Something I have never thought about before, but would like to in the future now this has been introduced to me.

I think it's important to provide pupils with the facts about climate change but I'm not completely convinced it is a safeguarding issue. We need to be careful not to impose our opinions on the issues upon our pupils.

I do agree that it is an issue that all students should be made aware of, and to educate them about how their decisions and actions will affect their futures. However, it may need to be dealt with sensitively due to the growing climate anxiety.
Climate change undermines the rights of the children around the world, including the UK. For example, if we look at air pollution in cities around the UK. Without taking action, climate change will increase the inequalities that already exist.

I think any teacher who is teaching these issues, runs the risk of giving too much personal opinion. It is difficult to not bring bias into the subject, due to personal opinion. There needs to be a strong use of data and GIS, in order to make sure that students are given the whole picture.

I think that it is a safeguarding issue because it is about giving students a tool to be safe in the future. Also a safeguarding issue because we have to face climate anxiety. well being impacted –

Safeguarding is all about recognising and minimising risk to our students. Climate change may be a direct or indirect risk to our students. Therefore it is our responsibility to manage this risk, through education.

Climate change is an issue that will more and more start to impact the daily lives of our students and will likely become an issue of safeguarding. Teaching them about climate change allows them to make informed decisions about their own safety and wellbeing.

I do agree that climate change is a safeguarding issue because the impacts of climate change can have severe impacts on pupils. By teaching pupils about climate change we are equipping them with the knowledge to make appropriate and informed decisions about responding and reducing climate change.

I believe that it is a safeguarding issue because this is a worldwide current issue that will effect the next generation. Children need to have the background knowledge in order for them to make informed decisions and how they can make a difference in the world. I believe that this links to Greta Thunburg's 'No one is too small to make a difference'. Children need to have that powerful knowledge to allow them to make that difference and understand why the world is changing around them. They are going to be directly or indirectly effected in some way therefore we as teachers have a duty to provide this information on climate change. Students are either directly or indirectly impacted by climate change. Very often, they are all aware of the term but not the implications, links to other global/local issues and strategies to mitigate the impacts. It gives them the knowledge and autonomy to change and protect themselves and other people.

Young people need to be informed about climate change in order to make knowledge-based decisions to keep themselves safe in a changing world. However safeguarding in schools is largely considered to be personal, or small-scale person to person, so it does not fit that typical model perfectly.

If students have the tools and knowledge to make informed decisions then they will be better prepared to protect themselves and make sustainable decisions.
Not just because of the way climate change is expected to affect children but also because some SEND students find the topic of climate change causes severe anxiety particularly the way the media reports the issues.

Flooding in Sheffield affected my students massively. Many of our Ss live in uninsured homes at massive risk of homelessness.

Students need to understand what is happening within the world, how they will be impacted and what they can do in response to this issue. They may not receive this information and tools at home, therefore could be within their duty of care within schools for students to be aware of the topic. This awareness is part of being a global citizen.

Students must be aware of their surroundings. They must understand how their natural, built and pastoral environment influences them and be able to raise concern when they do not feel safe.

Climate change will impact pupils future. The generation which we are teaching will be the next generation. We as teachers have a responsibility to safeguard pupils. Providing pupils with powerful geographical knowledge will help shape them into more rounded global citizens. This involves making decisions which will impact the local community, the regional area and on an international scale. Climate change will impact upon the atmosphere, the hydrosphere and biosphere which all impact human life. By educating pupils about their actions, we are ensuring that they have the knowledge to make informed decisions which will impact their future and keep them safe.

Without this understanding, you can't make informed decisions about how to behave that will affect the individual's future.

I think equipping students with the awareness of global issues is the responsibility of all teachers and I like the idea but I think safeguarding has too many responsibilities of its own to use the term for climate change and environmental issues.

Because it is a major issue which will affect students' lives in the future, however I think that teachers still need to use caution in the way this is delivered. I.e. provide students with the facts and let them form their own decisions.

I don't think I've thought about it as a safeguarding issue until now. You made some great points that I've not really thought about before.

If we agree that safeguarding requires giving students the knowledge and understanding to make informed decisions, and I do agree with this, then it is impossible to avoid seeing climate change as a safeguarding issue, as knowledge about climate change gives students the power to make informed decisions about their future and about what is arguably one of the greatest challenges that will affect young people in the future.
It’s not the way that I had understood climate change before but if we are going to equip young people in how to look after themselves then this links strong opinion of teachers could influence students in such a way that is in conflict with family views on climate change?

For students to be able to make an informed decision about the products they use, the transport methods they take etc., they need to have an understanding about the impact this may have on climate change.

Having the knowledge about the world around them and how that might affect a student’s lifestyle and life expectancy and how this has happened is important because it enables them to look at possible options and responses to help them keep safe going forward.

