

Teaching Climate Change through the Curriculum

Climate change and green living can be taught through a range of subject areas or as 5 bespoke lessons

Teaching Climate Change Youth Social Action PSHE

Environmental laws and regulations. Young people can research UK laws and regulations, such as:

- the Environmental Protection Act (1990)
- the Energy Acts (2008, 2010 and 2011)
- the Wildlife and Countryside Act (1981)

Young people can investigate the environmental issues behind their development, the effects they have had and the ways that the Government implements them.

Young people can learn about environmental EU Directives (e.g. the Habitats and Birds Directives, the Invasive Species Directive) and International Agreements (Kyoto Protocol, the Paris Climate Change Agreement, the CITES Treaty about trade in endangered species, and the UN Sustainable Development Goals).

They could also look at NGOs and non-governmental organisations, such as charities, who lobby and advise governments and companies. They can explore the different ways this is done (e.g. petitions, peaceful protests, direct action) and the pros and cons of these approaches.

Environmental Education and Spiritual, Moral, Social & Cultural Development (SMSC)

Spiritual

- Young people can learn about religious festivals, ceremonies, and stories outdoors or involving plants/animals
- Young people can use natural objects to make decorations for celebrations or festivals. They could also create prayer flags related to the environment
- Young people can create their own 'sacred spaces' outdoors for quiet reflection, mindfulness, yoga etc. (See also the Religious Education section of this document.)

Moral

- Help Young people understand the need to treat plants, animals and each other with care and respect.
- Young people will become aware of local and global environmental issues and consider how they can adapt their lifestyles now and as future adult decision-makers to live more sustainably. (See also the Citizenship section of this document.)

Social

- Young people can look at the resources within their school grounds and explore improvements that could benefit social interaction (e.g. 'buddy benches'), behaviour and safety (e.g. separate areas for quiet and more boisterous activities).
- Develop social interaction by inviting family members to help with outdoor activities.
- Encourage Young people to participate in local volunteering and community and environmental activities.

Cultural and Promoting British Values

- All maintained schools are expected to “promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.”
- Democracy: working together to make decisions, voting for changes, utilising individuals' strengths, and not leaving anyone out.
- The rule of law: drawing up rules for how to behave outdoors
- Environmental laws and regulations.
- Individual liberty: making informed choices, feeling safe and secure, being able to make mistakes and learn from them and enjoying freedom.
- Mutual respect: understanding that their behaviour affects others; treating plants, animals and the natural world with respect.
- Tolerance of those of different faiths and beliefs: learning about the diversity of their local community; inviting parents/grandparents/carers to help with projects such as gardening or accompanying on educational visits and visiting local places of worship or cultural centres.