

Bhaktivedanta Manor School



Outdoor Education Policy

Lead	Name	Approved Date	Next Review Date
Governing Body	Members	September 2017	September 2018

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Outdoor Education Policy

We believe that the outdoor learning environment has much to offer children. It can provide relevant, engaging experiences that support learning in all areas of the curriculum. These can be presented as building on existing outdoor play, transferring activities normally carried out indoors, school garden projects, environmental education, or off-site visits. While this has traditionally been encouraged in the nursery, at Bhaktivedanta Manor School we are aiming to provide the best possible platform for our children's naturalist intelligence.

Bhaktivedanta Manor School children will benefit from an effective Outdoor education programme by:

- Achieving broader learning through experiential activities that complement the theoretical lessons in the classroom
- Learning important social and life skills through dynamic circumstances provided by outdoor activities
- Developing greater awareness of sustainability issues when the teaching and learning that they experience takes place in environmentally and aesthetically rich school grounds
- Being active in their work, therefore having a healthier lifestyle.

At Bhaktivedanta Manor the setting has a "naturally natural" feel to it with lovely grassy areas, play areas, lake, woods and forest as well as a working farm. We aim to use these grounds, as an essential component of the best, broadminded thinking and learning! In our quest for the most sustainably minded child, we believe there is a logical correlation between outdoor experiences in an aesthetic landscape, where learning is equally about physical stimulation as it is about cerebral enhancement, and where the planned teaching leads to positive enjoyable learning and understandings. We want the children to develop a true affinity with their surroundings. Through affinity, they develop affection, appreciation and respect for their natural surroundings.

Providing positive opportunities for active learning, the outside environment can promote skills of enquiry, problem solving, communication, co-operation, creativity and evaluation, therefore we seek to offer outdoor experiences that allow children to:

- Find space to be alone or interact in social groups of different sizes
- Plan, build, evaluate and sometimes demolish
- Find similarities and differences, observe and classify
- Be energetic, adventurous and assess risk
- Make marks, use large scale media, be messy
- Plant, grow and harvest
- Hide, explore and discover
- Investigate, make predictions, test theories
- Imagine, pretend and reflect
- Measure, locate, transport and record
- Become environmentally aware – to interact kinaesthetically with leaves,

twigs, mud, water and weather to build an innate connection with the surroundings

- A sense of awe and wonder: the ability to perceive greatness in whatever is around you and to put it simply to say “Wow! When so inspired by what you see
- A sense of time and place: the gift of understanding the “here and now” in the great scheme of things
- A sense of size and scale: the skill of understanding perspective, whether of physical proportions or of emotional dealings
- Become aware of life cycles and growth and links to nutrition and diet through establishing and maintaining the school garden.