

# ECO SCHOOLS AND BRITISH VALUES AT SEC



Eco-Schools



**British Values**



## OUR ETHOS

### Intent:

The intent for our Eco curriculum is to improve our children's understanding of how to live and be part of a sustainable world, and how they can be responsible citizens in a world where environmental issues grow more pressing by the day.

We aim to educate them across a wide range of issues from the biodiversity of life in their school and neighbourhood, to their use of energy and water, both at school and at home, and how to deal with litter and waste. Our aim is to see them become true global citizens where their personal impact can be felt on a much wider stage across the planet.

Our aim is to empower the children to work towards a more sustainable lifestyle and to help mould them into responsible global citizens. This is achieved by encouraging this lifestyle into everyday family life.

# OUR ETHOS

## Implementation:

Global learning is increasingly embedded across a variety of subjects. This involves both a formal and informal curriculum, including areas such as PSHE, Geography, Science, Allotment and the Eco committee. Assemblies and our 'whole school ethos' are other ways we encourage and develop the skills to help understand what is going on in the world around us. Children are taught how events can change and impact our environment and global issues. All staff and children are involved in a team effort to recycle paper/card. Recycling boxes are accessible in all rooms. Rules of what can be recycled are advised throughout the school.

The school also takes part in the annual Green Flag Award that allows children to take part in a series of audits across school in the following areas: Healthy Living, Litter, Waste, Global Citizenship, Water, Marine Life, School Grounds, Transport, Biodiversity and Energy. Children are asked to audit the school in each of these areas and then an action plan is formulated for our three areas in need of improvement. By working towards a series of goals and targets and by involving the wider school through assemblies and peer to peer education, children have an opportunity to be part of a wider, sweeping change across school.

Biodiversity



Energy



Global Citizenship



Healthy Living



THE 10 AREAS OF ECO SCHOOL AND CURRICULUM LINKS

The Eco Team have to select three of the ten topics to work on for the Green Flag each year. Every year at least one of the three topics must be changed.

Litter



Marine



School Grounds



Transport



Waste



Water



Eco school also has strong links to the curriculum through Science, Geography, and PSHE.

# ACTION PLAN

## Eco-Schools Action Plan 2021-2022



<p><b>Eco-Schools Topic 1</b></p> <p>Litter</p>	<p><b>Action(s):</b> Litter pick - Shaghill woods during Take part in the Forest School big school clean.</p>	<p><b>How long will it take?</b> All year. Different year groups to take part</p>	<p><b>How will we monitor progress?</b> Photos Discussions with pupils</p>
<p><b>Aim:</b> Improve recycling within the school. Reduce, Reuse, Recycle.</p>	<p>Host assembly for reduce, reuse, recycle</p>	<p><b>Who is responsible?</b> All teachers to try and incorporate picking litter during time in woods</p>	<p><b>Evaluation:</b></p>
<p><b>Eco-Schools Topic 2</b></p> <p>Biodiversity</p>	<p><b>Action(s):</b> Link with Allotment Research endangered animals as a class. Take part in Bird Watch. Make animal feeders Planter revamp.</p>	<p><b>How long will it take?</b> Summer term</p>	<p><b>How will we monitor progress?</b> Posters displayed Share knowledge.</p>
<p><b>Aim:</b> To develop knowledge of endangered animals and what we can do to help them</p>	<p>Planters revamp.</p>	<p><b>Who is responsible?</b> Teachers. Mr Hyland-Allotment Taylor to organise research</p>	<p><b>Evaluation:</b></p>
<p><b>Eco-Schools Topic 3</b></p> <p>Healthy living</p>	<p><b>Action(s):</b> Revamp planters. make musical instruments wind chimes.</p>	<p><b>How long will it take?</b> Summer term</p>	<p><b>How will we monitor progress?</b> Photos to show process from old to new</p>
<p><b>Aim:</b> To make a sensory garden.</p>	<p>Grand opening.</p>	<p><b>Who is responsible?</b> Allotment. Mr Hyland-Taylor children to help with planting and making</p>	<p><b>Evaluation:</b></p>

# ALLOTMENT

The children access the allotment every Friday with the support of Xanthea Haynes. With her expertise, they learn about growing plants, including fruit and vegetables, biodiversity (especially associated with the pond) and ways in which we can improve our environment and look after the earth.

