

Environmental Education Policy

Issue 2
June 2006
Review 2009

The Friary School is wholly committed to the local and global environment and is currently working within the guidelines of the “Eco- Schools” scheme. The school has re-established an “Eco-team” with input from some dedicated Vith form students which meets regularly. The link governor (Mrs F. Robertson) will be invited to participate in these meetings when available. The members are currently working towards an increase in awareness of recycling and have established lower school links in order to recycle paper around the school (recycling boxes in form rooms where tutors have arranged for members of the form to place paper in the recycling bin). Paper recycling has been problematic at times but a change in recycling company and a phone line to call for extra collections when the recycling bin is full should remedy this.

A scheme to raise funds from recycling ink cartridges and old mobile phones is also up and running.

The wildlife area has been successfully integrated into the curriculum and is used to demonstrate habitats, diversity, ecological relationships and sampling techniques. The students would like to manage this area to increase diversity and have started to raise funds to tidy up some parts of the wildlife area. Y7 students have been asked to put forward their own ideas.

When appropriate the British Trust for Conservation Volunteers will be contacted to help implement the plans.

In addition the World Environment Day “10 Promises” have been highlighted on the Eco Display board with a view to a whole school participation day (e.g. a car sharing day with a calculation of how carbon emissions have been reduced as a result).

Curriculum

The Friary aims to follow the Government recommendations with regard to Environmental Education. The Government panel produced a document - “Education for Sustainable Development”, our environmental education falls within the guidelines set by this document.

Sustainable Development

- the interaction and interdependence of society, economy and environment
- the needs of both present and future generations
- the local and global implications of lifestyle choices

Key Concepts

1. **Interdependence** Understanding how people, the environment and the economy are inextricably linked at all levels from local to global.
2. **Citizenship and Stewardship Recognising** the importance of taking individual responsibility and action to ensure the world is a better place.
3. **Needs and rights of future generations** Understanding our own basic needs and the implications for the needs of future generations of the actions taken today.
4. **Diversity** Respecting and valuing both human diversity – cultural, social and economic – and biodiversity.
5. **Quality of life Acknowledging** that global equity and justice are essential elements of sustainability and that basic needs must be met universally.
6. **Sustainable change Understanding** that resources are finite and that this has implications for people’s lifestyles, and for commerce and industry.
7. **Uncertainty and precaution** Acknowledging that there are a range of possible approaches to sustainability and that situations are constantly changing, indicating a need for flexibility and lifelong learning.

The new KS4 Programme of Study and Science GCSE curriculum changes have been written with these concepts in mind. The new courses offered in Science address all these issues and as the new schemes of work are written, the Science Department will take this opportunity to ensure the Key Concepts are covered.

Environmental Education In The School Curriculum

Art: Environmental issues are covered in this subject but not really in the schemes of work, however there is a heavy emphasis on re-cycling and the generation of a responsible attitude towards our Environment.

Issues covered

The department is constantly looking for materials to re-cycle and is involved in raising awareness in the local community: work has included the decoration of bottle banks and litter bins (in partnership with Morrisons Supermarket; painting the underpass; decorating the Lichfield District Council re-cycling float for a parade: anti-litter murals within the school; winning the district litter awareness competition.

Evidence of re-cycling includes:

- arrangement with local pharmacy to re-use spent containers as glue pots etc.
- unsaleable items from Oxfam are used in collage work.
- old newspapers are used for table protection and for papier-mache.
- old phone wire is used for sculpture work.
- sweet wrappers are used for collages etc.

Business Studies : In addition to the redistribution of unwanted computer printouts for rough work , environmental issues are covered in the schemes of work in this subject.

Issues covered

GCSE Business Studies Y10 and Y11

- Unit 5 Create or Destroy ? - Non renewable resources and sustainability
 - Going green and ecological progress
 - Will it cost the Earth ? (Global companies and external costs)
 - Price of pollution – rules and regulations
 - Cleaning up – costs of environmental disasters

GNVQ Intermediate - Business Y12

- Unit 1 Element 1.2 - Examine business location, environment ,markets and products. Explain influences of the business environment on business organisations.
- Unit 3 Element 3.4 – Present proposals for improvements to service – care for the environment.

Also involved in all Business studies concepts is

- Effects of business on decisions on the environment and society (cost / benefit analysis)
- Business objectives
- Public relations (corporate image)
- Pressure groups

English: Almost any topic can come up for discussion in English and environmental issues often do. The subject is frequently used to form exam questions.

For example:

1. Blue Whale - Y7 - whole section on ‘Animals’ (see Appendix)
2. Various texts and poems.
 - “Mrs. Frisby and the Nimh” – concerning animal experimentation.

