Queen's Drive Primary School
Climate Change and Sustainability Action Plan 2025-2028

Action	DfE Link	Target / Measure	Timescale	Responsibility	Impact/Evaluation
CURRICULUM					
Review the current curriculum and links to sustainability and climate change	Climate education and green careers	Completion of curriculum review with documented connections to sustainability and climate change by end of academic year; update published one on school website	By end of Spring Term 2026	Curriculum Lead and HT	Improved pupil awareness of climate issues and increased integration of sustainability topics across subjects, evaluated through student feedback and curriculum audits
Review the current use of the SDGs in the curriculum and find more opportunities to thread them through subjects where they are not yet fully integrated	SDGs and Global Citizenship	Conduct a review of current SDG integration across subjects by the end of year 1. Identify and implement at least 3 additional opportunities to incorporate SDGs (e.g., in Math, Science, PE, etc.)	By end of Spring Term 2027	Subject Leads and HT	Increased awareness and engagement with SDGs across the school, with clear documentation of where SDGs are being addressed and improved pupil understanding of global issues, measured through surveys and pupil work samples
Incorporate climate literacy into English lessons by including texts and writing tasks focused on environmental themes	Climate education and green careers	At least one unit per year in English classes that feature environmental texts (e.g., poetry, fiction, or non-fiction articles about climate change); student writing assignments related to environmental topics are completed and assessed	Annually	English Leads and HT	Enhanced understanding and engagement with climate topics as demonstrated by improved writing quality and pupil reflections
Review, enrich and embed opportunities for children to connect with nature and the outdoors throughout the whole curriculum.	Climate education and green careers	Clear evidence of subject integration with outdoor learning activities; regular, documented learning about climate change in termly curriculum plans	By end of summer 2027	Subject Leads and HT	Increased hands-on learning experiences and deeper understanding of environmental concepts, measured through via feedback
Integrate geography lessons that focus on the impact of climate change locally and globally	Climate education and green careers	Completion of at least one major geography unit per year centred on climate change, including a case study of a local environmental issue; student projects presented to peers or displayed in the school for awareness	Annually	Subject Leads and HT	Pupils show increased knowledge of climate change impacts and engagement in local environmental issues, evaluated through quality of projects and presentation outcomes

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Find creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, Art or History.	Climate education and green careers	At least three examples of curriculum-linked projects (e.g., Art project on climate impact, PE focus on outdoor sustainability activities, History lesson on environmental change) each academic year	By end of Summer 2027	Subject Leads and HT	Broader curriculum engagement with sustainability, with successful projects showcased and discussed in school, measured by pupil interest and feedback
Consider how to stimulate the whole school community to learn more about climate change and share the challenges or ideas in the school newsletter or on social media.	Climate education and green careers	At least three features in newsletters or school blogs per year about climate initiatives and opportunities for community engagement; engagement metrics such as views, comments, or shares	By end of Summer 2027	Subject Leads and HT	Improved school-community connection and awareness of environmental efforts, measured by engagement statistics and feedback from the school community
Action	**DfE Link**	**Target / Measure**	**Timescale**	**Responsibility**	**Impact/Evaluation**
WASTE					
Encourage students and staff to recycle electronics.	Decarbonisation	Organise at least one electronics recycling drive per term, with a goal of collecting and responsibly recycling at least 50 electronic items by the end of the academic year. Track participation and publicize results to encourage further involvement	Termly	Computing Lead	Increased awareness of electronic waste management and proper recycling practices, measured by the number of items collected and feedback from participants
Identify what is being thrown away in your schools. Do a waste audit of classrooms, staff room, dining hall and the school office.	Decarbonisation	Complete an initial waste audit within the first term to identify key waste items and sources. Use findings to set specific reduction targets for the year, and perform follow-up audits each term to measure progress, aiming for a 20% reduction in general waste by yearend	Initial audit January 2027, follow up audits each term	HT and site team Sustainability Group	Identification of key areas of waste and measurable reduction in general waste, evaluated through audit comparisons and progress reports
Establish a student-led "Eco-Council" to monitor and reduce	Decarbonisation	Form a Sustainability Group by the end of 2025; set a target to decrease	Autumn 2025	HT / Rachel Woods	Empowered pupils taking ownership of waste reduction, with measurable

