

Climate Literacy Survey 2026

The 5 W's – what, why, when, who and where?

What?

- The Climate Literacy Survey (CLS) is an annual survey run by the Royal Meteorological Society to assess the level of climate literacy amongst school leavers leaving secondary education in the UK
- The survey assess a broad range of climate literacy:
 - Causes of climate change
 - Evidence for and impacts of climate change
 - Mitigation and Adaptation
 - Climate change in the UK
 - Communication



Why?

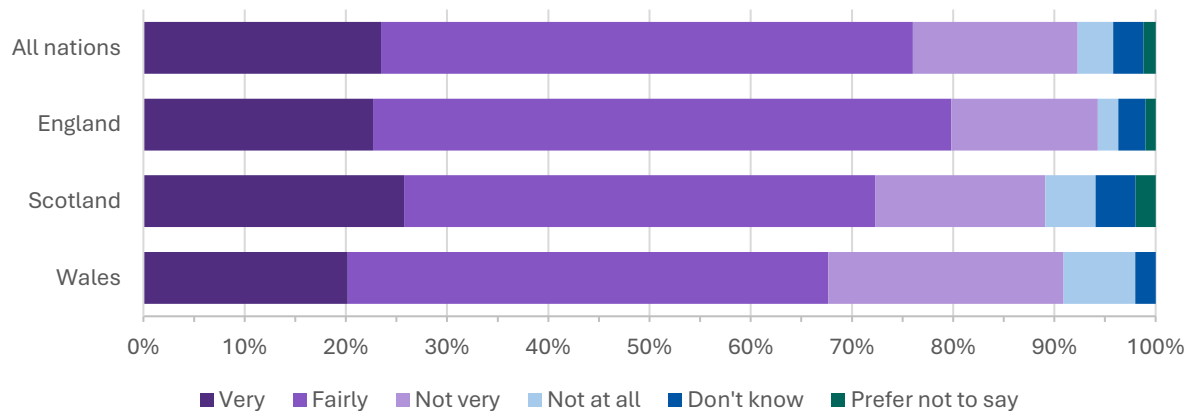
- Climate education is one of the most effective forms of **climate action** and so it is imperative that climate education is accurate and up to date!
- This survey is a very important piece of **evidence** about the state of climate awareness amongst our young people, as well as the key gaps in climate education they currently receive.
- By collecting data, we hope to evidence the impact of **changing curricula** and other education policies or national scale interventions on the climate literacy of school leavers
- Join in to **support** the collection of evidence to improved climate education.
- In **England** participating in the survey could form part of your school's

Climate Action Plan

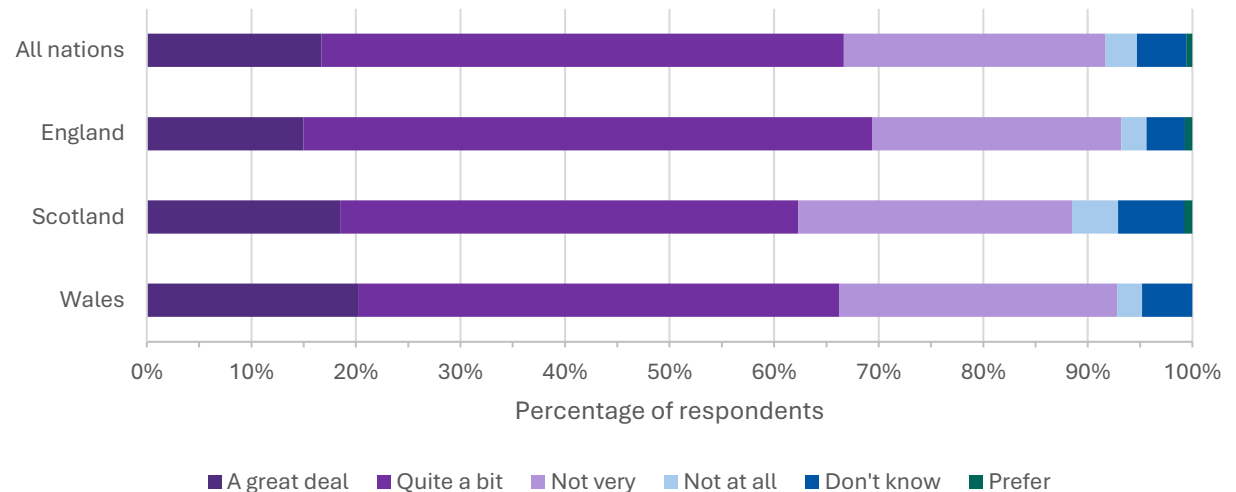
Evidence collected so far:

