

# **Our Common Home**



## **Our Lady of the Missions Primary**

Across Our Lady of the Missions Primary, we are taking full opportunity of COP26 to support our curriculum right across the school with a focus on ensuring the entitlements are met within the four contexts for learning for all of our pupils.

### **Ethos and Life of the School**

At whole school assemblies all committees take their turn to present at assembly and a new Laudato Si group has been formed in order to create a place for all of our committees to collaborate on whole school projects linked to COP26/ sustainability/ pupil rights etc. This also aligns with our vision, values and aims and promotes our overall theme of Our Common Home. parents are involved via our Parent Outdoor Group, PSA events and delivering online workshops to pupils about their careers linked to COP26/ STEM etc

### **Opportunities for Personal Achievement.**

We celebrate the achievements of individuals and our various committees and groups at assembly, via our monthly newsletter and through social media. We are creating a pupil Comms Group to ensure consistency across the school and to continue to raise awareness within the wider community and we track pupil achievements.

Pupil led learning is a focus for all stages, especially in the areas of social studies, technology and STEM where pupils can agree the context of their learning and the where and how and undertake personal projects.

Classes are participating in a variety of COP26 related competitions.

### **Curriculum Areas and Subjects**

This term we have a distinct focus on COP26 targets across social studies, science and technologies. All classes have planned lessons and activities which directly relate to 'Our Common Home'.

We have received a Maths grant which will help us towards developing more of our outside areas for STEM learning and creating outdoor kit bags for pupils to use for outdoor learning across the curriculum.

### **Interdisciplinary Learning (IDL)**

All classes are incorporating COP26 learning across the curriculum, bundling Experiences and Outcomes together and ensuring that skills in literacy and numeracy in particular are developed in a meaningful and relevant way. Digital skills and outdoor learning opportunities are also being utilised and developed through use of cameras, sensors, ipads etc

**Please see some specific examples below from all areas of school life**

## **Leadership**

- ★ Pupil Leadership Committees working together throughout the year
  - RRS/Pupil Council working as one group for Gold Accreditation
  - Eco/Fairtrade working as one group to continue Eco Flag Renewal - climate change as a focused goal for year 1
  - All pupil groups will have a Laudato Si' representative within them who will attend additional meetings and report back to their own committees. This group will facilitate collaborative working across all committees with a focus on COP26 and Laudato Si.
- ★ One staff member from each stage will oversee the Laudato Si' group, feedback to their departments when relevant
- ★ All Committee Action Plans have a linked focus on the environment and all Committees have a dedicated Google Classroom
- ★ Lunchtime Clubs include wildlife club organised by PSA with experience of working at Edinburgh Zoo
- ★ Committees and groups present to whole school assemblies, currently online
- ★ Stages participating in Keep Scotland Beautiful Climate Action Week - 13th - 17th September
- ★ Pupils have been harvesting crops which have been used by the school kitchen at lunchtimes

## **Vision, Values and Aims**

- ★ Creation of a Sacred Space outside being planned
- ★ 'Our Common Home' wall display for all pictures/pupil work/quotes
- ★ Regularly update Twitter, Google classroom and newsletter with the work being done across the school
- ★ Stage competitions with Climate Change/Laudato Si' theme
- ★ Create '[I cared for our common home' stickers](#) for pupils - share with PSA to give out in playground and with Staff Leaders for committee members as well as class teachers (this can will link with our whole school House achievements )
- ★ Laudato Si' prayer service - encouraging children to pray for our common home and give thanks for the beauty of God's creation
- ★ Praying for Our Common home to be encouraged in daily prayers (special intentions) and in bidding prayers at stage Masses
- ★ Use Laudato Si' resources (provided in education pack from SCES) to assist in providing an ecological education through a Christian lense, encouraging children to answer the plea from Pope Francis to care for our common home

## **Partnerships**

- ★ Parent partnerships - encouraging families to care for Our Common Home through homework challenges etc.
- ★ Parents involved via the Outdoor Group linked to our PC and PSA, working collaboratively with staff and pupils to possibly look at developing a community garden
- ★ Parents organising online Meets with classes to discuss their Maths/COP26 related careers
- ★ University of Strathclyde supporting Maths workshops linked to COP26
- ★ Maths Week Scotland grant for £1,384.52 to:-
  - facilitate collaboration between committees across the school in developing outdoor spaces eg adding bee hotels, bird tables and provide opportunities across the school for all pupils to develop COP26 linked STEM activities eg using quadrats to measure insect/ plants activity across sections of the grounds and observe wildlife with cameras in order to make informed decisions about the placement of resources