Over the years, the allotment has developed to include a recycled bottle greenhouse, new planting areas and the relocation and expansion of the pond. The next plan is to expand the allotment growing areas to create more space for growing vegetables and create a prayer garden. We are also wanting to revamp the planters on the playground to create a sensory garden and encourage the children to explore plants in their own time.



# FOREST SCHOOL

The children access Forest School in a 4 or 6 week block. We go to Sharphill Woods where the children are given a boundary to stay within but the freedom to explore and play in their own way. Activities are suggested to support their curiosity and learning. It is a fantastic opportunity for the children to assess and manage their own risks and its amazing to see how their confidence can grow in such a short space of time.



# WIDER COMMUNITY

We were recently asked to support the local community in creating the Abbey Orchard. As a school we have adopted 7 fruit trees (all with links to the Nottinghamshire area) and a major oak sapling which the Eco Team have named the 'Minor Oak'. Twice a week different groups of children go and water the trees and see how they are growing. The Abbey Park Community have also asked us to get involved in future projects including planting a meadow and creating a Remembrance day memorial of poppies.





# OUR ETHOS

## Impact:

Our hopes for our children, and the planet they will inhabit, are of the utmost importance for us. Our children grow in understanding of the world around them and feel more confident in being part of a much larger movement and force for good across both our country and the world.

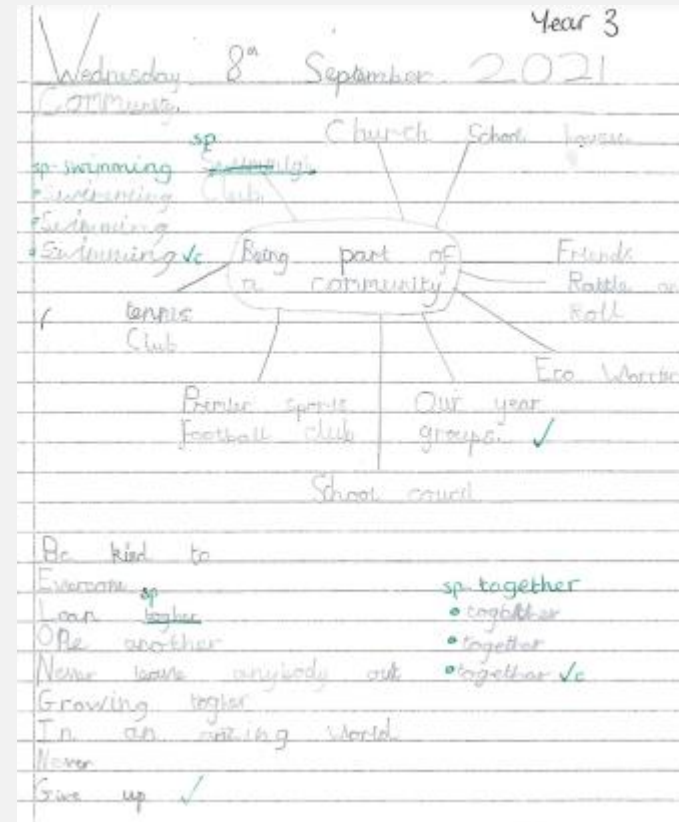
They develop an improved knowledge of how to use energy and water sustainably, they come to understand the importance of a healthy lifestyle, not just in terms of their own physical and mental well-being, but that of the wider community and planet.

