



North Ridge High School – Sustainability Curriculum Statement

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

North Ridge Context:

North Ridge High is located in North Manchester, a demographically disadvantaged area with over 60% entitlement to pupil premium.

North Manchester is an urban area and though there are green spaces in Manchester the vast majority of put pupils do not regularly access these.

Due to the nature of their SEND of our pupils have a limited understanding of wider world issues and how they can make a positive change. We want to empower pupils with the knowledge and understanding to make a change at a level they understand.

Our school population is very diverse and the acquisition of knowledge and understanding of sustainability will be very individual to the learner and their complexity of need.

Sustainability:

Through education we have the privilege to be able to engage directly with children and young people who:

- are passionate about the natural world
- want to do their best to protect it
- can influence their wider communities

Through their learned and lived experiences from early years to further and higher education, we will provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Climate Education:

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.

Learning in the natural environment

Education settings provide a wealth of learning opportunities, practical activities and clubs which allow children and young people to bring their learning to life. Children and young people may:

- take part in eco-clubs or vegetable growing
- be exposed to sustainable food choices, recycling, adaptation projects or weather and energy monitoring

On top of the learning benefits, these activities can aid pastoral work in all educational settings. The physical and mental health benefits of time spent in nature can form part of targeted support to:

- improve engagement and attainment, including as part of wider packages of support for pupils with SEND
- give young people a sense of agency where anxiety stems from climate concerns

(Sustainability and climate change: a strategy for the education and children's services systems April 2022)



At North Ridge High School we teach about sustainability and climate change through Eco Schools and through our curriculum.

What is Eco Schools?

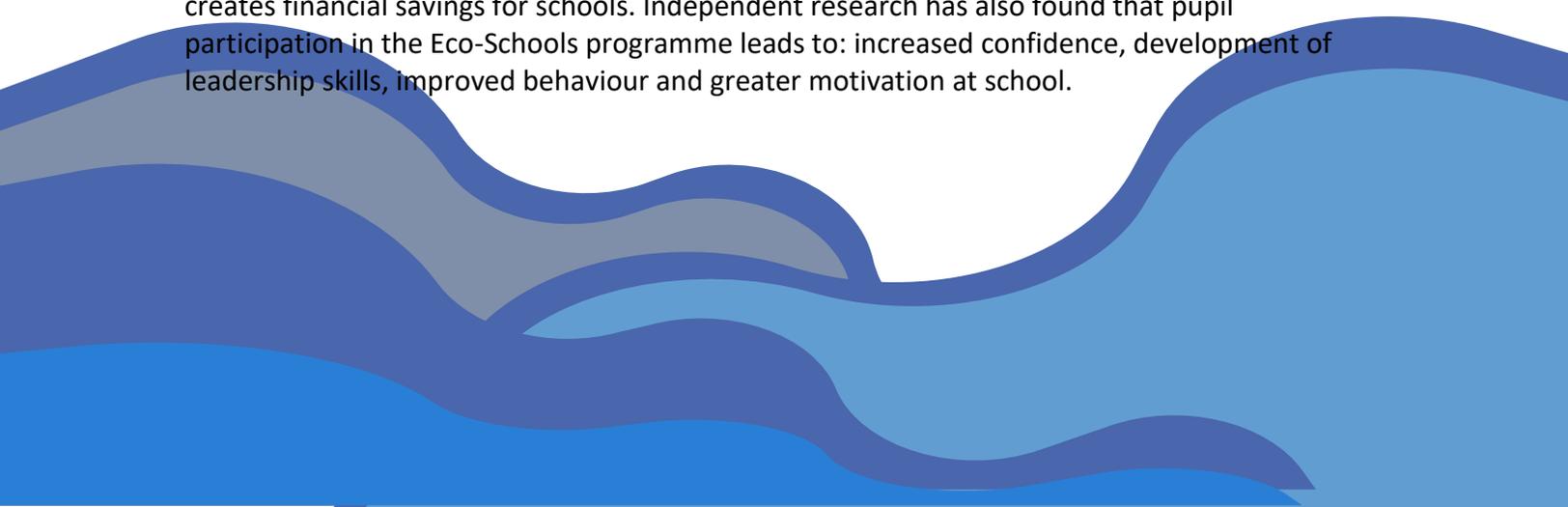
Eco-Schools is a seven step framework that thousands of schools, nurseries and colleges around the world use to introduce, manage and complete environmental actions in their organisation and local community. Uniquely, the Seven Steps aim to place young people at the heart of these environmental actions. This approach engages, motivates and empowers young people to care for our planet now and throughout their lifetimes.