Giving our future citizens the powerful knowledge associated with the climate change science is vital in order for the students to make those informed decisions that will shape them in the future; the inherent role of teachers.

Climate change is already preventing some students human rights both directly and indirectly. Teachers have a responsibility to provide students unbiased but credible information to help them understand and make informed decisions about climate change and degradation.

Short answer - as these issues have an impact on students in many ways.

Teaching this subject can provoke strong emotions (fear, worry, anxiety) amongst students. This should be considered in how the material is pitched. Rather than presenting a ‘gloomy’ future, there should be balance in also providing material for climate solutions.

I didn’t know enough about this before but might reevaluate my opinion after this.

Climate change is a significant current and future risk and therefore a safeguarding issue.

As an existential risk for humanity then it self-evidently a safeguarding issue.

I feel that safeguarding is in order to keep the population safe and everyone around them safe. We all have to work together in order to mitigate the impact of climate change to protect ourselves and each other.

O2: Name one topic you teach which could be linked to climate change
49 responses

Water resources (KS4)
Tropical Storms (KS3)
Development - how is development impacted by climate change issues (KS3/4)
Drought and arid environments (KS4)
Coasts (KS4)
Biomes (KS4)
Water cycle (KS3 and KS4)
Natural Hazards at KS4 - Teaching of Hurricanes and Case Studies relating to this, how these tropical storms will become worse due to the changes in the climate.
Almost anything we teach can be linked in some way. Off the top of my head: Coasts (KS3, KS4), Globalisation, Sustainability (KS3), Hazards (KS5), Global population distribution (KS3)
Migration (KS3)
Water Security (KS4, KS5)
Migration
Resource Management (KS3)
ocean plastics; sea level rise; climate graphs
Sustainable developments (KS3)
Climate change topic based on 'After the Flood' documentary (KS3)
Sustainability (KS3)
Development (KS3 or KS4)
Hurricanes (KS3)
Changing places (KS5)
carbon cycle (KS5)
Amazing Asia (KS3)
How do we manage our energy resources? (KS3)
Coasts (KS3), Development (KS3)
Migration- environmental refugees (KS3)
Tropical storms (KS3)
Coral bleaching (KS3)/ Wildfires and tree planting (KS3) / Food miles (KS4) / Tropical storms (KS4)
Tropical Storms (KS3) - how they could change/what we have already seen
Resource management (KS4)
Migration (KS3)
Resources (KS3)
Food Security (KS3)
Food security (KS3)
globalisation - key stage 4
urban regeneration (KS4)
Sustainable cities (KS4)
Working scientifically (KS2) by modelling climate change through science experiments
KS3 Tropical Storms
glaciation
Spread of diseases (KS3)
Urban development and migration (KS4)
Tourism (KS3/4/5)
Any topic: coasts, rivers, resource use, population, economic ..
Sustainable Development (KS3/ KS4)
Empowerment of women and girls (KS2/3/4).
Climatic Hazards KS3
Tropical storms (KS4)
Food management (KS4)Global issues (KS3)
I think this is a really great tool - thanks so much for introducing me to this!
This is very user friendly and I will also be using the video demonstration in the classroom.
Love this tool! Will definitely give it a try in the classroom!!
I love this! Thank you for making us aware of it. I can't wait to try this out in my teaching and let the students explore.
How long will this be free for teachers to use?

Really useful tool, apologies if I missed this at the beginning of the video I was busy playing around with the tool but is there a easy guide available which could be given to students rather than the teacher having to talk students step by step though this? Thinking of how this could be used in stretch and challenge activities which are student led rather than teacher led. Happy to be contacted.
The anomaly question was challenging

I would need more practice as my IT was patchy and stopped working part way through it froze
This is awesome!

I find it very difficult to see the different shades of blue for the projected rainfall. Perhaps because all of the European countries are somewhere in the middle of the scale? I am happy to be contacted.

I thought that this was excellent!
Love this! Very accessible and can be used with all year groups. I'm happy for you to contact me. Excellent tool. What about exploring local datasets for climate too? (e.g. Oxford met station)

No questions, I am happy to be contacted.
Happy to be contacted.

Thought this was amazing - can't believe the daily detail! Happy to be contacted.
Love it!

Is there an option to split a country in to regions. For example Australia has numerous climate types. Looking at regions may be interesting for pupils?

brilliant

This is amazing, accessible, loads of available information and striking. One thing I struggled with is the year slider, is there any chance we could input the year, as at points I found it difficult to slide to the right year.
Feel free to contact me.
Will you be producing an sample lesson plans/worksheets for teachers to use?

Love this! The slider is slightly difficult to get on the right year but other than that very easy to use
It's great! Might be quite hard for some students to use
Very user friendly. I think that the way that the data is presented makes it easy for students to examine and questions the data. Actives can easily be created around using the site.