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waste in classrooms and communal areas		classroom waste by 15% over the year, measured through regular waste checks and student-led waste reports			waste reduction and regular reporting to the school community
Implement a paper reduction campaign, encouraging double-sided printing and digital alternatives	Decarbonisation	Reduce paper usage by 25% within the school year, tracked through monthly paper consumption records; ensure all printers are set to double-sided printing by default and promote digital assignments where possible	By Spring 2027	Computing Lead and SBM Sustainability Group	Decreased paper usage and increased awareness of digital alternatives, evaluated through consumption data and teacher feedback
Clear recycling systems in place: clear expectations on what can be recycled. Separate recycling bins clearly labelled. Recycling separated and pupils and staff educated about the value of resources	Decarbonisation	Set up clearly labelled recycling bins in all key areas (classrooms, dining hall, and staff rooms) by the end of the first term. Conduct at least two educational sessions per term on recycling practices for students and staff. Measure success through a 30% reduction in contamination of recyclables and regular monitoring of proper recycling use by a student-led audit team	January 2027	HT Sustainability Group	Effective recycling practices school-wide, with decreased contamination levels in recycling bins and improved understanding among staff and students, as shown through audits and participation in educational sessions
FOOD					
Educate students about the impact of food waste on the climate and encourage action at school and at home	Climate Education and Green Careers	Integrate lessons about the impact of food waste on climate change into the curriculum, with at least one focused session per term. Encourage students to commit to reducing food waste at school and home, aiming for a 15% reduction in food waste school-wide by year-end.	Annually	Subject leads and HT	Increased pupil understanding of food waste's environmental impact, measured through student actions, pledges, and a reduction in school food waste as tracked by the catering team
Pupils grow food in the school forest area which is then used in cooking lessons	Biodiversity	Establishing and maintain a bigger school vegetable area by the end of 2026 with pupils involved in growing	Start Spring 2026	Forest school leads and EYFS staff	Hands-on learning experiences related to food sustainability, with increased pupil engagement in

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		produce. Ensure that the harvested food is used in forest school activities or school kitchen			growing and cooking with produce from the vegetable plots, measured through pupil participation and feedback
Introduce a school-wide campaign to reduce food packaging waste, encouraging reusable containers and packaging-free options	Decarbonisation	Launch a campaign encouraging students and staff to use reusable containers, with a goal to reduce packaging waste by 30% by the end of the academic year. Track packaging waste reduction through regular audits	Spring 2027	HT Sustainability Group	Reduced packaging waste, measured through waste audits and feedback from staff and students, promoting reusable alternatives and eco-conscious choices
AIR QUALITY					
Encourage children to come to school on foot, bike, or scooter to reduce pollution near the school. There is a bike shed for bikes and scooters.	Climate Education and Green Careers	Increase the number of students using alternative transport (walking, biking, or scootering) by 10% by the end of the academic year. Track participation and encourage the use of bike racks.	Summer 2026	HT	Reduced local air pollution from school related traffic, measured through participation tracking and surveys of travel habits, along with improved air quality around the school
The grounds are planted with a range of trees, flowers, and shrubs to improve air quality	Biodiversity	Plant at least 60 new trees, shrubs, and plants across the school grounds by the end of Term 2 (Spring). Monitor improvements in air quality with before-and after measurements.	Summer 2026	HT, Forest School and EYFS Eco-council	Improved local air quality and biodiversity on the school grounds, tracked through air quality measurements and monitoring the health of newly planted areas
Pupils are educated about air pollution and how they can reduce their own exposure to pollution and reduce their contribution to it	Climate Education and Green Careers	Integrate air pollution education into at least two subjects per year, with all students participating in activities on how to reduce exposure and personal contributions to pollution.	Summer 2026	Curriculum lead and HT	Increased awareness of air pollution, with students taking actionable steps at school and at home to reduce exposure and their carbon footprint, measured through surveys and feedback
OUTDOOR SPACE					
Plant trees and shrubs around the school grounds	Biodiversity	60th Celebration Trees and plant them with the Parents by December	Autumn 2025	HT	Enhanced biodiversity and improved air quality on school grounds, with

