

The Sustainables Academy School Action Plan

**for The English Curriculum
For Primary Schools**



A whole-school, four-year action plan that integrates the 12 sustainability pathways from The Sustainables Academy into the primary school English curriculum. This plan spans Early Years, Key Stage 1, and Key Stage 2 and is delivered through engaging, child-led activities that feature The Sustainables Academy's friendly Earth Steward characters as inspiring role models. All activities are aligned with key international frameworks and initiatives, including:

- **Sustainable Development Goals (SDGs):** Each topic is linked to relevant SDGs (e.g. SDG 6 for water, SDG 13 for climate action, SDG 15 for life on land, etc.).
- **UNCRC:** Lessons are designed to uphold children's rights—ensuring participation (Articles 12 & 13), a healthy environment (Articles 24 & 29), and the right to education through engaging, inclusive content.
- **Eco-Schools:** The school's sustainability actions are monitored through the Eco-Schools Seven-Step framework, engaging both students and staff in continuous improvement.
- **Net Zero & Waste Initiatives:** Student-led projects support the school's net-zero goals and effective waste management, making sustainability action tangible throughout the school estate.
- **International Days:** Key global observances (e.g. World Water Day, Earth Day, World Environment Day) provide annual focal points for celebrations and projects.
- **Student-Led Roles:** Pupils are empowered as "Earth Stewards" (e.g. Recycling Ambassadors, Water Warriors, Garden Guardians) to drive projects and lead initiatives, fostering agency and responsibility.
- **Staff Development & School Estate:** Ongoing professional development and estate improvements ensure that teaching practices and physical facilities contribute to the sustainability agenda.

Below is the four-year action plan, with each year addressing Early Years, Key Stage 1, and Key Stage 2:

Year 1: Foundations of Sustainability

Early Years (Ages 3–5)

- **Global Water Conservation (SDG 6):**
 - *Learning:* Picture books and simple stories introduce the importance of water.

- *Activity:* Sensory water play (e.g. water tables, sprinklers) allows children to explore water through tactile experiences.
- *International Day:* Celebrate Earth Day with a water-themed art project.
- *UNCRC:* Foster the right to a healthy environment (Articles 24 & 29).
- **Understanding Earth Stewardship (SDG 15):**
 - *Learning:* Read-aloud sessions feature friendly Earth Steward characters (e.g. Water Warrior, Green Guardian) who care for nature.
 - *Activity:* Art and craft projects, such as creating nature collages, celebrate caring for our planet.
 - *UNCRC:* Encourage expression and participation (Articles 12 & 13).
- **Outdoor Learning:**
 - *Learning:* Guided short walks in the school garden or a nearby park introduce children to natural elements.
 - *Activity:* “Nature Scavenger Hunts” develop observation skills and wonder for the natural world.
 - *Student-Led Roles:* Children choose simple helper roles (e.g. “Plant Patrol”) to care for classroom plants.

Key Stage 1 (Ages 5–7)

- **Global Water Conservation (SDG 6):**
 - *Learning:* Stories and poems explore water’s journey and its importance.
 - *Activity:* Pupils create water conservation posters and engage in class discussions on saving water.
 - *International Day:* Mark World Water Day with a creative project.
- **Understanding Earth Stewardship (SDG 15):**
 - *Learning:* Additional Earth Steward characters are introduced through interactive storytelling.
 - *Activity:* Role-play scenarios (e.g. organising a litter pick-up) help children act out caring for the earth.
- **Outdoor Learning:**
 - *Learning:* Visits to local parks or the school garden focus on seasonal changes and local wildlife.
 - *Activity:* Maintaining a simple nature journal with drawings and observations.
- **Urban Development & Sustainable Transport (SDG 11 & SDG 13):**
 - *Learning:* Stories about sustainable towns, cycling, and green spaces introduce urban sustainability.
 - *Activity:* Map-making exercises where pupils design their dream sustainable town.
- **Net Zero & Waste Awareness:**
 - *Learning:* Age-appropriate discussions on recycling and energy conservation.
 - *Activity:* Launch a classroom recycling programme with roles such as “Recycling Ambassadors.”
- **Staff Development & School Estate:**

- Introductory workshops for all staff on basic sustainability concepts.
- Implementation of simple eco-friendly practices in the school estate (e.g. water-saving measures).

