



Godalming Junior School

Sustainability and Climate Action Plan

Subject: Sustainability and Climate

Sustainability Lead: A. Samson (Headteacher)

Our curriculum intent for sustainability and climate at GJS

At GJS we empower students to take their next steps into the world and help shape climate positive behaviours, which are modelled and taught by staff. There are many areas where GJS is proactive and inclusive in teaching a 'climate curriculum' e.g. Living in the Wider World PSHE unit in Year 3, Our Changing Earth geography topic in Year 4, Rivers and Oceans topic in Year 5 and the Year 6 project learning about endangered species through their 'Born Free' unit. We also have a unique 10richment programme, which helps educate ALL children about the world in order for them to be more 'globally literate'. These weeks include Human Rights Week in December and Earth Week in March when we build up towards the World Wildlife Fund (WWF) Earth Hour. During previous 10richment Science Week's we have engaged in energy saving challenges through SATRO, when in 2022 the school was awarded 1st place for the levels of carbon saved across all schools which took part in the South West of Surrey. From September 2025 and following the [DfE Sustainability and Climate Action Plan Guidance](#), GJS has created its own plan using the four main headings: **Decarbonisation, Climate Resilience, Biodiversity and Climate Education**. We also consulted the [Friends of the Earth Climate Action Plan for Schools and Colleges](#) guidance to support our work. This plan will be reviewed each year involving a range of stakeholders at the school including staff, governors and the children themselves through the School Council.

How we implement a sustainability and climate curriculum at GJS

We deliver a number of sustainability and climate themes across the curricular areas and across the year groups. This is reinforced by other areas of school life; such as the 10richment programme, Circle Times, School Council priorities and weekly assemblies using the [UNICEF Rights Respecting School Assembly Pack](#). Within these assemblies there are references to World Water Day, World Environment Day, Fairtrade Fortnight and International Day for Disaster Risk Reduction among others. It is during these sessions, the children become aware of how global warming is affecting the daily lives of people around the world, the displacement cycle and the role WE can play to educate the children to be more mindful and responsible in changing habits for the betterment of the planet. School Council meet with the headteacher to share outcomes of class discussions to create the school's 'High 5 Priorities' for the coming year, displayed in the school entrance hall. ALL priorities take into account the possible environmental impact, even down to the purchases we make from sustainable providers using sustainable or recycled materials. Climate education at GJS is **holistic** subject, which is integrated across the curriculum and attempts to develop agency and resilience for a sustainable future.

The impact of our sustainability and climate curriculum at GJS

There are many sources of evidence at GJS which suggest the curriculum offer is fit for purpose and continues to evolve. Through survey outcomes, which can be found on the school website [here](#), it is clear children enjoy coming to school and learning about what they do at GJS. 95% responded that they enjoy their learning most of the time, 96% agreeing that our 10richment Weeks play a key part in the school's wider **inclusive** curriculum and 98% stating they are proud to be at GJS. We also enjoy exemplary high rates of attendance, our attendance data can be found [here](#), further illustrating that the children at GJS LOVE coming to school. Pupil voice plays a prominent role in school improvement and the views of children in key positions of leadership, such as our Anti Bullying St☆rs and School Council, provide a valuable conduit between adults and children at GJS. From the entrance hall, to the school hall to classroom and wider school displays, we capture the views and thoughts of children to ensure we are empowering them as much as possible to 'leave the school in a better place than they found it'. The school leadership expects every stakeholder to adopt this outlook.

Action Plan for 2025-26

Intent	Implementation	Costs	Projected Impact
(Your objectives) Decarbonisation <i>To further educate children and parents on the roles they can play to lower carbon emissions</i>	(Actions) ➤ Sign up for Surrey 'Feet First Walking Training to encourage lower school families to travel to and from school safely and on foot/cycle/scooter ➤ During this time, gather data through surveys to ascertain numbers of those travelling to and from school on foot as a baseline and consider strategies to grow this number through School Council meetings	£360 PTA Funded	(success criteria) ➤ <i>Children travelling to school on foot more safely by the end of 2025-26</i> ➤ <i>More families travelling to and from school on foot by the following year</i>
Climate Resilience <i>To manage school resources by further reducing lunch wastage</i>	➤ Ensure all food waste (school lunches) from September at lunchtimes in the dining room is disposed separately as part of Surrey's statutory requirements ➤ Regularly review menu choices with Surrey Commercial Services staff to ensure adaptations are made to reduce waste ➤ Regular messages in assembly to highlight the level of food waste and engender a commitment to reduce this (especially now as there are 3 meal options every day) ➤ Random 'weight checks' of wastage and compare days where most and least waste is produced ➤ Consider investing in more 'visual' prompts in the dining room to encourage the reduction of food waste ➤ Consider installing water butts on the school site to collect rain water and use for watering areas such as our Sensory Area and Peace Garden	£100 new bins Time for menu reviews Time to weigh waste £250 visuals £150 Water Butt	➤ <i>Achieve statutory requirement to dispose of food waste separately from other waste from the dining room by the start of September 2025</i> ➤ <i>Due to changes, edits alterations to menus to be fit for purpose, more prompts to reduce waste, more data collecting - lunchtime food waste is reduced</i>
Biodiversity <i>To further promote biodiversity on the school grounds</i>	➤ To maximise the school site by planting bee friendly plants, shrubs and flowers ➤ Install bird boxes onto appropriate areas of the main school building ➤ Consider buying in support to help the children make bug hotels during Earth Week (March) ➤ Consider taking part in the RSPB Big Garden Bird Watch , gather and analyse data to ascertain the levels of attraction to birds at GJS	£500 PTA Funded	➤ <i>The biodiversity levels on the school site to increase, children to have greater respect for the school site and data gathered leads to possible changes in positioning or contents of bird boxes/feeders</i>
Climate Education <i>To further educate children on causes and impacts of climate change in a holistic and integrated way across the curriculum</i>	➤ Bespoke assemblies to be planned and delivered using UNICEF Climate Action Strategy and National Education Nature Park resources ➤ Subject leads to consider adopting resources to be woven more explicitly into topics throughout the school ➤ Consider adding to the school Progression of Skills and Knowledge document to explicitly reference sustainability and climate knowledge section or addition objectives within subject areas. ➤ Set up flood alerts for the school and research the risk of flooding over time at GJS	Staff Meeting Time Professional Release Time (PRT) INSET time	➤ <i>Children's knowledge and understanding of causes and impacts of climate change to increase across the school across a range of curriculum areas e.g. geography, PSHE, English, weekly assemblies 10richment weeks and Circle Times</i>

Supporting Documents

[DfE Sustainability and Climate Change Strategy policy paper](#)