



The Spinney Primary School Education for Sustainability Policy



Sustainability is about the future of our planet; treating the earth, not as visitors, but as if we intend to stay here.

1. Introduction

Sustainable living is a way of thinking about how we organize our lives, work and education system so that we don't destroy our most precious resource – our planet. It is about helping people to find solutions that improve their quality of life without storing up problems for the future or impacting unfairly on other people's lives. It is about reshaping the way we think about the future.

2. Aims and Objectives

- To prepare young people for a lifetime of sustainable living, through teaching, and example in day-to-day practices.
- To encourage care for oneself - our health and well-being.
- To encourage care for each other - across cultures, distances and generations.
- To encourage care for the environment - near and far.
- To be an exemplar for the community.

3. Organisation

At The Spinney, we take a holistic approach to sustainability. It is not seen as something extra to tag onto the curriculum but rather an approach which permeates all that we do. It is embedded in our school vision, is part of our school ethos and woven into all areas of teaching and learning. It is a way of thinking that we seek to share with all members of the school and the local community. The Spinney School supports the United Nations *Sustainable Development Goals* which were adopted at the UN summit on 25 September 2015. The goals aim to end poverty, fight inequality and injustice and tackle climate change by 2030. This provides a framework for our school and helps to ensure that social, moral, spiritual and cultural learning is current, meaningful and ever-present in the wider curriculum.

Caring for oneself:

At The Spinney we put a high value on the well-being of the children, staff and the school environment. The classrooms are welcoming, clean and interesting places to learn. All staff demonstrate fair, positive and caring behaviour. Inclusion is integral to our approach to teaching and learning to ensure all children develop high self-esteem and achieve good standards. Health and well being are deemed to be high priority and the school has achieved its Healthy Schools' status. Children have many opportunities within the curriculum to take part in PE activities and after school clubs provide a range of sporting activities throughout the year.

All children take part in PSHE each week and have opportunities to discuss feelings, relationships and emotions.

Healthy Eating is promoted through curriculum work and our Healthy Eating Policy. The kitchen staff offer a range of lunch time 'specials' to mark occasions throughout the year and encourage children to eat a balanced meal and to try new foods on a daily basis. During the summer months, produce grown in the garden, by the children, is prepared and enjoyed as part of teaching and learning. We are currently working towards a Food For Life Award. Our providers, Lunchtime UK, ensure they meet the criteria for this which means food meets a set of strict health and sourcing guidelines

Caring for each other:

Children spend time each week, through curriculum work and assemblies, developing a sound understanding of interpersonal relationships. Older children act as buddies and helpers to the younger children in school and on the playground. We run a House system and on some occasions, children have the opportunity to take part in activities across stages in mixed age groups. We have an active School Council who are fully engaged in developing and promoting the Spinney ethos of 'Care for ourselves, each other and the environment.' And in promoting the Sustainable Development Goals

There are many opportunities to develop Citizenship as children engage with the local community. Some examples of this include the Year 5 visit to the Arthur Rank Hospice and the School Council visit to Cambridge Council Chambers at the Guildhall. We also seek to develop an understanding of global issues through teaching and learning. Awareness of other countries and peoples is further developed through assemblies and charity work.

Caring for the environment:

In this heavily mediated world, we seek to develop a passion and understanding for nature and the environment

The School Council takes an active role in promoting environmental awareness, for example, through monitoring waste and recycling, and promoting the mantra, '*Reduce, Reuse, Recycle*' in all aspects of life. We value the use of the outdoor classroom and make maximum use of our school grounds to enhance learning. We have a '*Spinney Wild Wood*' adjacent to the school grounds and we aim to take maximum advantage of the learning opportunities on offer there which cover a host of curriculum areas. This has led to many exciting projects with partners such as CCI and the poet Jackie Kay. Our kitchen garden provides another means of learning about the environment. Each class has its own allotment and grows a variety of vegetables which we aim to use in the classroom and the school kitchen. This again provides a multitude of meaningful learning opportunities.

5 Monitoring and Review

The Education for Sustainable Living Leader and headteacher monitor the teaching and learning in this area. The school Council also takes part in monitoring the effectiveness of specific areas of the policy, such as waste reduction. As part of a curriculum visit, governors have the responsibility of monitoring overall effectiveness of the Sustainable Living Policy.

This policy was reviewed on 3rd February 2016 by Yvonne Hartley.

This policy should be reviewed by the subject leader annually and by the FGB every three years. Date for next review February 2019.