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		2025. Aim to plant at least 50 new trees and shrubs to enhance biodiversity and improve air quality		Forest School Sustainability Group Parents	progress tracked through planting records and observations of local wildlife increases
Plant up the peace garden to support student well-being and connect them with nature	Biodiversity & Well-being	Design and further develop a sensory garden by December 2025, incorporating plants that engage the senses (sight, smell, touch, sound). Ensure student involvement in planting and maintenance, with at least 50% of classes participating in related activities	January 2026	HT and forest school staff Parents Eco-council	Increased outdoor learning opportunities, leading to improved student engagement and understanding of environmental topics, evaluated through teacher and student feedback and lesson logs
TRANSPORT					
Complete the school census 'mode of travel' question to gather baseline data on how students and staff travel to school	Climate Education and Green Careers	Complete the school census to collect data on the current modes of travel to school, establishing a baseline to measure future changes.	January 2026	HT	Data collected will provide insights into current travel habits, allowing the school to measure the effectiveness of future initiatives to encourage sustainable transport
Host a "Walk to School Week" to promote walking and raise awareness of the benefits of active travel	Active Travel & Climate Education	Organise a "Walk to School Week" with themed days, activities, and challenges to encourage walking. Set a goal for at least 30% of students to walk to school during this week and track the results	Summer 2026	HT and Mr Pearce	Increased walking participation, fostering a habit of active travel. Evaluated through participation rates and student/staff reflections post-event
ENERGY					
Regular reminders to staff to switch off all lights, appliances, and plugs when not in use	Decarbonisation	Staff compliance tracked through periodic checks and energy audits. Aim to increase adherence by 80% within the first term.	Ongoing	Key stage leaders Sustainability Group	Reduction in energy usage, evaluated through regular energy consumption reports and feedback from staff on energy saving practices
Monitor energy costs monthly and investigate concerns, particularly when the building is not in use	Decarbonisation	Monthly monitoring reports produced, highlighting trends and areas of concern. Ensure energy-	Ongoing	SBM	Improved energy efficiency and reduced costs, tracked through a downward trend in energy expenditure over the school year

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		saving measures are in place during periods of low building use			
Use room thermometers to monitor temperature levels, maintaining heating at 18°C-20°C in areas with normal activity, such as classrooms and offices	Decarbonisation	Thermometers placed in key areas, with regular checks to ensure temperatures are maintained. Immediate adjustments made if temperatures fall outside the specified range	Ongoing	Key stage leaders	Consistent and energy-efficient heating levels maintained, evaluated through temperature logs and reduced heating energy consumption.
Heating controls to be used to limit timings and temperature across school	Decarbonisation	Ensure the thermostats are fully operational. Room thermostats will be used to monitor temperatures throughout the day, with adjustments made as needed to ensure efficiency.	Ongoing	Site Supervisor	Improved temperature regulation, reduced energy consumption, and increased comfort for staff and students. Evaluation through consistent temperature checks and reduced heating bills.

