



Climate Action Route Map (CARM) for schools and settings

This Route map supports school senior leaders to provide high quality climate education through 10 steps based on established good practice and what works. In making progress against the current declared climate emergency schools/settings should adopt a strategic approach providing an infrastructure supporting a journey to sustainability.

This Route map provides advice and guidance on everything from policy and resources to effectively engaging pupil voice in developing climate education provision.

1 Communicate the facts

The debate over climate change has a long and turbulent history which continues to this day. Overwhelmingly, however, the scientific community acknowledges the impact of human activity on the environment and evidence is clear: unless the world takes urgent action to limit carbon emissions this decade, average global temperatures will rise above 1.5°C and the opportunity to avoid the worst effects of climate change will be missed.

2 Leadership

Overseeing effective, sustainable change requires schools/settings to designate a member of the Senior Leadership Team (SLT) with a remit for climate education. Similarly, nominating a Governor with a specific responsibility for climate education, not only strengthens the leadership and direction of climate education provision in school, but is also good practice. The school/setting should agree and publish its position on the Climate emergency (see Step 5).

3 Assessing your current provision

To implement your climate education priorities you will need to know your current provision in terms of teaching and learning as well as in your values and ways of working (school estate). These are not mutually exclusive rather the broadest perspective should be adopted which views the school estate and the local community as practice grounds for pupils to apply 'real world' learning e.g. improving energy efficiency in school buildings, emergency planning for extreme weather events such as heatwaves and flooding, etc. and embracing circular economy principles to reduce waste and single-use plastic products in school.

4 Pupil voice and participation

Given the 'futures' dimension of climate education it is critical to engage pupils in the change process as early as possible not least because this will help to counter feelings of helplessness and associated anxiety through a solutions-focussed approach but local consultative activities will ensure that provision can be tailored to meet the concerns of pupils as well as opening up discussions around priority actions.

5 Develop/Refresh your climate education position statement

Set out your whole school approach to climate education including reference to the current climate emergency that demands action and measurable systemic change signalling the school's intent to use climate education to enhance learning and the future aspirations of your pupils. Including adaptation and any emergency planning in preparation for extreme weather events will strengthen your position statement. Your position statement should link to your school ethos, safeguarding policies and equal opportunities reflecting your aims, aspirations and school values to summarise how you will achieve your objectives.

For more details on what this might look like in practice in your school go to:

www.schoolwellbeing.co.uk/sustainability/pages/climate-action-route-map-carm-for-leeds-schools-and-settings



6 Curriculum review and development

An effective curriculum for climate education needs to be comprehensive, spiral and responsive to pupil need. Identify any gaps in current provision and regular updates to ensure your programme is inclusive with engaging lessons reflecting real life issues and developing a balance of skills, knowledge and attitudes. The education Inspection framework from September 2019, with its renewed focus on a 'broad and balanced curriculum', provides opportunities for greater integration of climate education.

7 Supporting your staff

Addressing climate education and identifying solutions is not easy. The school's leadership should encourage all staff to think about how to; work differently; review policy changes and investments needed to transition from where we are now to where we need to be e.g. how can car use be reduced? how can energy use in school be minimised? how can less waste be produced? Clearly this will affect everyone who works in a school as it's everyone's business and all have a role to play - some may need further specialist training. What are the current CPD needs of your staff and how will these be met?

8 Action Planning and implementation

Having established your current school/settings' Climate education provision (Step 3) you will now be in a stronger position to be able to identify key priorities for action

9 Review and evaluation

As with all subjects effective monitoring and evaluation is crucial to indicating if your planned outcomes are being met

10 Communication is key

Bring the whole school/setting community along with you, through continuous dialogue with parents, staff, governors and pupils.