






	<b>Outdoor Education and Sport</b>
<b>Vision</b>	Outdoor Education provides young people at TDPC with the opportunity to build their confidence and develop interpersonal skills through a range of learning activities outside of the classroom.
<b>Philosophy</b>	<p>For students who find learning a challenge, outdoor education can offer:</p> <ul style="list-style-type: none"> <li>• Opportunities to 'empty their stress buckets' through activities, in nature</li> <li>• Physical activities that promote a release of endorphins</li> <li>• Development of individual skills such as resilience, independence and self-actualisation</li> <li>• Development of social skills such as empathy, communication and teamwork</li> <li>• Repeated positive experiences</li> </ul>
<b>Intent – our curriculum design principles and what we intend for the young people to learn:</b>	<p>As with all our subjects at TDPC, we base our curriculum design around the following principles:</p> <ol style="list-style-type: none"> <li>1. Feeling successful</li> <li>2. Broadening horizons</li> <li>3. Oracy opportunities</li> <li>4. Applying core skills</li> <li>5. Disciplinary thinking</li> </ol>
<p style="text-align: center;"><b>Feeling successful</b></p> 	<p>Students will have the opportunity to try a range of activities, from swimming, to climbing, Magnet fishing to Mountain biking, activities that they have might not have thought of as something they could do, or even something new they may enjoy.</p> <p>Students will be encouraged to achieve success in a non-classroom, outdoor environment, in a bid to help re-engage them as learners, give them a taste of success as learners, and even the possibility of achieving accredited awards</p>
<p style="text-align: center;"><b>Broadening horizons</b></p> 	<p>A lot of our young people are afraid of making mistakes and often do not like to try new activities in case they fail. Many have experienced challenges within their locality and benefit from experiencing and exploring different locations outside of their immediate environment, where they feel more able to be themselves.</p> <p>Outdoor Education enables students to experience the coasts, moors and canals within the area, learning about the changing environment and history of our area as activities progress</p>
<p style="text-align: center;"><b>Oracy opportunities</b></p> 	<p>Developing good communication skills are vital within Outdoor Education; students need to be able to express how they feel clearly in different situations and know that their feelings will be acted upon. Students are encouraged to be respectful of each other, the environment they are in and be aware of how they also interact with members of the public whilst using shared outdoor spaces</p>

Curriculum Design Rationale  
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<p><b>Applying core skills</b></p> 	<p>Depending upon the activity, students could be encouraged to apply skills they have learned in Maths such as cardinal points, Geography with map-reading skills and reading instructions, information sheets and signs in the immediate environment. Outdoor Education seeks to use the skills developed within subject areas and apply them practically.</p>
<p><b>Disciplinary thinking</b></p> 	<p>Students are encouraged to be mindful of the environment they are in for their activity and reflect on the changes it has experienced over time; students can be encouraged to think in a similar way to a historian, geographer or scientist when thinking about the change to the land over time and how it has evolved to today's use</p>
<p><b>Implementation – how we teach our intent:</b></p>	<p>Outdoor Education is planned in 3 week units, reflecting the planning across the rest of the school. Each week seeks to have a choice of two activities available to students so there is a clear plan, whatever the weather.</p>
<p><b>Accreditation</b></p>	<p>Students are encouraged to work towards a range of AQA Unit Awards that reflect their interests and abilities and celebrate their success in different activities.</p> <p>Young people who swim regularly are assessed alongside the STA guidelines</p>