



Environmental Education Policy

Review Date April 2027

Every Child, Every Chance, Every Day; Working Together



ENVIRONMENTAL EDUCATION POLICY

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What is Environmental Education?

Environmental Education and Outdoor Learning is a broad term that includes: outdoor play, school grounds projects, recreational and adventure activities, gardening, and more. Environmental Education does not have a clearly defined boundary, but it can provide a dramatic contrast to the indoor classroom. Direct experience outdoors is often more motivating and has more impact and credibility. The results from outdoor learning can be instantaneous as well as active. Therefore, impacting on behaviour as well as tapping into the learning styles of the more kinaesthetic learner. Through skilled teaching and planned activities, outdoor experiences readily become a stimulating source of fascination and can lead to breakthroughs in learning. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning.

It is important for the Crabtree Farm community to have an awareness and understanding of the effects of their actions upon the environment in which they live, work and play. In order to do this, we need to take responsibility for our own actions and we need to have a sense of duty and care for the world in which we live in.

Intent Vision

Our children will have the opportunity to explore and learn outside. They will have a respect for the natural environment by contributing to the development of our school grounds. Our children will understand where their food comes from and how it is grown. They will have the skills and knowledge to take responsibility for their own actions and have a sense of duty and care for the world in which they live.

Aims

At Crabtree Farm Primary School, the ways in which we strive towards this goal is to **REDUCE** the amount of materials we use and waste we produce. **RE-USE** materials wherever possible. **RESTORE** all that we can and **RESPECT** our environment.

Energy: we will reduce the amount of energy we use by:

- switching off lights, computers and projectors when not in use.
- keeping the outside doors shut in cold weather.
- turning off taps when no longer needed.
- appointing monitors to ensure these recommendations are carried out.

Paper: We will reduce the amount of paper we use in our classrooms by:

- writing and printing on both sides of the paper.
- having a scrap paper tray.
- Using recycling bins appropriately.



Transport: we will:

- encourage our children and parents/carers to walk to school.
- continue to take part in cycling proficiency to encourage safe cycling.

RE-USE: we will:

- encourage staff and children to recycle boxes and cartons for art activities.

RESTORE:

The school grounds will be developed to its full potential by the children to explore plants, vegetables and wildlife. Children will be encouraged to return all living things to their natural habitat. All children will have the opportunity to use the Polytunnel that is based behind the Early Years Centre. They will be involved in planning, growing and harvesting fruit and vegetables. They will learn how to grow and care for seeds and seedlings. The produce grown in the school grounds will be harvested by the children and where possible used in the school kitchens or sold to parents/carers to provide funds for further resources in the polytunnel.

RESPECT:

We will respect the school environment and take care of the way it looks. We will encourage our children to have ideas and thoughts about how to improve our school grounds and voice an opinion about what they would like to see. The school council will reflect the children's thoughts on this topic. The whole school will follow a programme throughout the year that works towards the criteria needed to achieve the Food for Life awards. We are currently working on maintaining our silver status.

Teaching Guidelines

Each class teacher has a planting calendar with ideas and suggestions of what fruit and vegetables to plant. They also have a timetable of when they will be working with Tracey Lloyd (external environment support worker) and details of how to communicate with her to plan for the area in school they are responsible for. Teachers will aim to link the work they do in the school grounds, where appropriate to the other areas of the curriculum particularly science, design technology and PSHE. They will have a skills and progression grid to support them in planning what their classes will be doing. All children will have a growing passport that will move with them throughout their school life, from F1 to Year 6.

At Crabtree Farm we will use the school and wider environment wherever possible to enrich the curriculum for our children so that they become successful learners, confident individuals and responsible citizens.

Successful learners

- Outdoor learning develops knowledge and skills in ways that add value to learners' everyday experiences in the classroom.
- It has a positive impact on long-term memory.
- It fosters the development of specific academic skills, as well as improved engagement, achievement and stronger motivation to learn.

Confident individuals

- Outdoor learning impacts positively on young people's attitudes, beliefs and self-perceptions, for example independence, confidence, self-esteem, focus of control, self-efficacy, personal effectiveness and coping strategies.
- It yields benefits in the promotion of positive behaviour and improved physical self-image and fitness.

Responsible citizens:

- Outdoor learning has a positive effect on social development and greater community involvement.
- It raises learners' attainment, improves attitudes towards the environment, develops resilience and creates more positive relationships between pupils, with teachers and with the wider community.
- It renews learners' pride in their community and fosters a greater sense of belonging and responsibility.

We plan to teach the children in the environment and about the environment.

Through first-hand experience both in and out of the classroom:

- Using the school grounds as a resource including the polytunnel and planters around school
- Residential trips
- Walks around local areas
- Organised litter picks in the school ground and local area
- Orienteering
- Wellbeing week
- Farmer's Market stall at the summer fayre
- Children cooking with school cook and where appropriate using the vegetables and herbs that have been grown at school
- After school clubs
- Environmental awareness will be included in the annual programme of assemblies and Personal, Social, Health and Economic (PSHE) education

Equal opportunities

All children will be given the opportunity to participate equally in the environmental education activities.

Parental involvement

Wherever possible our parents/carers will be involved in environmental education activities. Throughout the year there will be opportunities for parents/carers to come and look at what we are growing and buy produce from us. They will also have the opportunity to come into school and volunteer their support where this is appropriate.

Mrs Barker

Environmental Education Subject Leader

April 2025, to be reviewed in April 2027