The Seven Eco-Schools steps are designed to make environmental actions pupil-led. Working through each of the seven steps and achieving Eco-Schools Green Flag accreditation is designed to be done in a single academic year.

Why is it important?

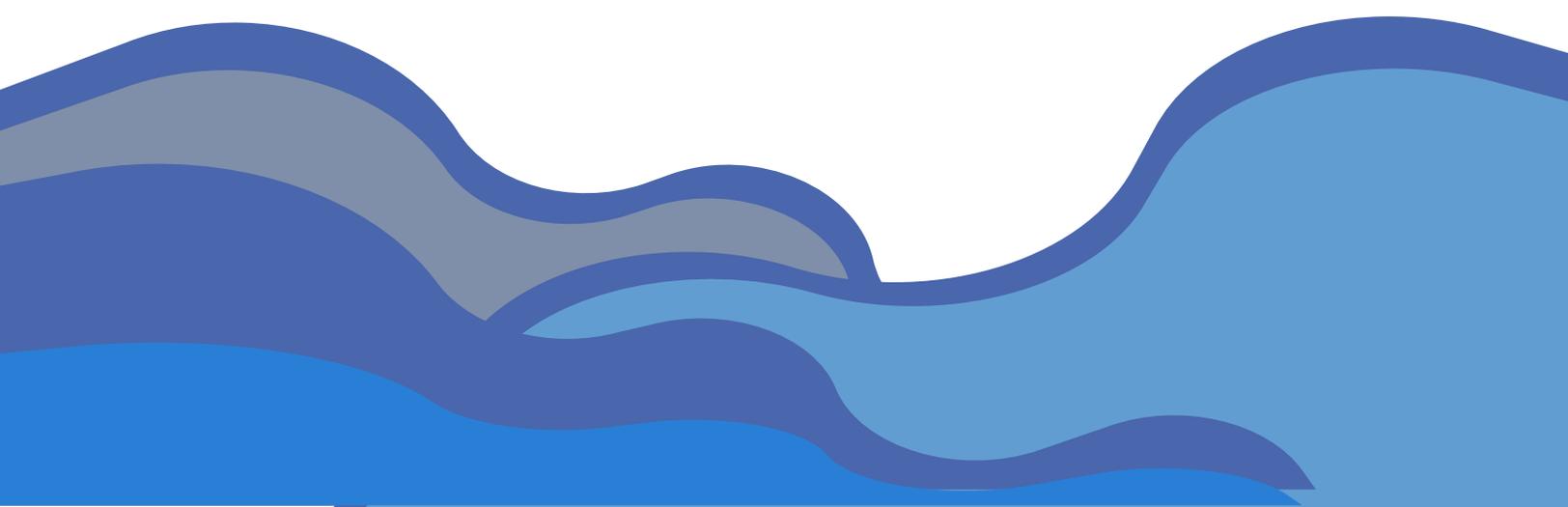
We want pupils to be aware of the numerous, critical environmental challenges currently facing our planet. These include: climate change; plastic pollution; and biodiversity loss to name a few. Not one of these challenges is a distant, future issue - environmental disasters are already negatively impacting people's everyday lives and are featured daily in the news. Each of these challenges will need to be tackled collectively in order to be mitigated or overcome. As an educator, working with future generations (some of whom will grow to become educators, leaders and decision-makers themselves), we have an important role to play in tackling these challenges. We believe it is vital to teach our pupils how to actively protect their planet. The Eco-Schools programme is the perfect way to teach this. Working through the Eco-Schools Seven Steps: highlights the challenges our planet faces; educates about the causes of these challenges; empowers young people to tackle these challenges and demonstrates how communities can work together to defeat these challenges.