“Indian in the Cupboard” and “Walkabout” – address issues concerning treatment of indigenous peoples.

“Why the Whales Came”

“Midnight Fox”

Other than in Y7 coverage is random and depends on text chosen by teacher. Staff endeavour to highlight any important issues as they occur.

Geography:

Topics covered

Y7 National Parks.

Y8 Climate , Microclimate , Deserts , River Nile.

Y9 Industrial Estates (Environmental Impact) , Earthquakes and Volcanoes , Traffic Problems.

Y10/Y11 Greenhouse Effect , Acid Rain , Water Pollution , Tourism , National Parks , Quarrying , Farming.

History: In addition to general practices such as redistribution of scrap paper for rough work and the use of recycled material for displays , environmental issues do arise in the schemes of work.

Issues covered:

Y7 Black Death.

Y8 Plague.

Y9 Living conditions during the Industrial Revolution.

Y9 The Atomic Bomb.

Y9 Railways.

Modern Languages: Environmental issues do occur while reading texts or magazine articles .

Furthermore, the department makes good use of ‘ foreign packaging’ to aid the teaching of the “shopping” topics and to produce displays. In **German** the Environment is not covered as a topic until Y12/13. In **French**, however, environmental topics do occur in the schemes of work.

Topics covered (French):

Y9 - Pollution

- Recycling

(example of work in the Appendix)

Mathematics: The environment does not occur on the syllabus , however Maths is always used across the curriculum , for instance , when producing graphs to illustrate the amount of litter produced by the average family ; or calculating the amount of ‘food miles’ in an apple imported from New Zealand.

Music: The Music curriculum does not lend itself to Environmental issues, however , the study of indigenous peoples’ music creates an awareness of human diversity.

Physical Education: Once again the environment is not a taught subject but the P.E. Staff strive to get the pupils to work in 1 safe environments (e.g. no litter /cans/bottles on the pitches).

- 2 different environments - water
- indoor
- outdoor
- individual , dual , teams.

3 an environment where ‘fair play’ is a fundamental factor.

Science: All three Sciences cover many environmental issues extensively and through every age range.

Topics covered:

Balanced Science Y7/Y8

Y7 Energy (finite resources)

The Variety of Life

Acids and Alkalis (acid rain)

Environment

Sight and Sound (sound pollution)

Y8 Populations

Water

Energy (alternative energy sources)

Plants at Work

Biology

Y9 Pollution

Y10 Ecology - distribution and abundance of organisms

- food chains and energy transfer

- food production

- impact of human activity on the environment (population size , economic factors and industrial requirements)

Y11 Variation , Inheritance and Evolution

- evolution and extinction

The Working Plant

- Importance of photosynthesis in reducing carbon dioxide levels in the atmosphere

Chemistry

Formation of acid rain.

Physics

Y9 Alternative Energy Sources

Y9 Sight and Sound – noise pollution

Y10 Energy In The Home – energy efficiency

Y11 Earth , Space and Radiation – background radiation

Technology: Pupils are encouraged to consider the finite nature of resources and not to be wasteful in the use of materials. Various recycled materials are utilised for example

CDT

- models and mock-ups are constructed from cereal boxes
- old metal castings are re-melted if the composition is known to be safe

Food Technology and Textiles

- carrier bags re-used to transport food home
- foil trays from take-aways are reused as palettes in textiles
- newspapers are used as table covers

- old birthday cards are used to construct stencils

Environmental issues are considered in the schemes of work in CDT:

Y9 -Batch production of pencil container – sustainable resources and recycled materials are considered.

- ‘Mere Holiday Park’ project – it is stated in the brief that the holiday park must blend in to the local environment – environmental impact is considered.

Y10/Y11/Y12/Y13 - recyclable materials are always considered

- renewable forms of energy are considered

- effects of design on the environment are considered

How The Key Concepts Of Sustainable Development Fit In To The School Curriculum

Concept	Could be delivered through	Pupils should be taught
Interdependence	Citizenship-Key Stage 4	UK’s global relationships and responsibilities
Citizenship and stewardship	Science/Biology	How the Environment needs protection
The needs and rights of future generations	Geography	How our actions affect the future quality of people’s lives
Diversity	Science/Biology	Treat all habitats (Human and otherwise) with respect
Quality of life and Equity	Geography	The effects of differences in development on different groups of people
Sustainable change	Geography	Resource planning and management
Uncertainty and Precaution	PSHE	To look at alternatives, make decisions and justify choices