- Provide 'grab and go' outdoor learning kitbags for every stage in the school including extra den making kits and tarpaulins
- ★ Visiting Art Specialist to have Cop26 Laudato Si' focus for p6 and p7 lesson blocks and will hold a lunchtime club targeted at more able artists to complete large display canvas with COP26/Laudato Si' theme
- ★ 'Hour of darkness' during COP26 week - reduce the use of lights
- ★ Classes across the school participating in COP26 themed competitions
- ★ All staff have planned IDL lessons with COP26 as the focus for October/November

## **Examples across Stages**

### **P1**

At early level, children are developing their understanding of sustainability and how we can all help look after the environment. This activity will help children think about the materials we use every day and how they can be sorted for the purpose of recycling. Outdoors they are looking at different materials, weather and seasons. Investigate nature and living things, develop an understanding of the need to care for the environment and investigate nature by caring for the environment.

We are going to go on walks in the local area/ monitor playground/ talk to peers and come up with an action ( Litter picking perhaps) that they can perform to show they care for the environment.

P1 are also working on animal topics such as Our Oceans looking at:-

- plastic pollution and how it affects the ocean and the creatures that live in them.
- what can we do to help reduce plastic pollution?
- junk modeling using plastic waste
- Art - We Love Our Planet activity
- create awareness by going on a litter pick up around the school
- Use the Earth Cubs website during independent learning

### **P2**

P2 are studying habitat related topics such as Under the Scottish Seas where they will look at eg plastic pollution and over-fishing. They will create a world map and character profiles for the important people visiting Glasgow for COP26. Opportunities to develop literacy and numeracy skills will be developed through this context - eg note taking, research skills, measure, financial education and they will celebrate God's creation through outdoor learning and RE.

### **P3**

P3 are also looking at the effects of climate change on habitats looking for example at Scottish wildlife and the reintroduction of some native species. They are undertaking personal case studies re animals and looking at 'green' occupations and the skills required for these. Through STEM they are also looking at the history of fossil fuels and renewable energy. They are using the LEGO website FOR COP26 – building instructions for a better world, hoping to submit our winning instructions from our classes online.

### **P4**

P4 pupils are studying their local area, looking at the impact of environmental change and how they can make a difference locally. They are also investigating local approaches to sustainability eg recycling, growing food locally, improving housing, energy saving etc

### **P5**

P5 are, apart from focussed topics, also making links across learning with the skills and qualities required to deliver COP26 outcomes eg effective leadership, team working. They are looking at Sustainability through health and wellbeing, using the outdoors to enhance learning and participating in related competitions.

## P6

P6 pupils are:

- Taking part in the Climate Action Week live lessons and exploring the associated resources;
- Learning more about what COP 26 is and the role we can play in positively impacting our climate and safeguarding the future of the planet;
- Using coding to learn more about the UN Sustainable Development Goals, plastic pollution, tree lifecycles etc. (Coding Week)  
<https://projects.raspberrypi.org/en/pathways/protect-our-planet>
- Exploring the importance of pollinators to our local environment; identifying ways that we can positively influence our school environment and acting on our learning by designing solutions to various environmental problems linked to pollinators;
- Creating a 'Class Climate Action Plan' to focus our learning and to help us make informed choices as a class this year to positively impact the environment.
- Exploring 'Climate Champions – Little Inventors' resources and the Design engineering process to create inventions to help protect biodiversity and help shape a more sustainable future.

## P7

- All classes have a COP26 Focus for term 1 topic with pupils very much directing the approaches and skills utilised. For example one class is doing Collapsing Climate another is studying Planet in Peril (named by the children) – the plan has come from children so far research human, environmental and human impact, positive and negative, of climate change. They are participating in discussions/ debates, planting/growing veg, carbon footprint mapping, atlas work looking at carbon emissions from countries and why this might be, raising awareness of our contribution through looking into eg the journey of bread which covers pollination, food miles, pesticides, GM crops. All classes are taking part in the daily live lessons for Climate Action Week and taking their learning across the curriculum eg outdoor learning - creating a solar oven. Stewardship is the focus in RE.
- Climate Change art from Art specialist