Not only does the Eco-Schools programme help protect our planet, it also helps schools. It is proven that Eco-Schools consume less water, use less energy and produce less waste, which creates financial savings for schools. Independent research has also found that pupil participation in the Eco-Schools programme leads to: increased confidence, development of leadership skills, improved behaviour and greater motivation at school.





Eco schools seven steps:

1. **Eco-Committee**, a group of students and adults responsible for all things Eco-Schools.
 2. **Environmental Review**, has been designed to review learning environments and provide inspiration to Eco-Committees.
 3. **Action Plan**, a plan for environmental actions in your school, college or nursery.
 4. **Curriculum Links**, including environmental issues in our school's learning.
 5. **Informing and Involving**, including all pupils, staff members and your local community in Eco-Schools work.
 6. **Monitoring and Evaluation**, measuring the impact of the projects in your Action Plan.
 7. **Eco-Code**, a rallying call that everyone can get behind!
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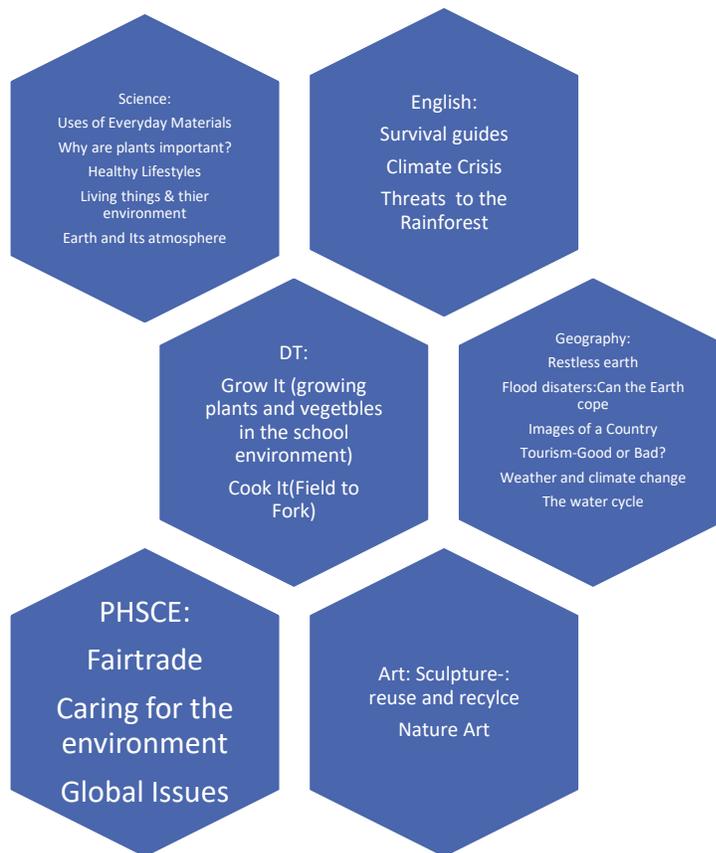
Eco Schools Ten Topics:



KEY STAGE 3 LEARNING JOURNEY

In Key stage 3 pupils learn about sustainability and climate change through the curriculum. They learn about their local environment, including the school environment and they develop their knowledge and understanding of wider world and global issues. Pupils use the school grounds and school allotment to grow plants and vegetables (Grow It) and learn how this leads to food preparation (cook it). They learn about recycling and how we can reduce waste. Pupils learn about the effect of human actions now and in the past have impacted on the world and begin to learn about what we can do to make positive changes.

Pupils develop a sense of responsibility for their world and begin to understand how changes can be made.