Annexe to Environmental Education Policy

The Eco Team’s Action Plan

Topic	Action	Target/Measure	Deadline	Responsibility	Achieved
Energy	To use low energy light bulbs.	<ul style="list-style-type: none"> • To replace dead light bulbs with low energy light bulbs. • Decrease the energy used. 	On going	Site Supervisor	
Cartridge and Phone Recycling	To increase the amount of cartridges and phones being recycled.	<ul style="list-style-type: none"> • To increase the amount of bins around the school. • Increase the amount 	On going (Major increase - end of summer term)	Green Team	

		recycled. <ul style="list-style-type: none"> • Involve the students. 			
Paper recycling	To increase the amount of paper being recycled.	<ul style="list-style-type: none"> • Increase the amount of bins around the school. • Increase the amount recycled. • Involve the students. 	On going (Major increase - end of summer term)	The Green Team	
Bottles and cans recycling	To increase the amount of bottles being recycled.	<ul style="list-style-type: none"> • Introduce bins to the 6th form centre and staff room. • Increase the amount recycled. • Expand recycling to cans. 	Ongoing (Major development - end of autumn term)	The Green Team	
Pupil Awareness	Increase pupil's awareness on recycling, global awareness and healthy eating.	<ul style="list-style-type: none"> • Posters around the school. • Information booklets in PSHE. • Assemblies presentations. • Videos made and shown. • Design posters in PSHE lessons. 	Ongoing (Major development - end of autumn term)	The Green Team	

Main Aims of Eco Team In Order To Fulfil Eco Schools Guidelines

1. To increase the amount of products recycled in the school.
2. To decrease the amount of energy and water used in the school.
3. To increase pupils' awareness of recycling, global warming and healthy eating.
4. To re-design and develop the wildlife garden.
5. To raise money for the school.

Eco-Schools Information

Action Team

Must include:

- Pupils
- A member of staff: Mr Carney

Could include:

- A member of senior management:
- School bursar:
- Other teachers:
- A governor / parent:
- A non-teaching staff member:
- The caretaker or site manager:
- Representative from the local authority:

Action Team: Year 12

Environmental review

- An environmental review must be completed.
- A follow up environmental review must be completed to monitor achievements.

Action Plan

- Should be developed from the environmental review.
- Should include a large range of objectives and be accompanied by a detailed timescale for each step that needs to be taken.
- It must be shared with the school community.

The Eco-Code

- The mission statement - list the main objectives of the action plan.
- Should be displayed throughout the school clearly and imaginatively.
- Should be simple phrases, a poem or song.

Monitor and review

- Must monitor and measure our progress.
- Keep the school up to date with the achievements.

Letter to be sent home to raise awareness

Dear Parent/Guardian,

Our School is a member of the nationwide Collect4School recycling scheme. Collect4School pays us for our used printer cartridges and old mobile phones, which are then recycled. We are writing to you to ask for your help in doing this; as the more items we can collect the more money we will get for our School.

Most printer cartridges end up in the bin but did you know that it takes thousands of years for a printer cartridge to biodegrade in a landfill site? Only 10% of cartridges are recycled and in the last decade an estimated £500,000,000 worth of cartridges were quite literally thrown away! This harms the environment, takes up a lot of space and is a waste.

Similarly, mobile phones are often discarded. In landfill sites they may leak some of the most dangerous non-biodegradable toxic substances in the world. Most phones are replaced every 18 months but they have an average life of 8 years. The best solution for the environment is for them to be repaired and reused whenever possible. Phones sent to Collect4School will go to the developing world to improve communication networks.

By using the self-seal plastic bags provided, you or your child can bring empty cartridges/mobile phones to School without risk of ink spilling from the cartridges and put them into the School collection box. Please do not put cartridges and mobile phones in the same bag as the ink may ruin the phones. Your recycling efforts will help our environment as well as raising money for the School at the same time.

You can also help even more by collecting items at work. The Collect@Work scheme linked to Collect4School can provide free collection boxes for your workplace as well as free collections direct from your work when the boxes are full. The value of the items collected from your workplace will be added to the School's account and so you can help us to collect without having to bring them into School with you.

It is easy to join the Collect@Work scheme, simply go to www.collectatwork.co.uk and register online, or phone the Collect4School freephone number on 0808 144 1800.

If you would like to offer to give extra help to the Collect4School scheme or have any questions, please contact the School Collect4School Coordinator Mr Carney who will be happy to hear from you. You could also take a look at the Collect4School website www.collect4school.co.uk or contact Collect4School directly.

Thank you in advance for your support for the Collect4School scheme, we rely on you to make it a success and look forward to the benefits that the added funds will bring.

Mr Carney