- More than 3 quarters of respondents are **concerned** around climate change, with English respondents showing the highest level
- Two thirds of respondents are aware that climate change will have an **impact on their life**
- We rightly consider the need to avoid developing **climate anxiety** but we should make sure that our focus is on making young people '**concerned and hopeful**'

Level of concern around climate change



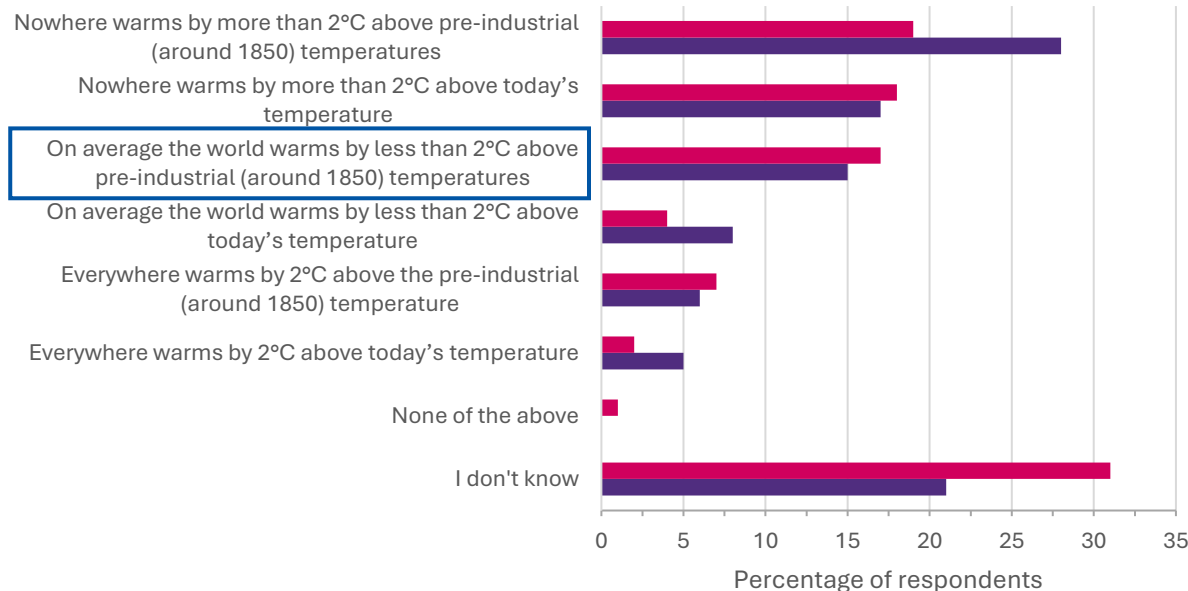
Extent climate change will impact lifetime



Evidence collected so far:

- Collectively students have **overestimated the warming** in the last 150 year
- Collectively students **do not understand the climate targets** set
- Climate education needs to be kept **hopeful** – students need to know we haven't surpassed targets yet