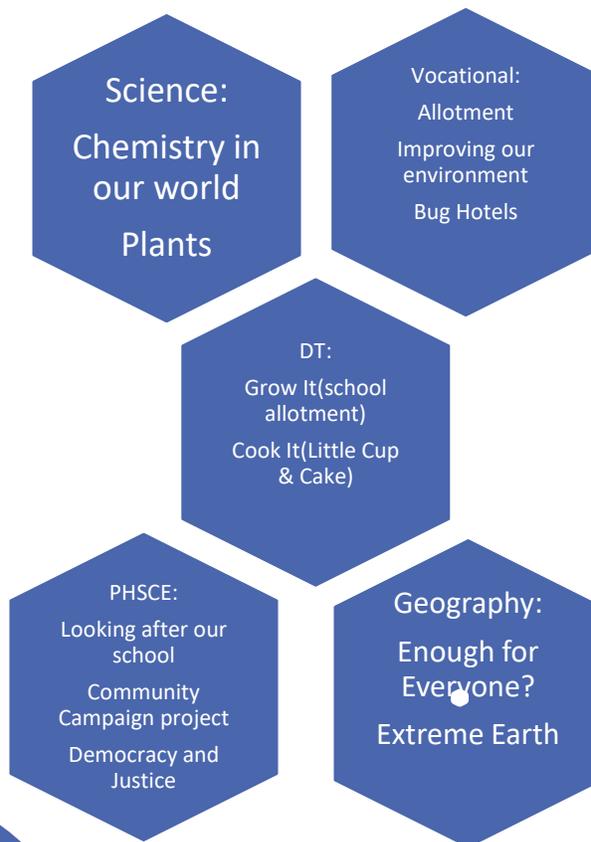


KEY STAGE 4 LEARNING JOURNEY

In Key stage 4 pupils further develop their knowledge and understanding of sustainability and climate change and start to relate this to Skills for Life and Vocational learning.

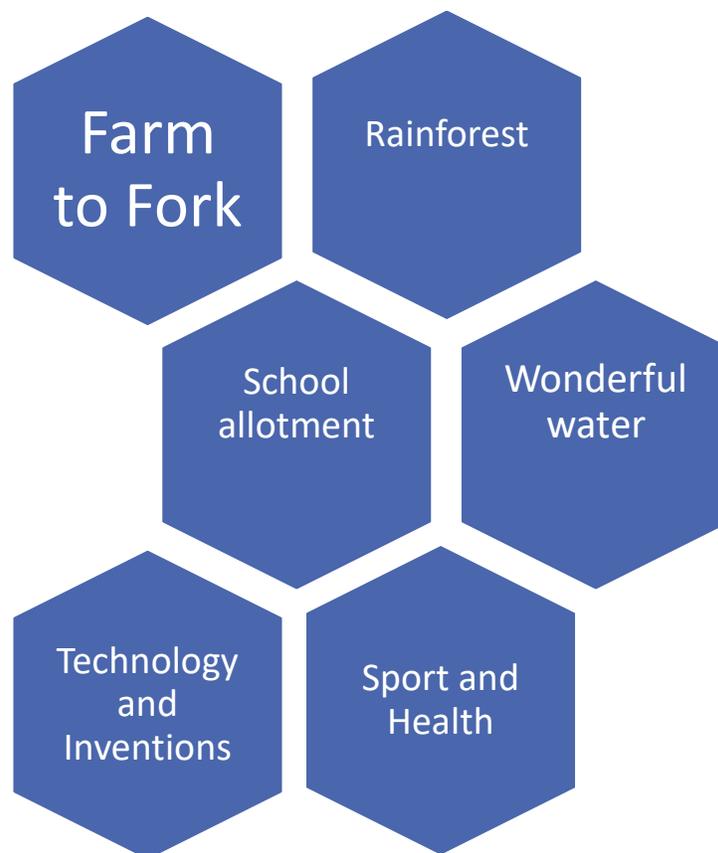
They take part in community action such as supporting in a community allotment and local litter picking. They develop their understanding

Pupils learn about equality through topics such as 'Enough for everyone' and develop skills in discussing and debating wider world global issues.