They come to understand how to care for their local neighbourhood in terms of waste disposal and recycling but also how to keep their own personal environment tidy and free from waste and litter. Their responsibility in changing the world for the better is something they come to be aware of and they begin their development into global citizens with a wider appreciation of not just their local area but also the wider world.

# BRITISH VALUES

## Democracy

- \* We elect a school council and Eco team to voice our opinions.
- \* We encourage turn taking, sharing and collaboration.
- \* In class, we sometimes debate arguments – for and against.
- \* We listen to everyone's views, opinions and feelings.
- \* We get involved with our community and parish.
- \* We express our opinions with respect.
- \* We vote and respect the result of the majority.
- \* We learn about 'Democracy' through work with the Houses of Parliament/ County Council/ Local MP.



# BRITISH VALUES

## Respect for law/ Rule of law

- \* We know the difference between right and wrong.
- \* We sometimes help to create rules within our classroom.
- \* We respect rules and understand that they are there to protect us and to help improve our school.
- \* We understand the consequences of not following the rules.
- \* We learn about rules to keep us safe/ protect us within our community (visits from police, fire, NSPCC, NCC - Road Safety)



Year 3  
Wednesday 22nd September 2021  
The Rule of Law  
Lady Justice makes every order in Great Britain.

1. We have rules to keep safe.
2. We should slow down when we are there corner in a car.
3. We have rules to not steal valuable things.
4. We have rules to not like on the road.
5. We have speed limits so we can be safe in the car.
6. We have a law to not murder.

→ Why do we have rules? → We have rules to be protected.

Civil law is concerned with the rights of others in dealing with others. For example, with someone. ✓

Criminal law: Criminal law deals with crimes which break the law. ✓

Consequences for Breaking a rule	Consequences for rule breaking	sp. with
• Fines	• Verbal Warning	• Verbal
• Ignoring or pushing	• Detention	• Verbal
• Community Service	• Time out	• Warning
• Court ✓	✓	✓

→ Give an example of a crime which breaks the law  
→ like murdering someone. ✓



If you're worried about something speak out to an adult you trust.

Speak out. Stay safe. Kit Magnificence me:

You can also contact Childline whatever your age 0800 1111 (nspcc.org.uk/hlp)

What makes you feel happy and safe?

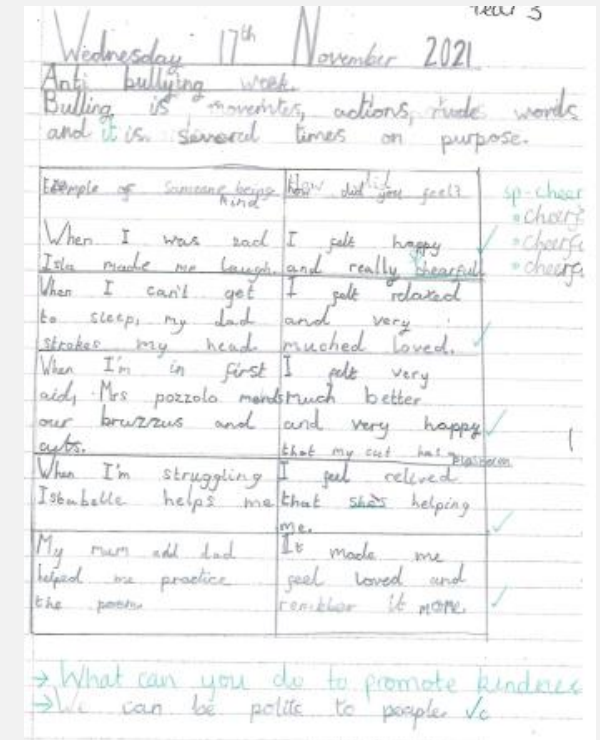
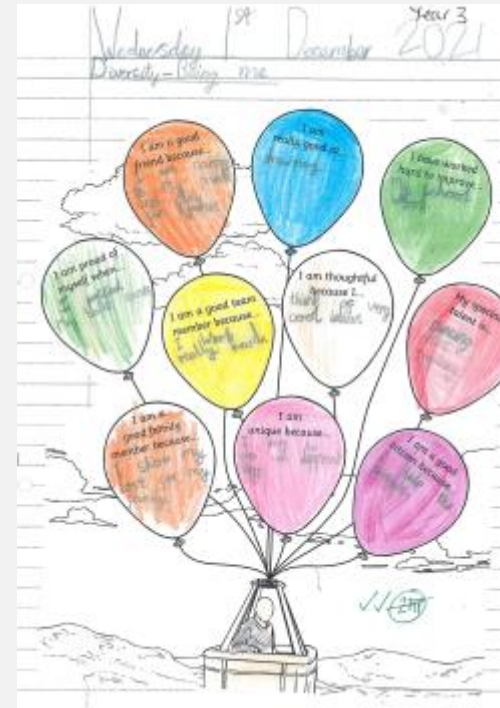
Places	People	Things
<ul style="list-style-type: none"> <li>Grandma's house</li> <li>St Edmund Campion</li> <li>Home (Mum's)</li> <li>Modorville</li> <li>Council house</li> </ul>	<ul style="list-style-type: none"> <li>Mum</li> <li>Dad</li> <li>Grandma x3</li> <li>Friends</li> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>Teddy</li> <li>Bed</li> <li>0800 111 Childline Phone Number</li> </ul>