Key Stage 2 – Lower KS2 (Ages 7–9)

- **Foundational Climate & Ecosystem Awareness:**
 - *Learning:* Simple case studies and stories introduce how communities adapt to change and how species depend on one another.
 - *Activity:* Writing short imaginative stories on local climate adaptation and participating in group discussions on biodiversity.
 - **Food, Agriculture & Aquaculture (SDG 2 & SDG 14):**
 - *Learning:* Introduce basic concepts of sustainable food production, including organic farming and responsible aquaculture.
 - *Activity:* Initiate a school garden project where pupils observe food growth and discuss the impact of food choices.
 - **Student-Led Roles & Eco-Schools Introduction:**
 - *Activity:* Pupils begin assuming roles as Earth Stewards by assisting in recycling and garden care.
 - *Net Zero Focus:* Introductory student-led discussions on energy use and simple proposals for improvements.
 - **Staff Development & School Estate:**
 - Early in-service training for KS2 staff on sustainability themes.
 - Begin baseline audits for energy use and waste management as part of the Eco-Schools framework.
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Year 2: Development of Sustainable Practices

Early Years (Ages 3–5)

- **Reinforcement & Extension:**
 - *Activities:* Repeat and extend Year 1 activities with increased complexity—for example, more detailed water play experiments and expanded art projects featuring Earth Steward characters.
 - *Outdoor Learning:* Introduce simple nature observations with a focus on different seasons.

Key Stage 1 (Ages 5–7)

- **Deepening Global Water Conservation (SDG 6):**
 - *Activity:* Pupils refine their water conservation posters and participate in group discussions on practical water-saving strategies.

- **Enhanced Earth Stewardship (SDG 15):**
 - *Activity:* More complex role-play activities, such as organising a classroom clean-up.
- **Expanded Outdoor Learning & Urban Projects:**
 - *Activity:* More detailed nature journal entries and enhanced map-making exercises to design sustainable towns.
- **Net Zero & Waste Initiatives:**
 - *Activity:* Establish a structured classroom recycling programme with regular monitoring by student leaders.
- **Staff Development & Estate:**
 - Professional development sessions focus on integrating sustainability across subjects, and estate audits become more systematic.

Key Stage 2 – Lower KS2 (Ages 7–9)

- **Climate Adaptation (SDG 13):**
 - *Learning:* Explore more detailed case studies of climate adaptation.
 - *Activity:* Write longer essays or create multimedia presentations on local climate strategies.
 - *International Day:* Use World Environment Day as a platform for sharing improved ideas.
 - **Biodiversity and Ecosystems (SDG 15):**
 - *Activity:* Group projects that investigate local and global biodiversity with interactive presentations.
 - **Food, Agriculture & Aquaculture:**
 - *Activity:* Extend the school garden project with practical experiments and data collection on plant growth.
 - **Student-Led Roles & Eco-Schools Expansion:**
 - *Activity:* Pupils take on defined leadership roles in recycling, garden care, and energy audits.
 - **Staff Development & Estate:**
 - In-service training on advanced climate change topics and sustainability practices; further estate improvements are implemented.
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Year 3: Expansion and Community Engagement

Early Years (Ages 3–5)

- **Creative Expression in Sustainability:**
 - *Activity:* Continue engaging activities with increased opportunities for creative expression, such as sustainability-themed music and dance.
 - *Outdoor Learning:* Extend nature walks to include local wildlife spotting.

Key Stage 1 (Ages 5–7)

- **Interactive Sustainability Projects:**
 - *Activity:* Pupils lead small group projects to redesign parts of the school environment (e.g. creating mini-gardens or recycling corners).
- **Urban Development & Transport:**
 - *Activity:* Further develop map-making projects into interactive presentations of sustainable town models.
- **Net Zero & Waste Awareness:**
 - *Activity:* Enhance recycling programmes with regular classroom challenges and rewards.
- **Staff Development & Estate:**
 - Ongoing professional development workshops focus on innovative sustainability teaching methods; estate monitoring is refined through Eco-Schools.