STRUCTURED AND EXPERIENTIAL LEARNERS LEARNING JOURNEY

Pupils who follow our thematic curriculum learn through sensory activities and experiences. For the vast majority of our sensory and structured learners they develop their knowledge and understanding of their own environment. Pupils access the school allotment and grounds to learn about growing. They learn about healthy eating and learn to make healthy snacks. Pupils learn about the weather. Where appropriate pupils develop an understanding of the wider world and begin to understand how they can make positive changes.





KEY STAGE 5 LEARNING JOURNEY

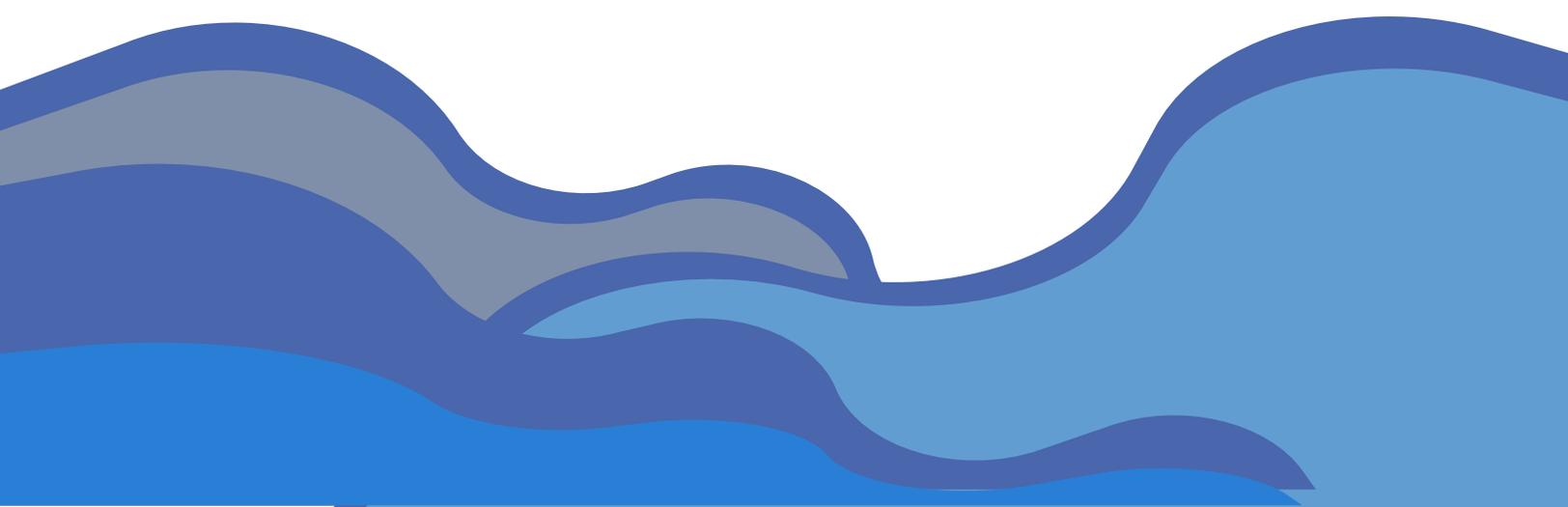
In Key Stage 5 students develop their knowledge and understanding of personal responsibility to make change. They understand why we need to make changes e.g. using recycled/recyclable equipment in the café and promote these actions.

