



Beyond Cop 26 – the  
governance of climate  
change

**2<sup>nd</sup> December  
2021**



Steve Barker



Linda  
Waghorn

# Aims of this

## session

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to explore the contribution school governance can make to ensure pupils are engaged in the post COP26 debate;



to consider how children and young people can be empowered to address the causes of climate change;



to explore good practice in schools within and beyond the national curriculum

Our children and young people  
care!

THERE IS NO  
PLANET B



There  
No  
PLANET



GREEN NEW DEAL



# The Telegraph

COMMENT

Climate extremists have terrified a generation into not wanting children

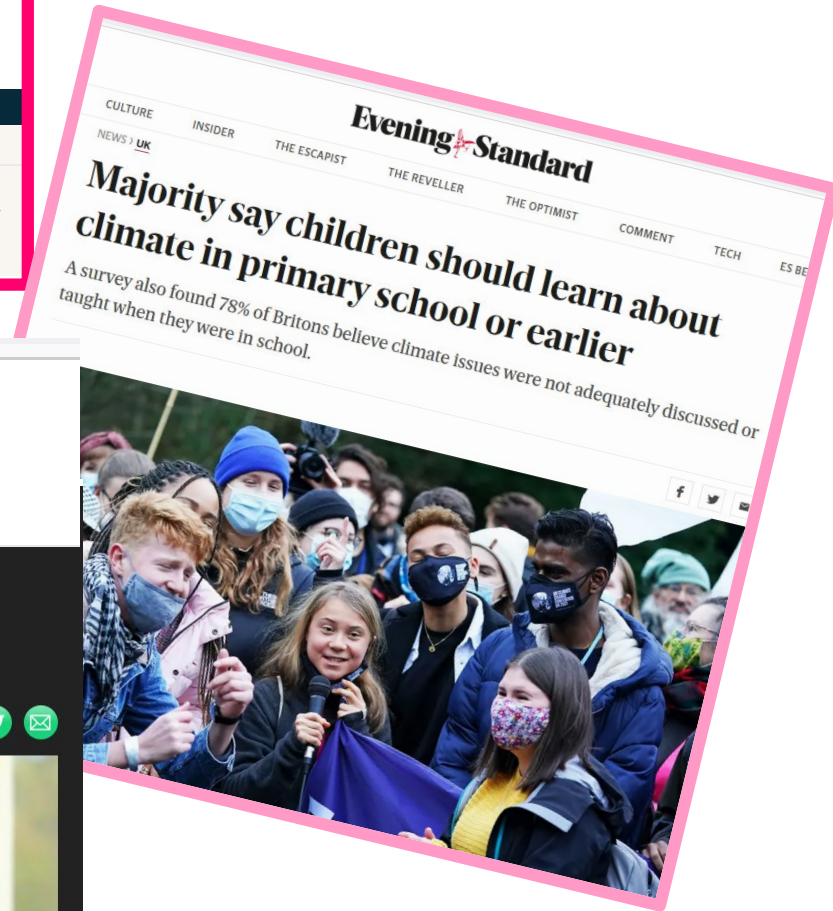


# INDEPENDENT

Queen urges Cop26 to 'rise above politics' and tackle climate for 'our children's children'

Prince Philip's environmentalism was 'source of great pride' she says

Sam Hancock • Tuesday 02 November 2021 01:46 • Comments



# What should schools already be doing?

- Compliance with the National Curriculum;
- Preparing children and young people for later late/next stage of life/education.

# What the DfE say:

- 2013, specific reference to climate change was removed in favour of a more general requirement to teach environmental change.
- primary school children are taught about how environments can change as a result of human actions,
- secondary science teaches about the production of carbon dioxide by human activity and its effects on the climate.
- In GCSE science, they consider the evidence for human-caused climate change and how CO<sub>2</sub> and methane can be reduced, as well as renewable energy sources
- GCSE geography looks at the causes, consequences and responses to extreme weather conditions and natural weather hazards
- Since 2017, pupils have been able to take an environmental science A-level

## Good questions for governors to ask:

- Where does *environmental change* sit in our curriculum at present?
- How/where do children learn about human actions changing environments? (Primary)
- How do pupils learn about CO<sub>2</sub>, climate impact etc (secondary KS3)
- Do GCSE Biology and Geography teach climate change and where else? (KS4)
- Do we offer Environmental Science at A Level?