Key Stage 2 – Lower KS2 (Ages 7–9)

- **In-Depth Climate Adaptation:**
 - *Activity:* Pupils work on comprehensive projects investigating local climate change impacts and propose realistic adaptation strategies.
 - **Advanced Biodiversity Projects:**
 - *Activity:* Create detailed multimedia presentations on the interdependence of species within local ecosystems.
 - **Enhanced Food & Agriculture Studies:**
 - *Activity:* Expand the garden project to include research on organic practices and sustainability in food production.
 - **Student-Led Roles & Net Zero:**
 - *Activity:* Pupils conduct detailed audits of energy use and waste practices, proposing improvements.
 - **Staff Development & Estate:**
 - Regular in-service training on new sustainability research and estate efficiency improvements continue to build capacity.
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Year 4: Leadership and Consolidation

Early Years (Ages 3–5)

- **Celebration and Reinforcement:**
 - *Activity:* Celebrate achievements with fun, sustainability-themed events (e.g. mini “Earth Day” festivals) and recognise contributions of young helpers.
- **Outdoor Learning:**

- *Activity:* Maintain regular nature activities with a focus on celebrating seasonal changes.

Key Stage 1 (Ages 5–7)

- **Consolidation of Learning:**
 - *Activity:* Pupils share their projects from previous years in a class exhibition and prepare simple presentations for younger peers.
- **Peer Mentoring:**
 - *Activity:* Older KS1 pupils mentor Early Years students in sustainability activities, fostering a culture of shared responsibility.
- **Staff Development & Estate:**
 - Continued professional development with a focus on mentoring and sharing best practices; further enhancements to the school estate (e.g. energy-efficient systems) support net-zero targets.

Key Stage 2 – Upper KS2 (Ages 9–11)

- **Citizenship and Global Understanding (SDG 16 & SDG 17):**
 - *Learning:* Explore global cultures and sustainability practices from around the world.
 - *Activity:* Organise a “Global Sustainability Fair” where pupils share projects and exchange ideas with peers from other regions or via pen-pal programmes.
- **Waste Management (SDG 12):**
 - *Learning:* Examine effective waste reduction, recycling, and responsible consumption practices.
 - *Activity:* Lead a school-wide waste reduction campaign, designing innovative recycling and composting systems.
- **Net Zero Initiatives (SDG 13):**
 - *Learning:* Delve into carbon footprints and the principles of achieving net zero.
 - *Activity:* Develop and present student-led proposals to audit the school’s energy use and reduce emissions across the estate.
- **Advanced Earth Stewardship & Leadership:**
 - *Learning:* Consolidate knowledge across all sustainability pathways.
 - *Activity:* Create comprehensive projects—such as sustainable city models, climate adaptation strategies, and biodiversity conservation plans—and present these to the school community.
- **Staff Development & School Estate:**
 - Ongoing advanced professional development focuses on sustainability leadership; additional estate improvements (e.g. further energy-efficient systems, enhanced waste management) are implemented.
- **UNCRC & Student-Led Roles:**

- Pupils assume leadership roles as “Recycling Champions”, “Climate Change Advocates”, and “Garden Guardians”, reinforcing their right to participate (Articles 12 & 13) and influence their learning environment.

International Days & Celebrations (All Key Stages):

- Key dates such as World Environment Day, the International Day for the Preservation of the Ozone Layer, Global Recycling Day, and Earth Day are celebrated school-wide to showcase projects and achievements.
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Implementation and Evaluation

- **Planning & Review:**
 - Teachers, school leaders, and student representatives collaborate annually to plan activities and set measurable targets (e.g. improved water conservation, reduced waste, lower energy usage).
 - Regular reflection sessions—aligned with international observances—celebrate successes and enable strategic adjustments.
- **Resources & Partnerships:**
 - Materials from The Sustainables Academy, local environmental organisations, and Eco-Schools resources support the curriculum.
 - Parents and community members are invited to engage through events and volunteer opportunities.
- **Monitoring Impact:**
 - Student progress is documented through portfolios, digital projects, and reflective journals.
 - Clear links to SDG targets and UNCRC principles reinforce the school’s commitment to a sustainable, inclusive, and healthy future.