



Local Nature Recovery Strategy (LNRS): A guide for schools and education settings

Schools play a vital role in shaping a future where nature can recover and thrive. The [Local Nature Recovery Strategy](#) (LNRS) recognises the importance of developing a nature-literate generation and supporting learning in and about nature. The LNRS is a way to connect learning with local nature, support wellbeing, and help young people understand their role in caring for the places where they live.

If your school would like to explore how the LNRS could support learning or activities, the LNRS Coordinator would be very happy to have an informal conversation (lnrs@shropshire.gov.uk, 01743 252546).

1. What is the LNRS?

The LNRS is a long-term, county-wide strategy that:

- sets out priorities for recovering and improving nature
- shows where action could make the biggest difference – see the [LNRS map](#)
- helps connect learning, communities and practical action

It is designed as a supportive framework, offering ideas and guidance rather than telling people what to do.

2. How schools can use the LNRS

1. Support learning in and about nature

The LNRS can help schools:

- link classroom learning to real places and local habitats
- explore topics such as biodiversity, climate resilience and land use
- make learning relevant to pupils' own communities

Early engagement with nature supports wellbeing, curiosity and long-term understanding of environmental challenges.

2. Bring the curriculum to life

Schools can use LNRS themes to:

- map local habitats with pupils
- study pollinators, rivers or grasslands nearby
- explore how nature helps people and communities
- design simple wildlife or green space improvements

These activities can support learning across science, geography, maths, art and citizenship (see section 4).

3. Use school grounds as places for nature

School sites can contribute to nature recovery at a local scale by:

- creating or improving wildflower areas
- planting hedgerows or trees
- restoring ponds or wetlands

- managing grounds to benefit wildlife

Small changes can make a meaningful difference, especially when many schools are involved.

4. Encourage pupil leadership and participation

The LNRS supports:

- pupil-led wildlife surveys or monitoring
- eco-groups and student councils taking action
- learning through hands-on experience

Children often share what they learn beyond school, helping connect families and communities to nature.

5. Strengthen links with the local community

Schools can use the LNRS to:

- work with local community groups, charities or farmers
- support outdoor learning visits and talks
- contribute to wider local nature projects

This helps embed schools as active partners in their local area.

3. How the LNRS Coordinator can help schools

The LNRS Coordinator's role is to support and enable, not to direct teaching.

They can:

- explain the LNRS in clear, accessible terms
- help identify local nature themes relevant to your school
- signpost resources, partners or examples of good practice
- help connect schools to community or landscape-scale projects

What the LNRS does *not* do

For clarity, the LNRS:

- does not add new curriculum obligations
- does not require schools to take specific actions
- is not a funding programme
- does not replace existing education guidance

It is there to support and inspire, not to impose.

4. LNRS ideas mapped to KS1 & KS2 curriculum areas

The LNRS helps children link what they learn in school to the real places around them - showing how small, local actions help nature recover over time.

a) Science

| KS1 | KS2 |
|--|--|
| Identify and name common plants and animals in the school grounds | Study life cycles, food chains and habitats linked to local LNRS priority habitats |
| Observe seasonal changes (What changes in the playground each term?) | Investigate how environments change and how humans can help nature recover |

| | |
|--|--|
| Simple questions: <i>What lives here? What does it need?</i> | Explore pollinators, soil, water and biodiversity using local examples |
|--|--|

LNRS link: Understanding habitats, species and recovery in real local places

b) Geography

| KS1 | KS2 |
|---|---|
| Use simple maps of the school grounds or local park | Use maps to explore rivers, farmland, woods or towns near the school |
| Identify features such as trees, grass, water | Discuss land use and how nature fits alongside farming, housing and roads |
| Talk about the local environment | Understand how places can be improved for people and wildlife |

LNRS link: LNRS is place-based and spatial, just like geography

c) English

| KS1 | KS2 |
|--|---|
| Write simple sentences about nature they can see | Write reports, persuasive letters or stories about helping nature locally |
| Read stories about animals and habitats | Research and present on a local species or habitat |
| Oral storytelling outdoors | Debates: What should happen to this field/river/woodland? |