DfE Link	Action	Category
Decarbonisation	Encourage students and staff to recycle electronics. Organise at least one electronics recycling drive per term, with a goal of collecting and responsibly recycling at least 50 electronic items by the end of the academic year.	Waste
Decarbonisation	Identify what is being thrown away in the school. Do a waste audit of classrooms, staff room, dining hall, and the school office.	Waste
Decarbonisation	Establish a student-led "Climate Champions" to monitor and reduce waste in classrooms and communal areas.	Waste
Decarbonisation	Implement a paper reduction campaign, encouraging double-sided printing and digital alternatives.	Waste
Decarbonisation	Clear recycling systems in place: clear expectations on what can be recycled. Separate recycling bins, clearly labelled, and recycling separated. Educate pupils and staff about the value of resources.	Waste
Decarbonisation	Introduce a school-wide campaign to reduce food packaging waste, encouraging reusable containers and packaging-free options	Food
Decarbonisation	Manage lunchtime to reduce queuing time and ensure all pupils have time to eat and play, reducing food waste due to insufficient eating time	Food
Decarbonisation	Encourage children to come to school on foot, bike, or scooter to reduce pollution near the school.	Air Quality
Decarbonisation	Regular reminders to staff to switch off all lights, appliances, and plugs when not in use.	Energy
Decarbonisation	Monitor energy costs monthly and investigate concerns, particularly when the building is not in use.	Energy

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Decarbonisation	Use room thermometers to monitor temperature levels, maintaining heating at 18°C-20°C in areas with normal activity, such as classrooms and offices	Energy
Decarbonisation	Heating controls to be used to limit timings and temperature across school.	Energy
Adaptation and Resilience	Install water butts around the school grounds to collect rainwater for watering allotments and plants	Water
Biodiversity	Grow food in the school allotment, which is then used in cooking lessons.	Food
Biodiversity	The grounds are planted with a range of trees, flowers, and shrubs to improve air quality.	Outdoor Space
Biodiversity	Plant up the sensory garden and plant a meadow of wild flowers next to the trees to support student well-being and connect them with nature.	Outdoor Space
Climate Education and Green Careers	Host a "Walk to School Week" to promote walking and raise awareness of the benefits of active travel.	Transport
Climate Education and Green Careers	Complete the school census 'mode of travel' question to gather baseline data on how students and staff travel to school.	Transport
Climate Education and Green Careers	Review the current curriculum and links to sustainability and climate change	Curriculum
Climate Education and Green Careers	Incorporate climate literacy into English lessons by including texts and writing tasks focused on environmental themes.	Curriculum
Climate Education and Green Careers	Review, enrich, and embed opportunities for children to connect with nature and the outdoors throughout the whole curriculum.	Curriculum
Climate Education and Green Careers	Promote green careers to pupils during Science, Geography lessons	Curriculum
Climate Education and Green Careers	Educate pupils about air pollution and how they can reduce their own exposure to pollution and reduce their contribution to it	Air Quality
Climate Education and Green Careers	Educate students about the impact of food waste on the climate and encourage action at school and at home.	Food
Climate Education and Green Careers	Incorporate local water scarcity and hazard risks into curriculum plans to promote a culture of water conservation	Water
Climate Education and Green Careers	Promote the use of refillable water bottles and coffee cups among staff, parents, and students. Curriculum	Water
Climate Education and Green Careers	Educate everyone on pouring leftover water onto the school garden.	Water
Climate Education and Green Careers	Launch a "Water Conservation Ambassadors" program where students lead water-saving initiatives and monitor water use around the school.	Water

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SDGs and Global Citizenship	Review the current use of the SDGs in the curriculum and find more opportunities to thread them through subjects where they are not yet fully integrated.	Curriculum
Climate Education and Global Collaboration	Develop another international partnership to exchange knowledge and promote global climate action awareness	Curriculum
All of the above	Start an eco-council for KS2 children Areas to include: Roles (one each) – biodiversity, energy, healthy living, water, waste, school grounds, litter, transport Autumn 1.) Appoint a sustainability group 2.) Write a climate action plan Spring 1.) Review of the school environment 3.) Write, illustrate and display an eco-code (appendix 1) 4.) Promote energy with posters and reminders 5.) Plan eco-week, whole school paper free competition Monday – outdoor learning and outdoor week being, sky walking, trees on site activity (blind folds), forest bathing Wednesday – book swap Thursday – Lights out Friday – meat free lunches Summer 1.) Visit to Eco Town, Leyland 2.) Sow wild flowers	