# COP26

## Glasgow 2021



# COP 26 – response from the DfE

 GOV.UK

→ [Coronavirus \(COVID-19\)](#) | Guidance and support

[Home](#)

News story

## Education Secretary puts climate change at the heart of education

Young people will be empowered to take action on the environment as part of new measures designed to put climate change at the heart of education.

From: [Department for Education](#) and [The Rt Hon Nadhim Zahawi MP](#)  
Published 5 November 2021  
Last updated 5 November 2021 — [See all updates](#)



Young people will be empowered to take action on the environment as part of new measures designed to put climate change at the heart of education.

Announcing a range of measures in a speech at COP26 today, Education Secretary Nadhim Zahawi will set out his vision for all children to be taught about the importance of conserving and protecting our planet.

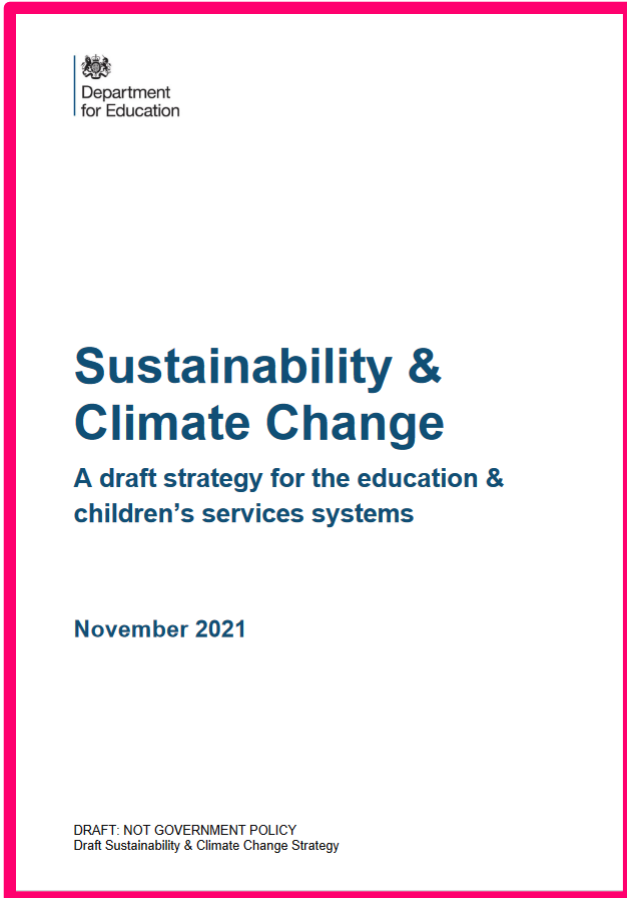
# COP 26 – response from the DfE (2)

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Nadhim Zahazi's measures include:

- *a model science curriculum, by 2023, to teach children about nature and their impact on the world around them;*
- increasing biodiversity of school grounds;
- a virtual National Education Nature Park –to track progress against other schools, increasing knowledge of different species and to develop skills in biodiversity mapping.
- Introducing a new *Climate Leaders Award*
- sustainability and climate change strategy by *April 2022*

# The DfE draft strategy:



*While returning a sense of normality and helping our young people catch up remains our key immediate priority, as part of this recovery I am committed to Building Back Greener.*

## Four strands:

- Education
- Green skills and jobs
- Learning from & connecting with nature
- Buildings

# Supporting schools to support pupils:



LEARN

WHERE WE WORK

WHAT WE DO

WHO WE ARE

SUCCESS STORIES

WHAT YOU CAN DO

ADOPT

DONATE

MEMBERSHIP

[Skip to main content](#)

## CLIMATE CHANGE RESOURCES

We've produced a range of curriculum linked resources for the classroom to help your pupils explore the issues of climate change in an engaging and motivating way.

[VIEW RESOURCES](#)



© natu



**GOVERNORS  
FOR SCHOOLS**



# WWF Resources for schools

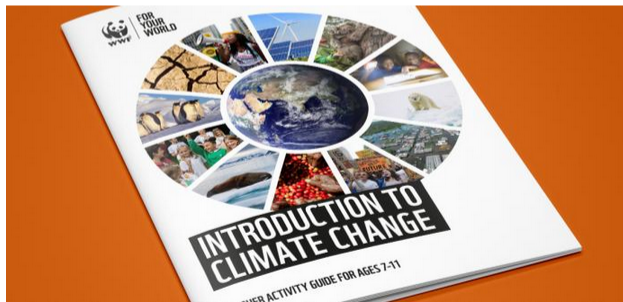
OUR WORK WITH SCHOOLS

SHARE THIS

## THE SCIENCE THAT AFFECTS OUR WORLD

The Earth's global temperature is warming, meaning that weather patterns and ecosystems are changing more quickly than animal species and human communities can adapt to.