LNRS link: Helps pupils explain why nature recovery matters in their own area

d) Maths

| KS1 | KS2 |
|--|--|
| Count insects, leaves, flowers | Create tables, bar charts or line graphs from wildlife surveys |
| Simple measuring (plant growth, stick lengths) | Compare data over time (spring vs autumn sightings) |
| Sorting and grouping natural objects | Calculate averages or percentages from class surveys |

LNRS link: LNRS relies on evidence, trends and monitoring

e) Art & Design / DT

| KS1 | KS2 |
|-----------------------------------|---|
| Draw plants, insects and animals | Design wildlife-friendly spaces or posters |
| Use natural materials for artwork | Plan simple habitat improvements (bug hotels, hedges) |
| Seasonal art linked to nature | Evaluate designs based on realism and impact |

LNRS link: Visualising how places could be better for nature

6. PSHE / Citizenship

| KS1 | KS2 |
|---|--|
| Explore caring for living things | Discuss responsibility, stewardship and community action |
| Talk about feelings in nature | Link nature, wellbeing and community pride |
| Simple rules: look after plants and animals | Understand how people work together to improve places |

LNRS link: LNRS is about long-term care for nature and people

7. Teacher-friendly LNRS quick wins

(Low effort • no specialist knowledge • adaptable)

a) 15-minute classroom swaps

- Replace a worksheet example with a local animal, tree or habitat
- Use the playground instead of pictures in a book
- Ask: *How could this place be better for wildlife?*

b) One lesson a term outdoors

- Science: mini habitat hunt
- English: descriptive writing outside
- Geography: map the school grounds

No change to objectives — just a change of setting.

c) One square metre for nature

- Leave a patch of grass unmown
- Add logs, stones or leaf piles
- Observe changes over weeks or months

Perfect for showing nature recovery in action

d) Weekly nature notices

- Start the day with: *What did someone notice this week?*
- Bird seen, flower opening, insect spotted
- Builds observation skills over time

e) Pupil roles (no extra workload)

- “Nature monitors” record sightings
- “Weather watchers” link weather to nature
- “Nature reporters” share findings in assembly

f) Connect learning to home

- Simple family challenges: Spot a pollinator, Find a tree
- Pupils bring observations back to class
- Strengthens school–community links

8. Relevant links and resources

a) National programmes that align especially well with LNRS

[Children & Nature Programme \(Natural England\)](#): These resources provide evidence, case studies and learning from school-based nature projects that underpin the LNRS approach to education. They will help with teacher confidence, whole-school rationale and links to wellbeing.

[National Education Nature Park \(DfE-supported\)](#): These resources provide free mapping tools, curriculum resources and pupil-led nature recovery planning. They will help link LNRS mapping ideas to classroom learning.

b) Practical classroom and outdoor learning resources

RSPB – [Wild Challenge & Big Schools' Birdwatch](#): These resources offer ready-made activities for minibeasts, birds, habitats and writing inspired by nature. These will be particularly useful for science, English, maths, quick outdoor activities.

Woodland Trust – [Outdoor learning & trees](#): These resources offer curriculum-mapped outdoor activities, tree planting advice and assemblies. These will be particularly useful for school grounds, trees, habitat improvements.

RHS – [Campaign for School Gardening](#): These resources provide lesson ideas, gardening projects and awards linked to biodiversity and wellbeing. These will be particularly useful for pollinators, plants, food growing, whole-school engagement.

[Eco-Schools](#): These resources provide a structured framework and biodiversity resources supporting pupil-led action. These will be particularly useful for citizenship, monitoring progress, school culture.

[Field Studies Council](#): These resources offer teacher packs, outdoor lesson ideas and optional field trips. These will be particularly useful for geography, fieldwork, data skills, curriculum confidence.

9. Quick-win link suggestions

Potential “start here” options:

- One lesson idea: [RSPB Wild Challenge activity picker](#)
- School grounds mapping: [National Education Nature Park – mapping your site](#)
- Trees and habitats: [Woodland Trust Tree Tools for Schools](#)
- Growing for nature: [RHS school gardening resource](#)