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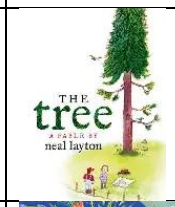
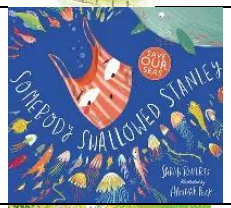
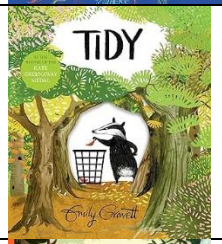
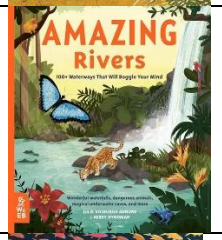
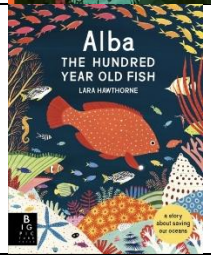
CURRICULUM LINK – LITERACY BY YEAR GROUP			
Year Group		Book cover	Link to Action Plan
Reception	**English Text - The Tree by Neil Layton** Children to learn about the importance of trees in our world. What they give us and how vital they are to our well-being. We will also cover the animals that depend on trees for their survival or use trees for their home.		CURRICULUM Climate education and green careers
Year 1	**English Text - Somebody Swallowed Stanley by Sarah Roberts** To write information about the sea animals looked at in the text		CURRICULUM Climate education and green careers
Year 2	**English Text – Tidy by Emily Gravett** To write a letter in role of a character urging visitors to help him keep the forest tidy. To write a list of litter that they have found. To write to the headteacher asking for regular opportunities for the school community to be involved in a clean-up.		CURRICULUM Climate education and green careers
Year 3	**English text - Amazing Rivers** Write a text for an information board, designed to give visitors information and persuade them to look after our waterways. How to preserve rivers and their ecosystems to maintain climate sustainability		CURRICULUM Climate education and green careers
Year 4	**English Text – Alba The Hundred Year Old Fish by Lara Hawthorne** To write an information board for an exhibit in an aquarium. Children will write persuasive letters or posters encouraging people to reduce ocean pollution and protect marine life. Children will research and write factual reports about different ocean habitats, marine creatures, or the impact of pollution.		CURRICULUM Climate education and green careers

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Year 5	**English Text – The Paper bag Prince** To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools) Incorporate climate literacy into English lessons by including texts and writing tasks focused on environmental themes **"The Paper Bag Prince" by Colin Thompson is a popular, environmentally themed children's book often used in literacy and climate education, particularly for upper primary school (Year 5/6). The story focuses on an old man living in a railway carriage on a rubbish dump, highlighting themes of waste, consumption, and nature's ability to heal.** **Key Climate Literacy Themes in "The Paper Bag Prince"** • **Waste Management & Consumerism** • **Rejuvenation of Nature** • **Environmental Responsibility** • **Marine Pollution** • **For 2025 year 5 will do Varmints – look at climate and a dystopian future**		CURRICULUM Climate education and green c CURRICULUM Climate education and green careers
Year 6	**English Text – Plastic Planet** To write a persuasive speech campaign for the reduction in plastic waste to an audience of peers. To write persuasively to an audience outside of their school community e.g. local shops, local community, local MP or council, and decide on the form of their persuasive information e.g. leaflet, letter, video.		

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Appendix 1

Q – Question people who don't recycle and reuse.

U – Use more solar panels

E – Environment is looked after

E – Ensure we learn and teach about climate change and saving our planet

N – Nature is important

S – Saving one tree can help save the planet

D – Decrease our paper energy and waste

R – Recycle or reuse what we can

I – Identify what is right and wrong for the environment

V – Value in promoting healthy minds and healthy bodies

E – Ensure our outdoor space keeps clean, green and biodiverse