

Promoting Sustainability at Church Eaton- Eco-Schools and Foundation Curriculum Overview

At Church Eaton, sustainability is integrated throughout our curriculum through both our dedicated Eco-Schools lessons and our wider foundation subject curriculum. Pupils revisit key sustainability themes across the year through practical outdoor learning, community projects and subject-specific units in areas such as science, geography, design and technology, art, PSHE/RSE, RE and computing. This ensures that sustainability is not taught as a stand-alone topic, but is woven through children’s learning, helping them understand their role in caring for the school environment, the local community and the wider world.

| | Where the answer is shown in this document |
|---|--|
| What do pupils learn and when? | The Eco-Schools lesson overview and Foundation Curriculum coverage tables show the block-by-block and cycle-by-cycle sequence that children follow at Church Eaton. |
| How is this more than a one-off project? | The foundation curriculum coverage tables show sustainability across subjects and year groups, while the Eco-Schools lesson overview shows repeated practical experiences outdoors and in the community. |
| How does the school meet Eco-Schools curriculum-link expectations? | Section 5b shows curriculum links across science, geography, D&T, RSE/PSHE, religion and worldviews, art, Spanish and computing. |
| What impact should be visible? | Pupil voice, school grounds improvements, community action, reduced waste/litter, planting/habitat projects, responsible water/energy choices and links to local/global issues. |

Sustainability Charter- Our Intent

| Charter link | Charter commitment | Our Intent |
|---------------------|--|--|
| SC1 | Care for nature and biodiversity | Children learn about, protect and improve habitats, plants, animals, insects, woodland, pond and school grounds. |
| SC2 | Use energy and water responsibly | Children learn about renewable energy, electricity, water conservation, rivers, oceans, water cycle and practical resource-saving. |
| SC3 | Reduce waste, litter and unnecessary consumption | Children learn through recycling, reuse, litter picking, beach clean-up, sustainable materials and waste hierarchy. |
| SC4 | Promote healthy living through nature | Children connect food, growing, outdoor learning, seasonal produce, wellbeing and active use of outdoor spaces. |
| SC5 | Act as responsible local and global citizens | Children take part in community action, charity, school council, fair trade, stewardship and global sustainability learning. |

Section 2: Eco-Schools lesson overview: what is covered, when, and how it links to the charter

| When | Original block / theme | What is covered | Charter link | Why this is a clear link |
|-------------------|---------------------------|---|---------------|--|
| Cycle A - Block 1 | Energy | Campfires; compost-building; wind; fire/Pumpkin Soup; water | SC2, SC4 | Energy, heat, wind and water link to responsible resource use; cooking and outdoor work also support healthy outdoor learning. |
| Cycle A - Block 2 | Global citizenship | Recycling art; Cricket Club project development; Bug highway | SC3, SC5, SC1 | Recycling and community project work show responsible citizenship and care for biodiversity. |
| Cycle A - Block 3 | Litter and School grounds | Willow dome; tree planting; tree aging; woodland levels; boot brush/welly rack | SC1, SC3, SC4 | Improves grounds, reduces mud/waste and develops stewardship of the school environment. |
| Cycle A - Block 4 | Biodiversity | Habitats; nests; bug hotel; woodwork; bird scarers; worms; ant farms; campfire cookies | SC1, SC4 | Direct habitat creation and species learning, with outdoor learning and practical skills. |
| Cycle A - Block 5 | Healthy living | Nettle soup/cakes; seeds; wildlife meadow; sensory herb garden; sunflowers; allotment; berry bushes; bee hive | SC4, SC1 | Growing, seasonal food and sensory planting link health, food, wellbeing and biodiversity. |
| Cycle A - Block 6 | Water | Pond dipping; damper bread; butterflies/flying insects; tomato soup with herbs; water butts; filtration; duck hotel; beach clean-up | SC2, SC1, SC3 | Water conservation and water habitats are explicit; beach clean-up links to litter and waste. |
| Cycle B - Block 1 | Autumn at CE | Migration; harvest; bird feeders; apple tasting; tyre planting; dead hedge; tree seeds/fruits | SC1, SC4, SC3 | Seasonal nature, food, reuse and habitat work show care for nature and healthy living. |
| Cycle B - Block 2 | Sustainable Christmas | Environmental charity using recycled materials; selling for charity; natural materials | SC3, SC5 | Reuse, responsible consumption and charity action make sustainability visible to families. |
| Cycle B - Block 3 | Nature around the world | Jainism; Shintoism; mindfulness/healing with | SC5, SC1, SC4 | Shows global perspectives, |

