

Climate Change



*Ancaster*  
Church of England Primary School

## Ancaster Church of England Primary School Climate Change Action Plan

2025 - 2026



In line with the Department for Education's Sustainability and Climate Change Strategy and the UK's goal of achieving Net Zero by 2050, we have developed our school Climate Action Plan. It has been shaped by the creation of our Global Eco Council in collaboration with pupils and staff.

We aim to reduce our environmental impact, increase awareness of sustainability, and equip pupils with the knowledge and skills needed to thrive in a greener economy and future.

## Climate Change



1. Decarbonisation: We are taking steps to reduce our school's carbon footprint through energy efficiency, responsible travel, and smarter resource use

Action	Description	By who	Timeline/Status
Replace Light bulbs with LED	Reduce Energy use by replacing all light fittings with LEDs	SBL	Completed
Use Count your Carbon Tool	Audit and calculate the school's carbon footprint	School Council	Spring term
Audit out of hours energy usage	Identify unnecessary energy consumption outside school hours	SLT/Caretaker	Spring term
Promote sustainable travel	As part of our travel plan, encourage walking, cycling and public transport; Engage with 'walk to school ' weeks	Whole school	Summer term 2026
Bikeability training	Encourage on going training	KS2 lead/PE lead	Summer 2026
Monitor energy and water waste	Track utility use and look for ways to reduce	Caretaker and SBL	Spring term
Waste	Track and divide waste into recycling and general	Caren Chase Katie Askham	On going System in place
Reduce Food Waste	Track and monitor food waste Encourage no waste food Use audit to reduce waste at lunchtime	Caren Chase Katie Askham	On going System in place
Reduce paper usage and waste	Conduct audit and reduce reliance on paper	Admin staff/teachers	Summer term
Meat free Mondays	Reduce carbon from meet consumption	SBL/ Admin/GLC	Summer term

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Promote re-usable containers	Campaign to reduce single use plastic lunch containers	School council	Spring term
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### 2. Biodiversity: We aim to enhance biodiversity on our school site to support local ecosystems and create opportunities for learning outdoors

Action	Description	Lead Person/Group	Timeline/Status
Planting initiatives	Building on existing tree planting and forest school efforts	Lynda Awcock Samantha Cuttell	Summer term
Create Forest School Area	Develop a space for outdoor learning	Samantha Cuttell	Summer term
Map school biodiversity	Each class maps different parts of the school ground	Class teachers/pupils	Summer term
Compost some plant food waste	Use compost bins from school food waste to enrich soil	Gardening Club	Summer term
Grown food on site	Integrate growing fruit and vegetables on site	Gardening Club	Summer term
Encourage green space use	Encourage regular visits to Woodland Waters for all classes	All staff and pupils	Summer term

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3. Adaptation & Resilience: We are preparing our school community for the impacts of climate change by building awareness, developing sustainable habits, and improving our school's resilience.

Action	Description	Lead Person/Group	Timeline/Status
Class Eco Warriors	Pupils switch off lights and devices when not in use	Class Teachers/pupil	On going
Clearly labelled bins	Ensure everyone is using the bins for recycling, food waste, and general waste	Caren Chase Katie Askham	In place/on going
Recycling Monitors	Pupils check proper use of bins and report misuse	Class Eco Warriors	Summer term
Litter picks	Conduct litter picks on site	Pupils	In place – on going
Waste reduction campaigns	On going campaigns to reduce waste on food, energy water consumption	All staff and pupils	On going
Posters and signage	Add visual reminders to promote sustainable behaviours	School council	Spring term
Junior Road Safety Officers	Encourage safer/greener travel	JPSO's and school council	Spring term

## Climate Change



4. Climate Education & Green Careers: We are embedding sustainability across the curriculum to build knowledge, encourage action, and promote green careers.

Action	Description	Lead Person/Group	Timeline/Status
Embed sustainability in curriculum	Sustainability taught progressively across subjects and years	Subject Leaders	Summer term
Hold a “climate summit” event	Pupils discuss progress and next steps for school climate action	School Parliament formed School council	Summer term
Use case studies in lessons	Teach real-world environmental solutions to inspire action	All teachers	Summer term
Food and sustainability education	Include growing, cooking, and reducing food waste in lessons	All teachers Governor to monitor	On going
Promote green careers	Assemblies, classroom links and displays on environmental careers	All teachers	On going
Campaign: Eat Them to Defeat Them	Link healthy eating and sustainability in fun campaign	All teachers	On going
Forest School Teacher	Increase outdoor learning linked to climate, biodiversity and sustainability	Samantha Cuttell to lead All teachers	On going
SLT	Review action plan and lead school activities	SLT to work with SC to ensure plans are implemented	On going

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Our climate action plan is supported by our sustainability curriculum. From Foundation to Year 6, and beyond, pupils develop a deep and progressive understanding of environmental issues. The primary curriculum is carefully audited, mapped and sequenced so that sustainability concepts are consistently integrated across subjects. The curriculum uses factual case studies to teach topics like climate change, empowering pupils to make informed environmental decisions. Lessons address both international issues, such as deforestation, and encourage local action and awareness.

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- Early Years: Exploration of the natural world around them and the biodiversity in the EY and Forest school spaces; man-made/ natural materials; Introduce simple waste routines.

- Year 1 (Religion & Worldviews, Geography): Explore stewardship and litter; (Science) introduced to variety in plants / animals; arable and pastoral farming

Year 2 (Science, Geography, English): Define sustainability and teach the 3Rs (reduce, reuse, recycle); Introduced to term 'biodiversity' and interrelationship through food chains; Introduced to term 'climate'; Rivers and oceans / impact of overfishing; write about issues they are passionate about.

- Year 3 (Science, Geography, DT): Focus on food waste; light pollution; pollinators and impact of decline in plants to support this process; Land as a natural resource

- Year 4 (Geography, DT, Science) Introduced to term 'climate change' Impact of deforestation and 'monocultures'; explore recycled or sustainable materials in product design and consider the impact of materials on the environment; interdependence of ecosystems/ global ecosystems and introduction to term biomes; thermal insulation

- Year 5 (Geography): Study global trade and food miles; greenhouse gases/ global warming and extreme weather events

- Year 6 (Geography, Art, English, Science): Renewable energy sources; Investigate plastic pollution and express learning through art installations and persuasive writing.

## Climate Change



Developing Global Citizens: By working together as a whole-school community, we are building a climate-friendly school that not only teaches sustainability but lives it through everyday action. We are preparing our pupils to be environmentally responsible, informed and empowered global citizens of tomorrow.