental Education curriculum.

5. Aims

Aims in Environmental Education are subject to Abbey Court School's Aims and Objectives as outlined in the Curriculum Policy.

- To promote an awareness of, and understanding of, the environment, both locally and on a wider scale.
- To develop in the individual a sense of appreciation and responsibility for the care of the environment.
- To provide opportunities for pupils to acquire an understanding of the environment.
- To develop the pupils' skills of enquiry and exploration.
- To develop communication skills including discussion and debate and the reporting of research undertaken.

6. Objectives

- To have a greater awareness of their environment.
- To have a better understanding of a range of issues related to the environment – change (natural and man-made), protection, decisions at local, national and international level.
- To develop a respect for the environment by caring for living things and habitats in and around the school.

7. Curriculum Planning

A coverage plan and schemes of work have been developed to ensure continuity and progression within EYFS and all Key Stages. These were updated in Autumn 2014 to reflect the new primary curriculum and are assessed and updated regularly by Subject Leads. The school are working towards the Eco- school award. Environmental Education will be delivered to all students in the Further Education Unit through the Asdan Award Scheme, Duke of Edinburgh Award Scheme, Adventure Services Programme and through AQA awards.

8. Teaching

Styles of teaching in Environmental Education are subject to Abbey Court School's Curriculum Policy (Styles of Teaching):

The majority of activities are initially teacher directed progressing, as appropriate, to pupil developed activities and thence to pupil-initiated activities.

The class teacher's role is developed, according to the pupils' needs, to include consultant, assessor, monitor, participant, etc.

The class teacher uses a variety of teaching styles to meet the pupils' educational needs and the differing demands of all areas of the Environmental Education curriculum. This will be reflected in the diversity of styles of teaching.

The Farm offers a range of opportunities to support the pupils understanding of the world around them. The Farm Curriculum encourages them to engage actively and reflectively when considering with the impact that their actions will have on their environment.

9. Learning

- Pupils are encouraged to learn independently and co-operatively, in pairs, small groups or as a whole class group.
- Pupils will be involved in a range of practical and structured activities appropriate to the particular area of Environmental Education being taught and the learning responses/needs of the pupils.
- Pupils are encouraged to evaluate their progress, being self-critical where appropriate, and to evaluate and comment on the work of others.
- Pupils' own experiences, interests and specific activities are used whenever possible, as a starting point to develop skills which can be related to practical real-life situations.
- Published materials, teacher generated tasks and practical everyday situations and equipment are used to support pupils' development and understanding in Environmental Education. Teachers use

materials appropriately and where necessary make adaptations for the developmental ability and age group they are working with.

All of the above opportunities are used to form a programme of learning to suit the needs of the individual, group or class.

The Farm curriculum has been mapped to outline different pathways. This depicts how different age groups will be provided with progressive and age-appropriate learning opportunities, used to support pupils develop their understanding in Environmental Education.

10. Assessment

Pupils' experiences and achievements in Environmental Education are recorded on the Schemes of Work (see Abbey Court School's Assessment, Recording and Reporting Policy).

Day to day assessment takes place through observation and marking and is used to inform the next stage of planning.

A consistent approach to marking is used throughout the school (Abbey Court School's Marking Policy). Every effort will be made to involve pupils in the assessment of their own work (see Abbey Court School Planning, Assessment, Recording and Reporting Policy).

Achievement in Environmental Education will form part of the profile of achievement in Science and the Farm curriculum, which will be maintained for each pupil (see Abbey Court School Planning, Assessment, Recording and Reporting Policy).

11. Cross curricular links

Every opportunity appropriate to develop cross curricular links is taken so that pupils may extend their knowledge through topics, themes and when exploring the environment. Pupils in the Primary section will be taught Environmental Education through a topic-based curriculum from Autumn 2014.

ICT is used as an integral part of the Environmental Education curriculum, both as a library resource and to enable pupils to more fully access the curriculum.

The Farm plays a virtual role in enriching pupils' existing class-based learning and furthering opportunities to engage with their Environmental Education.

Environmental Education is a cross-curricular subject reflected in many areas of the school life and is closely linked to the National Curriculum. It has particular links with Science, PSHCE, Geography and History.

12. Special Educational Needs and Differentiation

Approaches to work are reviewed with respect to an individual's specific needs. This requires a flexible approach to planning work for most pupils.

Pupils will be given access to opportunities which meet their individual needs and abilities.

13. Staffing (including support staff) and resources

Class teachers are responsible for the teaching of Environmental Education and for the management of support staff. Work experience students and volunteers will also be used to support learning activities within the Environmental Education curriculum.

Class teachers are responsible for developing appropriate resources within classrooms to enable access by pupils. All classes have a basic range of resources stored within classrooms and have access to a range of Science equipment and resources which are appropriate for the teaching of Environmental Education (Curriculum Cupboard at Cliffe Road and the Science/Tech. room at Strood).

Class teachers are responsible for developing Environmental Education displays within rooms to celebrate pupils' achievements, to provide a source of information, to reinforce learning being undertaken and as a stimulus for further work.

Specific training for teaching and support staff is facilitated by the senior management team advised by the Environmental Education leader.

14. Equal Opportunities

All pupils at Abbey Court School are given appropriate opportunities to access all areas of the Environmental Education curriculum in line with Abbey Court School's Equal Opportunities Policy.

15. Health and Safety

Environmental Education teaching and learning is subject to the Abbey Court School's Health and Safety Policy. All staff are responsible for becoming familiar with and adhering to this policy requirement.

The ASE document 'Be Safe' is in the 'Health and Safety' file in the head teacher's office. Staff should make themselves aware of the contents.

The ASE 'Be Safe' document should be consulted if there are any health and safety queries regarding an activity. Further consultation with the Environmental Education leader and/or Health and Safety Coordinator where necessary. Care should be taken when planning off-site visits (see Off-site Policy).

When accessing the Farm, all staff are responsible for becoming familiar with and adhering to the policy (See Farm Risk Assessment Policies).

16. Integration, including community links

Integration opportunities into main stream settings will be developed where appropriate for the needs and entitlements of specific individuals.

Visits to a wide range of venues within the locality are used to stimulate and reinforce learning in Environmental Education.

Visits from people within the local community to support Environmental Education are encouraged.

17. Evaluation and Review

The Abbey Court School Subject Leader's role details the necessary processes and responsibilities.

This policy will be reviewed in light of:

- Changes in the National Curriculum
- OFSTED requirements
- Monitoring of its effectiveness in light of its implementation
- Changes in Abbey Court School's organization

Reviewed April 2021- Jessica Flanagan