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| | | nature; Native American animal spirits; Maori stewardship | | stewardship and respect for nature across cultures. |
| Cycle B - Block 4 | Garden construction | Responsibility; recycling materials; caring for nature/habitats; planting; gardening and composting | SC1, SC3, SC4 | Practical grounds improvement, reuse and growing activities evidence the charter in action. |
| Cycle B - Block 5 | Community projects | Community signage; litter picking; waste and recycling; healthy living; green space; global citizenship; biodiversity habitats | SC5, SC3, SC4, SC1 | Community action, environmental improvement and pupil responsibility are clearly evidenced. |
| Cycle B - Block 6 | Life at Church Eaton | Responsibility; pond dipping; habitats; global citizenship; biodiversity; tree ID; life cycles/water | SC1, SC2, SC5 | Local place-based learning connects school identity, habitats, water and citizenship. |

Section 3- Foundation Curriculum overview: what is covered, when and how it links to the charter

| Curriculum theme in original document | Classes covering this | Charter link | Where this is covered in Foundation Subjects | Purpose |
|--|------------------------------|---------------------|---|--|
| Biodiversity | Classes 1, 2, 3 and 4 | SC1 | Science food chains, habitats, classification and changing habitats; Geography rainforest and woodland use; outdoor habitat work. | Clear evidence that pupils learn about living things, habitats and human impact, then apply this through school grounds and wildlife projects. |
| Energy | Classes 2, 3 and 4 | SC2 | D&T windmills; Science electricity and circuits; Geography energy sources, volcanoes, rivers, settlements and food sources. | Shows resource-use understanding across science, D&T and geography, including sustainable energy choices. |
| Global Citizenship | Classes 2, 3 and 4 | SC5 | PSHE citizenship, local community groups, fair trade, rainforests, food choices, community action and giving. | Shows pupils understand sustainability as a shared local and global responsibility. |
| Healthy Living | Classes 2, 3 and 4 | SC4 | D&T cooking and nutrition, eating seasonally, food choices and environment, movement/nutrition, wellbeing, rivers/oceans use. | Makes the link between personal health, food, wellbeing, nature and the health of the planet. |
| Litter | Classes 2, 3 and 4 | SC3, SC5 | Recycling, caring for the environment, marine litter data collection/findings, protecting the planet. | Shows pupils identify problems, collect evidence and take action in school and the wider community. |

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| Marine | Classes 3 and 4 | SC1, SC2, SC3 | Oceans, rivers, water-based ecosystems, human impact on habitats, marine litter and what can help oceans. | Links water habitats and conservation with responsible resource use and waste reduction. |
| School grounds | Classes 1, 2, 3 and 4 | SC1, SC4 | Outdoor adventures, school environment, school council, playgrounds, architecture, solar panel location on school grounds. | Shows pupils improving and evaluating their own environment through outdoor learning and pupil voice. |
| Transport | Classes 2, 3 and 4 | SC2, SC5 | Wheels and axles, settlements, food miles/local or imported food, protecting the planet and future design. | Connects movement, design and geography with carbon reduction and responsible choices. |
| Waste | Classes 2, 3 and 4 | SC3 | Baby bear's chair, windmills, sculpture/3D, plastic monitoring devices, textiles/waistcoats, recycling and oceans. | Shows reuse, material choices, plastic awareness and reduced landfill across D&T, art, PSHE and geography. |
| Water | Classes 3 and 4 | SC2, SC1 | Water cycle, rivers, oceans, water use, climate change and the water cycle, what can help our oceans. | Shows responsible water use and care for water environments; this links to the final original coverage table, which is water-focused. |

Section 4 Topic-by-topic integration: Eco-Schools lessons, Foundation curriculum evidence and charter links