The meaning of temperature targets in international policy

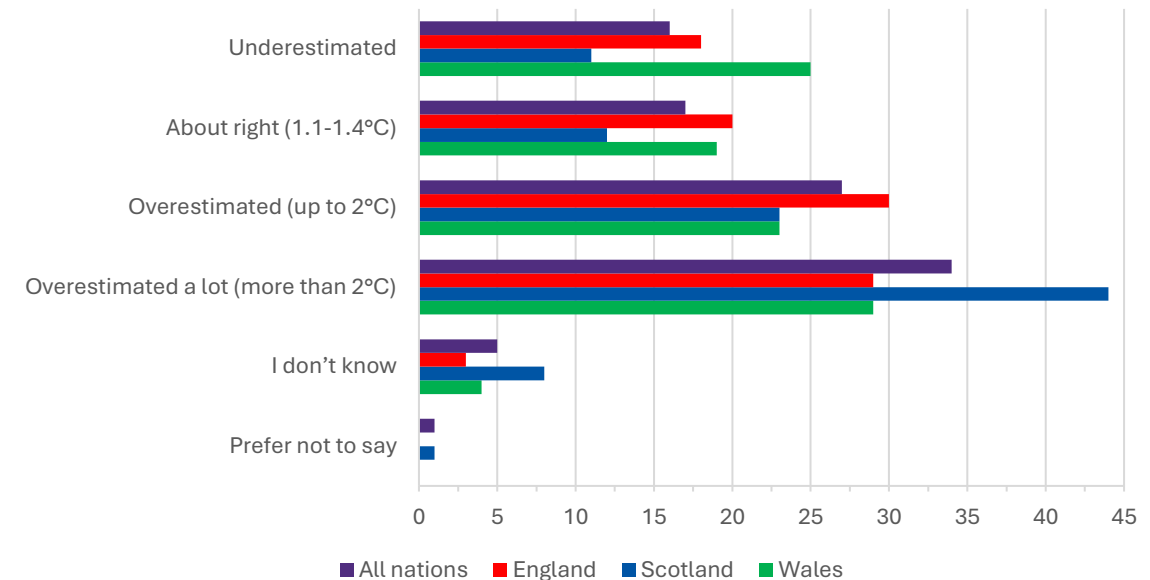


n(2025) = 109

Correct answer is boxed.

2024 2025

Perceived warming since 1850 (by nation)

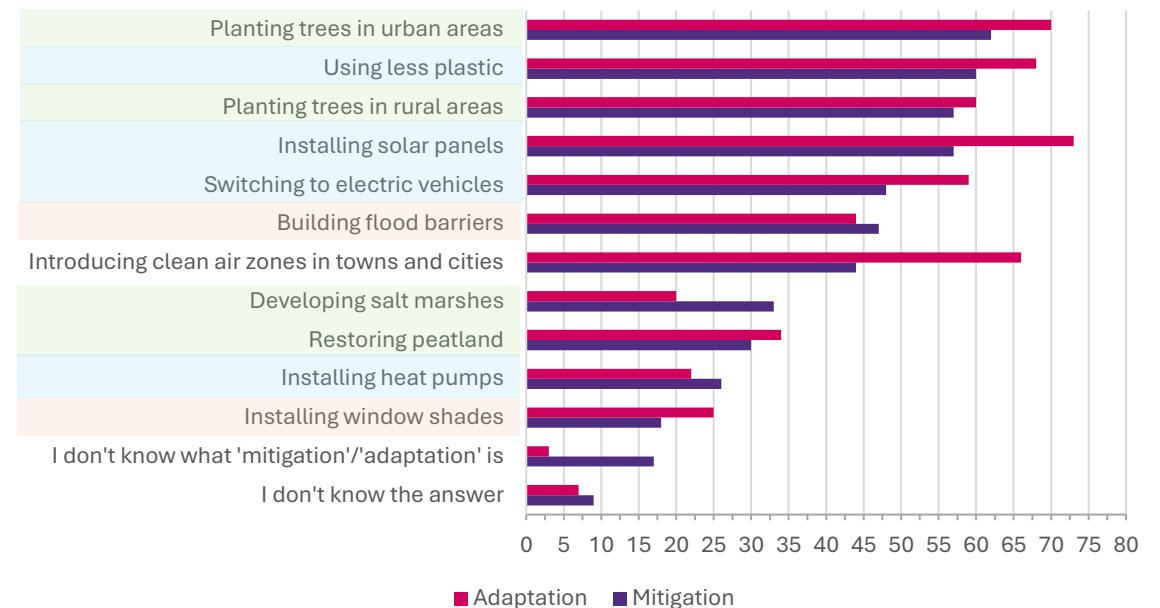


n (all nations) = 1082, n(England) = 595, n(Scotland) = 363, n(Wales) = 124

Evidence collected so far:

- Lots of **confusion** between mitigation and adaptation
 - Common mitigation strategy of solar panels is identified as an adaptation strategy than mitigation
 - Visa versa with building flood barrier, a very common adaptation strategy
- More (misplaced) confidence amongst students for adaptation strategies (higher percentage of votes for most strategies)

Strategies: Mitigation and adaptation

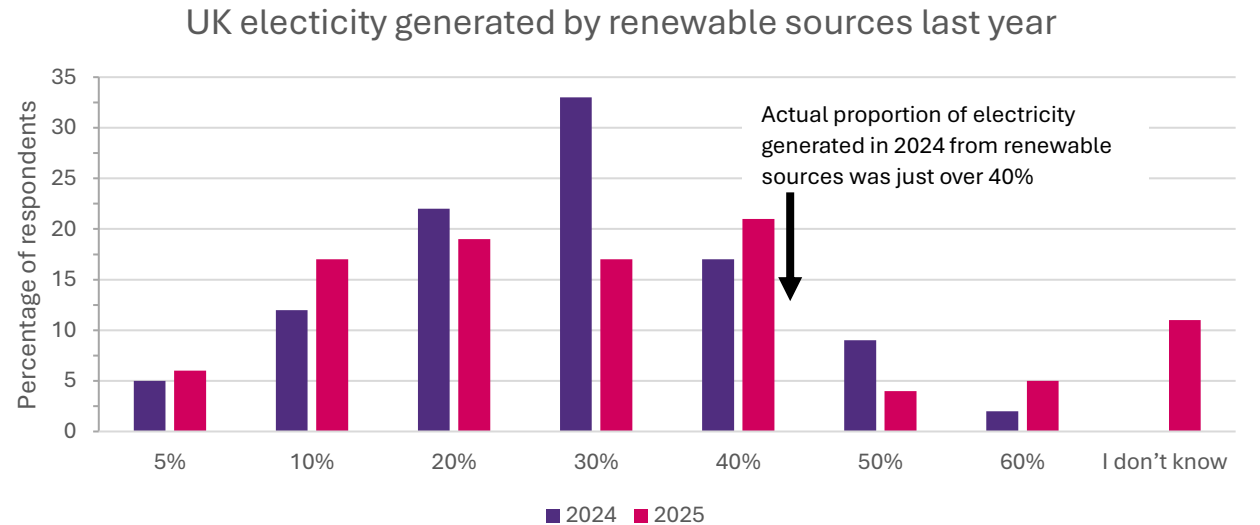


$n(\text{mitigation}) = 77$, $n(\text{adaptation}) = 106$

Answers shaded in blue = mitigation, orange = adaptation, green = both

Evidence collected so far:

- Collectively **underestimating** the amount of **electricity generated renewably** in the UK
- Missing the opportunity to keep climate education positive and **hopeful**
- Missing links to **green skills** and **green careers**