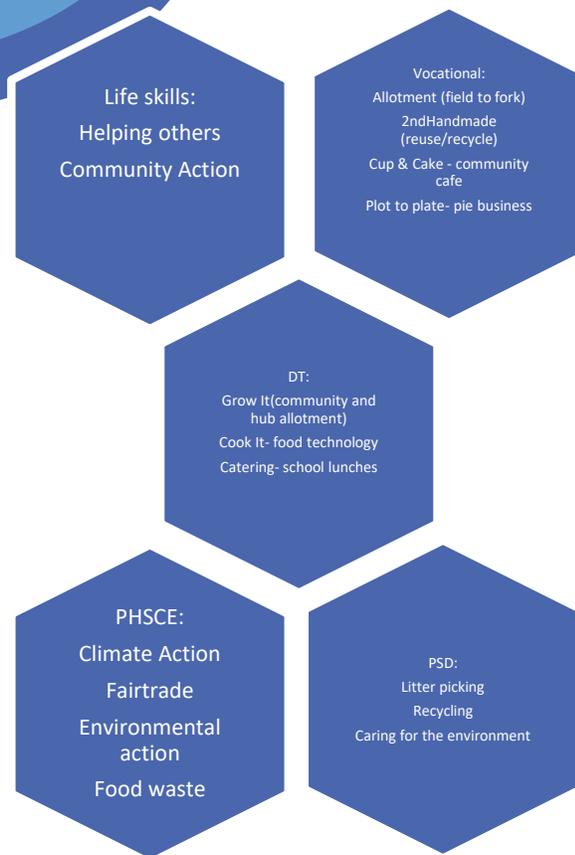
Students in Key Stage 5 run and manage our allotment in the community and a small allotment on the Hub site. The aim is to produce food for our café 'Cup & Cake' and our pie making business 'Plot to Plate'.

We have a shop '2ndHandmade' where we sell preloved items. Students understand the positive impact of reusing and recycling.

We have now started a pie making business 'Plot to plate' which uses some of the produce we grow on our allotment.

Students learn about wider world and global issues and develop an awareness of how they can make changes to support a more sustainable world.





Eco schools: What we are doing ,current plans and future plans

This year we have focused on three areas from the ten eco-schools topic. We completed the environmental review to gain a better understanding of where we are at as a school. From this we chose Biodiversity, Waste and Energy as achievable areas to work on. As a council we completed an action plan to come up with ideas on how to improve our scores in these areas. This action plan allowed conversations around what actions we could put in place, how long this may take and where we might find any support needed.

Waste

As part of the waste topic area we wanted more recycling bins across school, and for students and staff to be more aware of, and more involved in the recycling process. As a result of this, each class now has at least a paper recycling bin alongside their general waste bin, with some class also having a mixed

plastic waste bin on top. We have also introduced battery recycling bins in staff areas, with a charger checking point on top to reduce batteries being binned unnecessarily.

Energy

As part of our action plan to decrease the amount of energy used in school, we wanted all students and staff to actively support in turning lights off when not in use, unplugging unused chargers, and turning whiteboards and devices off when they are not needed. As part of this we have put stickers above light switches in all classrooms to remind both staff and students. Key Stage 3 have also introduced a weekly Eco-Warrior per class. This student has been responsible for reminding peers and staff to not waste energy. Feedback from the KS3 Eco-Council members has been that this has worked well, and that all students have enjoyed and flourished being in the role of Eco-Warrior. This is something we are planning to expand into all departments.

Biodiversity

As part of increasing biodiversity across school, we came up with actions including building bird feeders, ant farms and bug hotels, as well as organising a day to raise money and awareness for endangered animals. We have spoken to staff involved in grow-it and DT, and are looking into introducing a scheme of work where students build one of the above, whilst learning about the importance of providing spaces for animals to thrive. We have also spoken about ways to introduce more conversations about biodiversity, and the importance of various forms of life living together.

In addition to the three areas mentioned above, we have also introduced meat-free Mondays, included a grow-it topic to our structured learner's curriculum, and included a pledge to the Great British Spring Clean where our KS4 students take part in a weekly litter pick during Grow-It lessons.

In the future, short term we plan on delivering assemblies about International Walking Week, and the importance of reducing and recycling within Plastic Free July. We have also created a NRHS Eco Code that we are to take around school, getting each class to pledge to follow it to the best of their ability.

Long term, we hope to be able to review our Environmental Review and see our hard work increase our score, and reduce our environmental impact. We then hope to be able to pick new topics to focus on and improve within.

Date approved by governors:

Review date: