



ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

ENVIRONMENTAL EDUCATION

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| Updated by | L. Sims |
| Updated when | March 2025 |
| Ratified by | n/a |
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| Signed by | L. Sims |
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| Statutory Policy | No |
| On school website | Yes |

COURAGE

RESPECT

HOPE

ENJOYMENT

COMMUNITY

General Statement

Environmental Education provides opportunities for learning **about, in, through** and **for** the environment. We believe that as a whole school we need to take responsibility for our own actions and have a sense of duty and care for the world we live in.

- Education **about** the environment - to develop a sound base of knowledge, understanding and skills that children will need to make sense of environmental issues and how to support the environment for our future.
- Education **in** the environment - to give children first-hand experience of various local environments.
- Education **through** the environment - to provide stimulus for learning a wide range of skills.
- Education **for** the environment - focuses on sustainable solutions to environmental problems, taking into account that there are conflicting interests and different perspectives.

Where possible, Environmental Education is integrated into the whole curriculum and is taught through a topic-based approach each year. Children also visit environmental study centres as part of our school visits schedule. We are lucky to have a woodland area on site, the Wonder Woodlands, where the EYFS and KS1 children venture weekly and KS2 children use topically when relevant to support their geography, science, art, DT and PE curriculums.

At St Paul's we believe the value of learning within and about the outdoor environment is invaluable for all children. We also understand that environmental education encompasses the 5 main values that underpin all that we do at St Paul's School and Nursery.

The children learn to **respect** and care for living things, the school environment and the wider world and the importance of this.

They gain physical and mental **courage** when learning in new environments, taking risks and developing and trialling their own ideas when solving problems.

Our children can develop **hope** for their short- and long-term goals when maintaining their immediate and wider environments and actively help in promoting and achieving our aims.

Environmental education and caring for their surroundings promote team work, collaboration and a sense of **community** for all when developing and maintaining the environment and then seeing the positive changes that are made when we work together. The children will also learn from their local community during environmental education and studies.

Learning outside in the school and local environment unlocks ample opportunities for high levels of **enjoyment** and engagement for the children and brings learning to life.

Aims

- ◆ to provide opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.
- ◆ to encourage pupils to examine and interpret the environment from a variety of perspectives - physical, geographical, biological, sociological, economic, political, technological, historical, aesthetic, ethical and spiritual.
- ◆ to develop pupils' awareness and arouse curiosity about the environment and encourage active participation in resolving environmental problems.
- ◆ to provide first-hand experience of practical activities in the local environment
- ◆ to be cross-curricular

- ◆ to provide opportunities for children to become involved in developing and improving their immediate environment.
- ◆ to create positive attitudes towards the school environment and that of the wider world.
- ◆ to **reduce** the amount of materials we use and waste we produce; **re-cycle** and **re-use** materials wherever possible; **restore** what is deemed to have been destroyed and **respect** our neighbours and our environment.
- ◆ To give learners the opportunity to take supported risks appropriate to the environment and themselves.
- ◆ To promote holistic development of all involved fostering resilient, confident and independent learners.

Why we consider the school grounds to be an important educational resource

- ◆ Gives children a first-hand experience of their environment and different habitats within that environment.
- ◆ Gives the children the opportunity to be outside and physically active.
- ◆ Promotes positive attitudes of care and responsibility for the environment
- ◆ Provides children with the opportunities and situations in which to develop and practise skills
- ◆ Makes learning enjoyable through hands on experience
- ◆ Encourages an interest and enthusiasm concerning the environment
- ◆ Is an available and easily accessible resource
- ◆ Develops the use of all senses.

Health and Safety

All activities will be conducted in accordance with the current Health and Safety Policy. For further information, please see the Health and Safety Policy

Also refer to the forest area risk assessment.