



Curriculum Area Overview Outdoor and Environmental Learning

The vision for Outdoor and Environmental Learning

At Mowbray School, we acknowledge the profound and beneficial impact that outdoor learning can have on children and young people. As such, a significant amount of time and resources are allocated to learning outside the classroom each year. Our school ethos of 'achieving success through understanding, respect and endeavour' underpins all that we do as an outdoor education department. Research has found strong links between engaging in activities in the outdoors and wellbeing, both physical and mental. It is our belief that that outdoor education provides a powerful and transformative tool in preparing our students for adulthood, as well addressing their spiritual, moral, social and cultural development needs. The outdoor education curriculum is delivered in a way that celebrates individuality and supports all students, regardless of their needs, to reach their full potential. Through our tailored and ambitious outdoor education curriculum, we strive to provide children with the skills and knowledge to lead successful, happy and healthy lives, both now and in their futures.

Our School Ethos and Values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.

Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.





Curriculum Intent for Outdoor and Environmental Learning

EYFS

Our Curriculum will:

- Focus on supporting the delivery of the EYFS curriculum in a systematic and effective way, through carefully planned Outdoor Learning opportunities.
- Support wellbeing and health.
- Have a focus on personal development and building cultural capital.
- Be designed around the Early learning Goals, specifically:
 - Physical Development
 - Personal, Social and Emotional Development
 - Communication and Language
 - Understanding the World
- Complement both in-class adult-led activities and outdoor provision being delivered by the EYFS team.
- Ensure that the delivery of Outdoor Learning is planned to complement and enhance the topic-based learning in EYFS.
- Is mapped so as to ensure that Outdoor learning is delivering outcomes linked to the EYFS long term plan.
- Will incorporate Preparation for Adulthood, SMSC and British values.
- Incorporate literacy, phonics and reading in an effective manner.
- Support the sensory needs of learners.

Curriculum Entitlement

Our curriculum will be broadened by:

- Onsite activities
- Offsite trips and visits
- Cross-curricular learning
- Learning Outside the Classroom Activities





Primary Semi-Formal	Primary Formal Pastoral	Primary Formal
<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Focus on supporting the delivery of the Semi-formal Curriculum in a systematic and effective way, through carefully planned Outdoor Learning opportunities. • Support wellbeing and, emotional development and health. • Have a focus on personal development and building cultural capital. • Be designed around the Semi-formal areas of learning, specifically: <ul style="list-style-type: none"> ○ Physical (Including Sensory) ○ Personal, Social and Relationships ○ Communication and Literacy ○ Understanding the World • Complement both in-class adult-led activities and outdoor provision being delivered by the Semi-formal teaching teams. • Ensure that the delivery of Outdoor Learning is planned to complement and enhance the topic-based learning being delivered by class teachers. • Is mapped so as to ensure that Outdoor learning is delivering outcomes linked to the Semi-Formal long-term plan. • Will incorporate Preparation for Adulthood, SMSC and British values. • Incorporate literacy, phonics and reading in an effective manner. • Support the Sensory needs of learners. • Is guided by the Thrive Approach and is underpinned by Emotional Coaching strategies. 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Focus on supporting the delivery of the Formal-Pastoral Curriculum in a systematic and effective way, through carefully planned Outdoor Learning opportunities. • Support wellbeing and, emotional development and health. • Have a focus on personal development and building cultural capital. • Be designed around the Formal-Pastoral areas of learning, specifically: <ul style="list-style-type: none"> ○ Physical and P.E (including sensory) ○ Personal, Social and Relationships ○ Science ○ Understanding the World • Ensure that the delivery of Outdoor Learning is planned to complement and enhance the topic-based learning being delivered by class teachers. • Is mapped so as to ensure that Outdoor learning is delivering outcomes linked to the Formal-Pastoral long-term plan. • Will incorporate Preparation for Adulthood, SMSC and British values. • Incorporate literacy, phonics and reading in an effective manner. • Support the Sensory needs of learners. • Is guided by the Thrive Approach and is underpinned by Emotional Coaching strategies. 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Focus on supporting the delivery of the Formal Curriculum in a systematic and effective way, through carefully planned Outdoor Learning opportunities. • Support wellbeing and, emotional development and health. • Have a focus on personal development and building cultural capital. • Be designed around the Formal areas of learning, specifically: <ul style="list-style-type: none"> ○ Physical and P.E (including sensory) ○ PSHE ○ Science ○ Humanities • Ensure that the delivery of Outdoor Learning is planned to complement and enhance the topic-based learning being delivered by class teachers. • Is mapped so as to ensure that Outdoor learning is delivering outcomes linked to the Formal long-term plan. • Will incorporate Preparation for Adulthood, SMSC and British values. • Incorporate literacy, phonics and reading in an effective manner. • Support the Sensory needs of learners. • Is guided by the Thrive Approach and is underpinned by Emotional Coaching strategies.