NSPCC  
EVERY CHILDHOOD IS WORTH FIGHTING FOR

# BRITISH VALUES

## Individual Liberty

- \* **We are an anti-bullying school.**
- \* **We challenge stereotypes and prejudice.**
- \* **We promote self knowledge and develop self-esteem and self confidence.**
- \* **We understand that in certain circumstances it is ok to take risks (but only if it is safe to do so).**
- \* **We are responsible for our own behaviour.**
- \* **We give pupils the opportunity to make their own choices where appropriate.**
- \* **We understand that everyone has different opinions.**

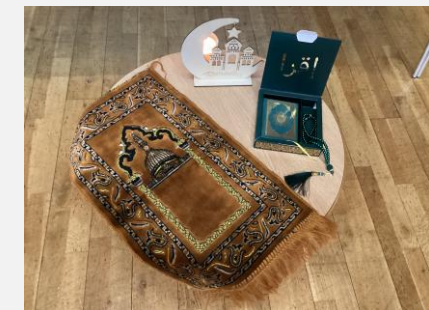
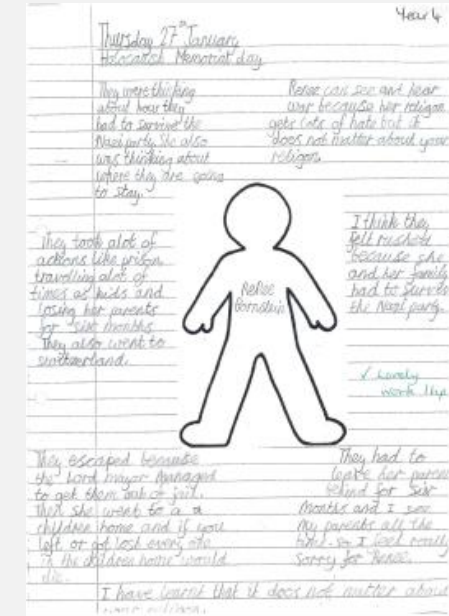


# BRITISH VALUES



## Mutual Respect and Tolerance

- \* Throughout all areas of school life we promote respect.
- \* We learn differences of faith, ethnicity, disability, gender, and families.
- \* We engage with our community/ parish.
- \* We have respect for our own and others cultures, beliefs and faiths.
- \* Our RE curriculum provides opportunities to learn about world faiths.
- \* We share stories, promote diverse attitudes and challenge stereotypes.
- \* We learn about other faiths through visits to places of worship/ visitors in school.



THANK YOU

