



Christleton Primary School

Be the best you can be

**Outdoor Curriculum
Policy**

Date of Policy	March 2017
Policy Reviewed	
Next Review	March 2020
Signed Head teacher	
Signed Chair of Governors	

Chistleton Primary School

Outdoor Curriculum Policy

Vision

- All children are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum.
- Regular, frequent, enjoyable and challenging opportunities for all children to learn outdoors throughout their school career are provided.
- Outdoor learning is embedded in the curriculum.

Rationale

At Chistleton Primary we recognise that outdoor learning offers opportunities for all children to enjoy first-hand experience outdoors, whether within the school grounds, in urban green spaces, in the countryside or in wilder environments.

These experiences motivate children to become successful learners and to develop as healthy, confident, enterprising and responsible citizens.

Well-constructed and well-planned outdoor learning helps develop the skills of enquiry, critical thinking and reflection necessary to meet the challenges of life in the 21st century.

Outdoor learning connects children with the natural world, with our built heritage and our culture and society, and encourages lifelong involvement and activity in the outdoors.

The core values of challenge, enjoyment, relevance, depth, development of the whole person and an adventurous approach to learning.

The outdoor environment encourages staff and students to see each other in a different light, building positive relationships and improving self-awareness and understanding of others. Partnerships between staff in schools, other educational settings and with other organisations will create working relationships that contribute to professional development.

Realising this vision will contribute to the wellbeing of our children and young people and enable them to become resilient, responsible citizens and successful lifelong learners, who value our landscape and culture and contribute effectively to our local and global society.

Skills and Outdoor Learning

Learning in the outdoors offers many opportunities for learners to deepen and contextualise their understanding within curriculum areas, and for linking learning across the curriculum in different contexts and at all levels. Therefore it can make significant contributions to all subjects within the curriculum as well as health and wellbeing.

Learning outdoors has a solid foundation within early years settings including many examples of good practice through activities in local areas.

Creative planning will allow the use of the experiences and outcomes in different outdoor contexts throughout the curriculum levels, weaving a thread of progressive outdoor learning experiences which link directly to 'indoor' experiences.

When outdoor learning experiences are embedded in the curriculum, this cycle of learning will occur naturally. In the light of outdoor learning becoming more 'regular and frequent', current practice will evolve as more use is made of school grounds and local areas.

Staff recognise that the school grounds and immediate local area are the first steps in taking pupils outdoors and for staff considering progression to learning contexts further afield. Younger children explore, and develop a sense of ownership of their school grounds in their own time on a daily basis. As well as providing contexts for learning, the school grounds can engage the local community as partners who can often provide good sources of expertise, finance and other resources for development projects.

Outdoor learning, used in a range of ways, will enrich the curriculum and make learning fun, meaningful and relevant for children and young people.

Outdoor learning can deliver sustainable development education through initiatives such as working to improve biodiversity in the school grounds, visiting the local woods, exploring and engaging with the local community and developing a school travel plan.