| Eco-Schools topic | Eco-Schools lessons | Foundation curriculum | Additional adaptation opportunities In foundation curriculum | Sustainability Charter links |
|--------------------------|---|---|---|--|
| Biodiversity | Cycle A Block 4; Cycle B Nature around the world / garden construction / Life at Church Eaton. Includes bug highway, willow dome, habitats, nests, bug hotel, ant farms, wildlife meadow, pond dipping and tree ID. | Class 1: Science - Animal Adventures, Our Beautiful Planet and Changing Seasons; Geography - Outdoor adventures and Around the world; D&T - Hibernation Box and Flower threading; RE - What makes the world special. Year 1 animal homes; Year 2 plant care and microhabitats; Year 3 natural habitats; Year 4 rainforest change and human impact on habitats; Year 5 oceans; Spanish habitats. | Class 1: use outdoor adventures to look closely at plants, animals and seasonal change; make bird feeders or hibernation boxes; plant or thread flowers; and talk about how to care for the world. Plant wildflower seeds, make bird feeders, create butterfly feeders, build minibeast hotels and follow through with habitat improvement actions. | SC1 Nature & biodiversity; SC5 community stewardship. |
| Energy | Cycle A Block 1. Includes campfires, compost-building, wind, fire/Pumpkin Soup and water work. Curriculum coverage includes windmills, electricity, energy sources and protecting the planet. | Class 1: Science - Changing Seasons; Music - Transport; Computing - Exploring hardware; D&T - Boats. Year 3 making a difference and eating seasonally; Year 4 local/imported food; Year 5 energy whole unit and citizenship; Year 6 AI lesson linked to sustainability. | Class 1: introduce simple ideas about light, heat, weather, movement and how things work, including moving toys and boats. Use wind farms as examples for windmills; investigate light bulb efficiency, switches, hydropower, geothermal energy, solar panels and AI energy-saving solutions. | SC2 Energy and water responsibility; SC4 waste/resource choices. |

| Eco-Schools topic | Eco-Schools lessons | Foundation curriculum | Additional adaptation opportunities In foundation curriculum | Sustainability Charter links |
|---------------------------|---|--|---|--|
| Global citizenship | Cycle A Block 2 and Cycle B Community projects. Includes recycling art, Cricket Club project development, community signage, litter picking, global citizenship and local responsibility. | Class 1: Geography - Exploring maps and Around the world; RE - What makes us special?, Why are some places special? and What makes the world special?; PSHE - special relationships, family and friends, taking on challenges and wellbeing. Religion/worldviews caring for the world and others; local environment; community groups; trade and food choices; rainforest change; population and environmental impact. | Class 1: link maps, special places, families and celebrations to respecting people, places and the natural world. Reuse materials for art, compare sustainable travel, create campaign adverts, take part in beach/community clean-ups and present findings to audiences with authority to make change. | SC3 Global citizenship and fairness; SC5 community action. |
| Healthy living | Cycle A Block 5. Includes nettle soup/cakes, vegetable/strawberry planting, sensory herb garden, allotment seeds, sunflowers, berry bushes and bee hive ideas. | Class 1: D&T - Cooking and nutrition: Soup and Designing/making a rainbow salad; PSHE - my feelings, taking on challenges and my wellbeing; PE - OAA, Growing, superheroes, aiming and scoring; Science - Animal Adventures and Changing Seasons. Year 2 balanced diet; Year 3 eating seasonally; Year 4 food sources and rainforest change; Year 5 oceans; Year 6 food choices, climate change and population. | Class 1: make explicit links between growing food, healthy choices, outdoor play, wellbeing and caring for nature. Link healthy food, plants and planetary balance; consider sustainable exercise/travel such as walking, jogging and cycling. | SC1 nature; SC2 resources; SC5 healthy community participation. |
| Litter | Cycle A Block 3 / school grounds and Cycle B Community projects. Includes recycling, litter picking, waste and recycling, improving green space and beach clean-up links. | Class 1: D&T - Junk modelling; Art/EAD - seasonal crafts using materials carefully; RE - What makes the world special?; PSHE - taking on challenges and wellbeing. Year 1 caring for the world; Year 2 eco-friendly/plant-based materials; Year 3 recycling; Year 4 human impact and caring for environment; Year 5 marine litter data and findings. | Class 1: sort classroom materials for reuse, use junk modelling to talk about waste, and carry out a simple tidy-up or litter-spotting walk around school. Audit litter in the playground, local green space, woodland or urban area; present findings to councillors or organise clean-up action. | SC4 Waste reduction; SC5 community responsibility. |
| Marine | Cycle A Block 6 and Water theme. Includes pond dipping, water filtration, water butts, butterflies/flying insects, duck hotel and beach clean-up. | Class 1: D&T - Structures: Boats; Science - Our Beautiful Planet and Changing Seasons; Geography - Around the world; RE - What makes the world special? Year 4 human impacts on habitats; Year 5 oceans matter lessons, marine litter findings and Spanish | Class 1: use boat-building, weather and planet work to introduce water, rivers, seas and why water habitats need looking after. Explore river conservation, Amazon river protection and artwork/campaign messages promoting marine conservation. | SC2 Water responsibility; SC1 biodiversity; SC3 global responsibility. |