Our new introductory climate change resources have been designed to introduce the topic of climate change to students aged 7 -11. Secondary school students, and primary school students with an existing knowledge of climate change, can further explore the affects climate change is having on our world through our series of engaging [curriculum linked programmes](#) and activities. Tell us how your school is helping to tackle climate change to claim your [Climate Hero certificate](#).



### TEACHER GUIDE: INTRODUCTION TO CLIMATE CHANGE

Our exciting new teacher guide provides two simple activity ideas based on the topic of climate change. You can use these



### PRESENTATION: INTRODUCTION TO CLIMATE CHANGE

Our new classroom presentation



### CLAIM YOUR 'CLIMATE HERO' CERTIFICATE

If your school has taken part in



# Supporting schools to support pupils (2)

The screenshot shows the British Council website's 'The Climate Connection' section. The main navigation bar includes 'Learn English', 'Take an exam', 'Study and work abroad', 'School and teacher resources', and 'Arts, education and society'. The sub-navigation bar includes 'About', 'Get involved', 'Be inspired', 'News', and 'Connect with us'. The page title is 'Climate resources for school teachers'. The main text states: 'To help you support positive action towards climate change in your school, here's a round-up of our online events, programmes and classroom resources.' It mentions support for the United Nations Sustainable Development Goal on Climate Action. A section titled 'Choose from our school resources' features three items: 1. 'Schools teacher podcast on climate education' with an image of students and a laptop, described as the first ever schools podcast with TES. 2. 'Learning for a Sustainable Future online course' with a 'ONE WORLD' graphic, described as a personal and professional global learning journey. 3. 'The Climate Change Challenge' with a small image. A right-hand sidebar titled 'Get involved' lists: 'The Climate Connection Newsletter', 'Camera Sika X Road to COP26: Climate Change Film Competition', 'Global Youth Letter', 'Learning for a Sustainable Future online course', 'The Climate Connection Higher Education Roundtable Series', 'University courses and scholarships', and 'Climate resources for school teachers' (highlighted in red).

# Supporting schools to support pupils (2):

The screenshot shows the UNESCO website's page for Education for Sustainable Development (ESD). The header features the UNESCO logo and the tagline "Building peace in the minds of men and women". Navigation links include "IN BRIEF", "WHAT WE DO", "WHERE WE WORK", "PARTNERS", "JOIN US", and "RESOURCES". The main content area is titled "Education for Sustainable Development" and includes a paragraph explaining that ESD empowers learners with knowledge, skills, and values to address global challenges like climate change and inequality. It also states that learning must prepare students to find solutions for today's and tomorrow's challenges. A section titled "Education for Sustainable Development is recognized as an integral element of Sustainable Development Goal (SDG) 4 on quality education and a key enabler of all other SDGs." is followed by a "Read more" link. On the right, there is a "5th UNESCO Forum on Transformative Education" banner for 29 Nov - 1 Dec 2021, a "RELATED LINKS" section with five bullet points, and a "VIDEOS" section with a video thumbnail of a student at a desk. At the bottom, a banner reads "UNESCO's participation in the United Nations Conference on Climate Change (COP26)".

- Contributes to UN 2030 framework;
- Joins communities across the world
- Focuses on learning
- A range of resources
- A commitment to empower children and young people



What schools are doing:

Lots!

**LIVING STREETS**

**LET'S WALK TO SCHOOL**

**HEALTH and WELLBEING**

**FIVE-DAY WALKING challenge**

**WE'RE TAKING PART IN**

**Walk to School Week, 5-9 October.**

The poster features five cartoon characters on a green path: a globe, a paintbrush, a lightbulb, a heart, and a smiling mouth. The background is yellow and green.