	<ul style="list-style-type: none"> • Provides opportunities for those children requiring specific programmes of social, emotional and interaction intervention. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world. • Develop respect for themselves, others and the environment. • Identify and explore a wild place, explore it, understand how to conserve it and then share their experiences. 	<ul style="list-style-type: none"> • Provides opportunities for those children requiring specific programmes of social, emotional and interaction intervention. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world. • Identify and explore a wild place, explore it, understand how to conserve it and then share their experiences.
Curriculum Entitlement		
<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Onsite activities • Offsite trips and visits • Adventurous activities • Residential Trips • Collative learning opportunities with national park education teams and other local organisations • Conservation activities • Cross-curricular learning • Learning Outside the Classroom Activities 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Onsite activities • Offsite trips and visits • Adventurous activities • Residential Trips • Collative learning opportunities with national park education teams and other local organisations • Conservation activities • Cross-curricular learning • Learning Outside the Classroom Activities • John Muir Award - Discovery 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Onsite activities • Offsite trips and visits • Adventurous activities • Residential Trips • Collative learning opportunities with national park education teams and other local organisations • Conservation activities • Cross-curricular learning • Learning Outside the Classroom Activities • John Muir Award - Discovery
Secondary Semi-Formal	Secondary Formal Pastoral	Secondary Formal
<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Focus on supporting the delivery of the Semi-formal Curriculum in a systematic and effective way, through carefully planned Outdoor Learning opportunities. • Support wellbeing and, emotional development and health. • Have a focus on personal development and building cultural capital. 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Focus on supporting the delivery of the Formal-Pastoral Curriculum in a systematic and effective way, through carefully planned Outdoor Learning opportunities. • Support wellbeing and, emotional development and health. • Have a focus on personal development and building cultural capital. 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Focus on supporting the delivery of the Formal Curriculum in a systematic and effective way, through carefully planned Outdoor Learning opportunities. • Support wellbeing and, emotional development and health. • Have a focus on personal development and building cultural capital.





<ul style="list-style-type: none"> • Be designed around the Semi-formal areas of learning, specifically: <ul style="list-style-type: none"> ○ Physical (Including Sensory) ○ Personal, Social and Relationships ○ Communication and Literacy ○ Understanding the World • Ensure that the delivery of Outdoor Learning is planned to complement and enhance the topic-based learning being delivered by class teachers. • Is mapped so as to ensure that Outdoor learning is delivering outcomes linked to the Semi-Formal long-term plan. • Will incorporate Preparation for Adulthood, SMSC and British values. • Incorporate literacy, phonics and reading in an effective manner. • Support the Sensory needs of learners. • Is guided by the Thrive Approach and is underpinned by Emotional Coaching strategies. 	<ul style="list-style-type: none"> • Be designed around the Formal-Pastoral areas of learning, specifically: <ul style="list-style-type: none"> ○ Physical and P.E (including sensory) ○ Personal, Social and Relationships ○ Science ○ Understanding the World • Ensure that the delivery of Outdoor Learning is planned to complement and enhance the topic-based learning being delivered by class teachers. • Is mapped so as to ensure that Outdoor learning is delivering outcomes linked to the Formal-Pastoral long-term plan. • Will incorporate Preparation for Adulthood, SMSC and British values. • Incorporate literacy, phonics and reading in an effective manner. • Support the Sensory needs of learners. • Is guided by the Thrive Approach and is underpinned by Emotional Coaching strategies. • Provides opportunities for those children requiring specific programmes of social, emotional and interaction intervention. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world. • Develop respect for themselves, others and the environment. • Identify and explore a wild place, explore it, understand how to conserve it and then share their experiences. 	<ul style="list-style-type: none"> • Be designed around the Formal areas of learning, specifically: <ul style="list-style-type: none"> ○ Physical and P.E (including sensory) ○ PSHE ○ Science ○ Humanities • Ensure that the delivery of Outdoor Learning is planned to complement and enhance the topic-based learning being delivered by class teachers. • Is mapped so as to ensure that Outdoor learning is delivering outcomes linked to the Formal long-term plan. • Will incorporate Preparation for Adulthood, SMSC and British values. • Incorporate literacy, phonics and reading in an effective manner. • Support the Sensory needs of learners. • Is guided by the Thrive Approach and is underpinned by Emotional Coaching strategies. • Provides opportunities for those children requiring specific programmes of social, emotional and interaction intervention. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world. • Develop respect for themselves, others and the environment. • Identify and explore a wild place, explore it, understand how to conserve it and then share their experiences.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum Entitlement





<p>Our curriculum will be broadened by</p> <ul style="list-style-type: none">• Onsite activities• Offsite trips• Adventurous activities• Residential Trips• Collative learning opportunities with national park education teams and other local organisations• Conservation activities• Cross-curricular learning• Learning Outside the Classroom Activities	<p>Our curriculum will be broadened by</p> <ul style="list-style-type: none">• Onsite activities• Offsite trips• Adventurous activities• Residential Trips• Collative learning opportunities with national park education teams and other local organisations• Conservation activities• Cross-curricular learning• Learning Outside the Classroom Activities• John Muir Award – Explorer (KS3) and Conserver (KS4)• AQA Unit Awards• NOLA Award (KS4)	<p>Our curriculum will be broadened by</p> <ul style="list-style-type: none">• Onsite activities• Offsite trips• Adventurous activities• Residential Trips• Collative learning opportunities with national park education teams and other local organisations• Conservation activities• Cross-curricular learning• Learning Outside the Classroom Activities• John Muir Award – Explorer (KS3) and Conserver (KS4)• AQA Unit Awards• NOLA Award (KS4)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