| Eco-Schools topic | Eco-Schools lessons | Foundation curriculum | Additional adaptation opportunities In foundation curriculum | Sustainability Charter links |
|-----------------------|---|--|--|---|
| | | habitats/protecting South America. | | |
| School grounds | Cycle A Blocks 3-5 and Cycle B Garden construction / Life at Church Eaton. Includes willow dome, tree planting, boot brush/welly rack, habitats, gardening, composting and green space improvement. | Class 1: Geography - Outdoor adventures and Exploring maps; Science - Our Beautiful Planet, Animal Adventures and Changing Seasons; PE - OAA; D&T - Hibernation Box and Flower threading; RE - What makes the world special? Year 1 playground improvement; Year 2 school environment and school council; Year 6 solar panel siting and playground structures. | Class 1: use outdoor adventures to observe the school site, notice seasonal changes, improve small habitats and care for plants and wildlife. Apply fieldwork to school green spaces, plan vegetable/herb gardens and design improvements for pupils, staff, plants, animals and insects. | SC1 biodiversity; SC5 stewardship and pupil voice; SC2 energy where solar-panel work is used. |
| Transport | Curriculum coverage includes local/imported food, settlements, mechanical systems, slingshot car and future eco-vehicle design. | Class 1: Music - Transport; Geography - Exploring maps; D&T - Structures: Boats; Computing - Programming Bee-Bots. Year 4 local/imported food and mechanical cars; Year 5 citizenship/protecting the planet; Spanish links to eco-friendly travel. | Class 1: compare walking, cycling, cars, boats and public transport through maps, music and Bee-Bot routes. Compare sustainable travel options, design sustainable journeys or eco-friendly vehicles, and discuss renewable/alternative energy for transport. | SC2 carbon/resource reduction; SC3 global responsibility; SC5 local choices. |
| Waste | Cycle A Block 2 recycling art; Cycle B Sustainable Christmas / Garden construction / Community projects. Includes recycling materials, charity selling, tyres, pallets, CDs and composting. | Class 1: D&T - Junk modelling, Textiles Bookmarks, Sliding picture and seasonal crafts; Art/EAD - Autumn wreaths, salt dough decorations, threaded snowflakes and craft projects using materials carefully. Year 2 reduce, reuse, recycle; Year 5 plastic monitoring, protecting the planet and oceans lessons; Spanish protecting South America. | Class 1: make reuse explicit by choosing scrap, recycled or natural materials for junk modelling and craft projects, and discuss what can be reused before it is thrown away. Use recyclable or reclaimed materials in D&T builds, sculpture and textiles; discuss natural/sustainable fabrics and AI waste-reduction ideas. | SC4 Waste hierarchy; SC3 fair/sustainable choices; SC5 action. |
| Water | Cycle A Block 6 Water. Includes pond dipping, water butts, water filtration, tomato soup with herbs, duck hotel and links to water life cycles. | Class 1: Science - Changing Seasons and Our Beautiful Planet; D&T - Structures: Boats and Cooking and nutrition: Soup; Geography - Around the world; RE - What makes the world special? Year 3 symbolic importance of water; Year 4 climate change and water cycle / river use; Year 5 oceans and water as precious resource. | Class 1: introduce water through weather, seasons, boats, soup-making and caring for the planet; talk about saving water and why plants, animals and people need it. Focus on rivers as enduring sources of food and water; link renewable energy to hydropower and protecting water resources. | SC2 Water responsibility; SC1 habitats; SC3 global water stewardship. |

Section 5b. Curriculum integration

| Curriculum area | Examples from integrated mapping | Strongest charter evidence |
|-----------------------------------|---|----------------------------|
| Science | Habitats, food chains, electricity/circuits, water cycle, materials, plant growth, movement and nutrition. | SC1, SC2, SC4 |
| Geography | Oceans, rivers, rainforests, energy sources, settlements, local environment, population change and fieldwork. | SC1, SC2, SC3, SC5 |
| D&T | Windmills, cooking and nutrition, recycled-material structures, mechanical systems, playgrounds and textiles. | SC2, SC4, SC5 |
| RSE / PSHE and Wellbeing | Citizenship, protecting the planet, local community groups, caring for others and making a difference. | SC3, SC5 |
| Religion and worldviews | Caring for the world and others, water symbolism, stewardship and equality/fairness links. | SC3, SC5 |
| Art, Spanish and Computing | Recycled sculpture, campaign adverts, habitats, protecting South America, AI energy/litter/waste solutions. | SC1, SC3, SC4 |