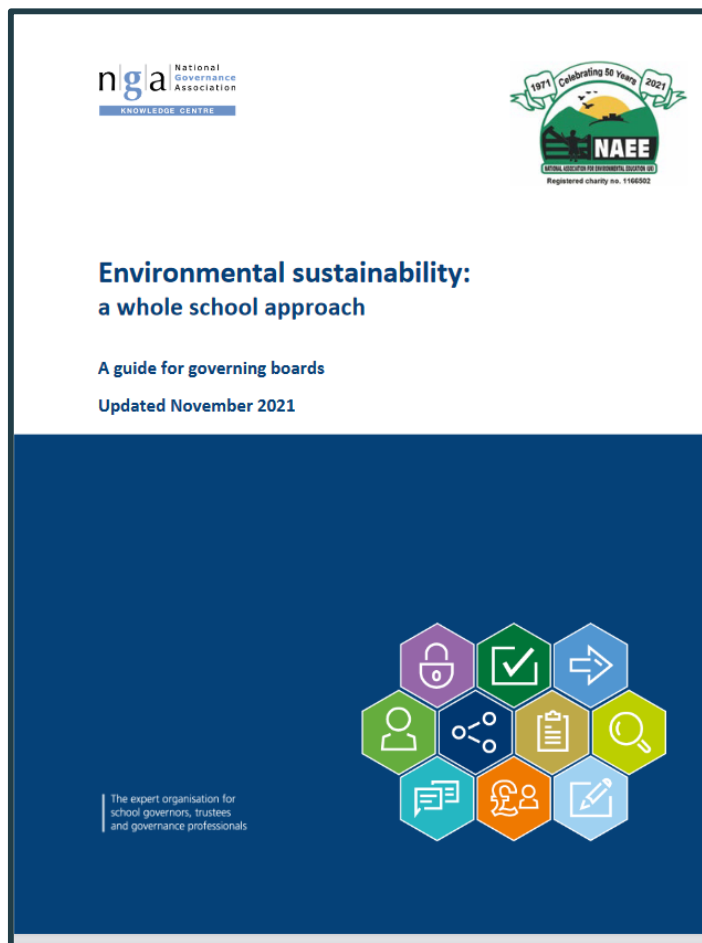


# What can Governors do?

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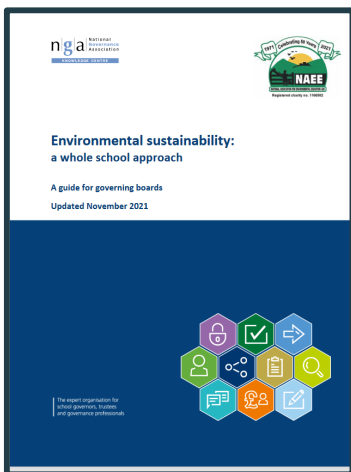
- Ask questions;
- Suggest a climate change provision audit?
- Ask if schools are accessing free resources.
- Ask what more could we do.

# What can Governors do?



Includes 26 questions that governing boards might ask themselves about their school.

# What can Governors do?



## Curriculum: teaching and learning

To what extent does your school ...	If so, does it ...
recognise that the statutory curriculum and exam syllabuses cover necessary ground but leave gaps and provide opportunities for interpretation?	foster curiosity and give students the chance to explore wider and deeper sustainability questions?
know that all subject areas can make valuable contributions to students' learning about local and global sustainability?	encourage working across subjects and collaboration between teachers?
appreciate that not all teachers will have a specialist knowledge or background in these issues?	provide opportunities for appropriate professional development?
already audit what is currently experienced by students.	consult students about the nature of their curricular and wider-school experiences?
enable students to think about possible futures from a range of perspectives, including those of equity and justice?	see the sustainable development goals as a helpful background to understanding these issues?
understand that exploring values will be necessary when learning about possible futures?	support students to think through issues using critical, creative and open-minded approaches that are age-appropriate, and include art based



# Questions for Governors to reflect upon:

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- Do we do enough with our pupils to enable them to understand and engage with climate change?
- Do we have a plan to do more and if so will it add valuable breadth and balance to our curriculum?
- What more could we do?

Because doing nothing is not an option!

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*“We are the first generation to feel the effect of climate change and the last generation who can do something about it.”*





# Any questions

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# Further information

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- DfE *draft* Strategy Document  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1031454/SCC\\_DRAFT\\_Strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031454/SCC_DRAFT_Strategy.pdf)
- WWF  
<https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources#resources>
- UNESCO  
<https://en.unesco.org/themes/education-sustainable-development/cce>
- NGA/NAEE - Developing sustainability  
[https://naee.org.uk/wp-content/uploads/2020/11/NAEE\\_GOVERNORS\\_PUBLICATION.pdf](https://naee.org.uk/wp-content/uploads/2020/11/NAEE_GOVERNORS_PUBLICATION.pdf)

# What you need to know, when you need to know it



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Better Governor researches, interprets and distils the latest news in education policy, legislation and practice keeping you informed on how they impact your role as a governor or clerk.

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