

FOR IMMEDIATE RELEASE

Ten-point plan to deliver climate education unveiled by experts

Capitalising on greater climate and nature education in the national curriculum will need a detailed programme of support to make the changes a reality, according to a new report published today (Wednesday, 4 March).

The report, produced following discussions with more than 40 professional bodies and teaching organisations, sets out ten priority areas for improving climate education following the government's [Curriculum and Assessment Review](#).

The experts argue that while the curriculum review is a welcome step, real change will require coordinated support across the whole education system. It also urges every school to meet government policy ambitions to appoint a dedicated Sustainability Lead, and for Ofsted to incorporate schools' sustainability actions into their inspection framework.

[Add the organisation quote here]

The ten priority areas are:

- **Quality-controlling classroom resources** — making sure materials from major publishers are accurate, up to date and adaptable for local use
- **Reforming exam specifications** — ensuring climate and nature are examined across multiple subjects, with specifications that can be updated as the science develops
- **Expanding enrichment opportunities** — ensuring all students have equal access to climate-related activities outside the classroom
- **Supporting teachers** — better training and resources across all subjects, including guidance on handling controversial issues in the classroom
- **Defining essential content** — making the basics of climate change causes, consequences and solutions compulsory for every student
- **Keeping the focus on solutions** — more emphasis on renewable energy, nature restoration and green careers in lessons, training and exams
- **Improving coherence and sequencing** — clearer links between subjects and year groups to avoid repetition and build on prior learning
- **Embedding green skills** — weaving data, digital and critical thinking skills into climate and nature teaching across all subjects
- **Strengthening the wider community** — closer working between publishers, subject experts, industry and young people
- **Applying a climate lens to every subject** — bringing climate and nature into subjects beyond the obvious ones, and ensuring it is covered in teacher training from the start

The report ends by setting out a vision for what successful reform of the education system would look like by 2031. Contributors include the Royal Meteorological Society, the University of Reading, University College London, the National Association for

Environmental Education, Global Action Plan, the Council for Subject Associations, the Royal Geographical Society and Cambridge University Press and Assessment.

Notes to editors:

Read: Delivering High Quality Climate Change, Nature and Sustainability Education for All – Beyond the Curriculum and Assessment Review [LINK]

[Add organisational contact details here]

Additional quotes:

Professor Andrew Charlton-Perez, climate scientist at the University of Reading and chair of the National Climate Education Action Plan, said: "Climate change touches every part of our lives, so it makes sense that it should touch every part of the education young people receive. The reforms to the Science, Geography and Design and Technology curriculum are really welcome, but what our workshop highlighted is the distance still left to travel to ensure that the education system can deliver on these reforms. We highlighted ten priority areas we think need attention to make a real difference."

Professor Andrew Charlton-Perez is available for interview. Contact the University of Reading Press Office on 0118 378 5757 or pressoffice@reading.ac.uk.

Professor Sylvia Knight, Head of Education at the Royal Meteorological Society, said: "The curriculum review has created real momentum for change. We want to make sure that translates into effective climate education in every classroom, reflecting the call in the Curriculum Review for climate and nature education to be a critical function of the education system."

Dr Alison Kitson, Programme Director, UCL Centre for Climate Change and Sustainability Education at University College London, said: "Any reform to the education system needs to think clearly about what its end goals are. Our report highlights a collective vision for how they could improve the educational experience not just for young people but for teachers, school leaders and many others."

Dr Morgan Phillips, an independent sustainability consultant, said: "Our report calls for a strong focus on green skills, climate solutions and a climate lens in every subject. It's only by giving young people this sense of hope and agency that we can build a new generation of climate and sustainability advocates and leaders."

Liz Moore, Chief Executive of the Association of Citizenship Teaching and co-chair of the Council for Subject Associations said: "We must seize this unique moment in education policy to unite education leaders and subject teachers behind a shared mission: to teach environmental change, its impacts and the possible solutions for a more sustainable future. Our report sets out a vision to create a whole system approach so that no child is left without this essential education."

Christine Ozden, the first Global Director for Climate Education, at Cambridge University Press & Assessment, said: “Today’s young people will inherit the most consequential impacts of climate change and the responsibility to respond to them. We want to support schools to empower them from reception up, so they have the expertise and ability to evaluate evidence, to think critically and to take on jobs in new industries shaped by a green economy.

“The UK Government’s recent Curriculum and Assessment Review made positive changes to integrating climate into education. Like the report authors, we see the opportunity and need to embed it right across the curriculum.

“This is an excellent report that shares and builds on the expertise and hard work of many people and organisations. Cambridge is proud to have contributed. We are already embedding climate education in our qualifications to ensure that this generation is equipped to contribute to local and global responses to the environmental changes that happen in their lifetimes. Climate change is the defining challenge of our age, and climate education is essential across the curriculum.”

Myles McGinley, Managing Director of Cambridge OCR, said: “This timely report echoes what teachers and students tell us: they want to see more about climate change and sustainability in the curriculum.

“Just as climate change touches on every aspect of our lives, it should be present across a student’s education. This is more than just adding a worthy topic to the curriculum. Student engagement and attendance are increasingly challenging for many schools. Part of the solution is providing a curriculum that is engaging and relevant to young people and provides them with the knowledge and skills they need for life and work in a rapidly changing world.

“Today’s report notes that there will also be an important place for more climate-relevant qualifications. This is something we have found in the positive response to our certificate in sustainability, aimed at young people who are interested in the green economy. The curriculum, and qualifications available to young people, must never stand still.”