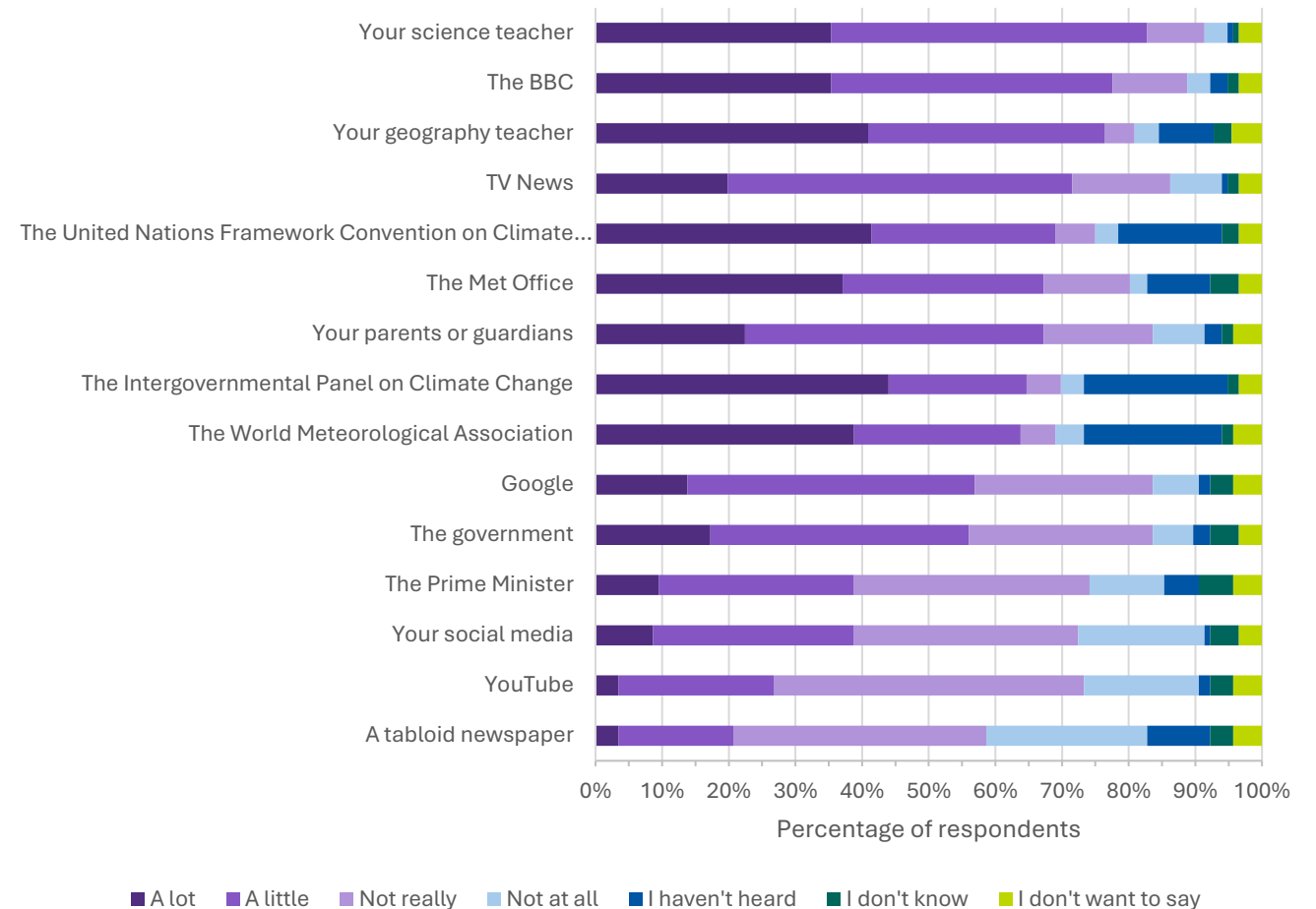


n(2025) = 100

Evidence collected so far:

- **Teachers** top the list in sources **most trusted** for climate information
- Reinforces the **need** for teachers to have time to keep **subject knowledge** up to date and relevant
- Increasing trust in social media from 2024 highlight the need to **media literacy** education

Trust in information sources



When?

- The survey is run annually

1st January 2026 – 31st March 2026

- Must be completed in school time!

Who?

- England and Wales – Year 11 students
- Northern Ireland – Year 12 students
- Scotland – S4 students
- The survey be completed individually in a class
- Classes should preferably be mixed subject, mixed ability classes e.g. tutor/form groups

Where?

- Online

Survey in English: [PARTICIPATE](#)

Survey in Welsh: [PARTICIPATE](#)

Reminder of the rules

The survey MUST:

- Be completed **online** in **school time**
- To be completed **individually**, but within a **class group setting**, preferably a mixed ability, mixed subject class such as a tutor/form group. Responses in groups (individual responses collected in the same lesson period at the same postcode) smaller than 8 will not pass quality checks.
 - Teacher's can help with the postcode of the school **ONLY**
 - Responses **will not be 'marked'**. 'Results' will not be given to participants or schools. Please stress to students that there is **nothing to be gained by looking up answers or copying others'** responses
- Be completed by the **correct age** group

Reminder of the rules

Thank you for participating!