



Tuition, Medical and Behaviour Support Service

Curriculum Policy Outdoor Education

Reviewed:	November 2025
Next Review:	September 2026
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Contents	Page
Introduction	3
TMBSS Curriculum Model	4
Aims	6
Objectives	6
Methodology	6
Planning	6
Assessment	7
Health and Safety	7
Resources	8

Introduction

Outdoor Education includes a range of activities, organised in a cyclic programme. Students may experience rock climbing, problem solving, cycling, team building, improvised raft building, first aid, caving, rope exercises, gorge walking, orienteering, hill climbing, archery, camp craft, shelter building, camp cooking, museum visits and social inclusion events.

Outdoor Education has many health benefits, particularly for young people who may otherwise be reluctant to participate in exercise. Students learn about the health and safety issues of personal care and caring for others in a variety of outdoor environments. Students enjoy the range of activities provided, and achieve confidence and skill, as well as assessed awards. Students learn to make a positive contribution as part of a team. There are cross-curricular links with geography, maths, science and PE, there are also opportunities to complete AQA Unit awards. Students also engage with activities directly linked to PSHE and Enterprise. Outdoor Education helps to develop transferable skills valued by prospective employers, and students may follow personal interest into FE courses linked to health, leisure and sport.

We have also established links with Arthog Outreach in Wellington and have a continued programme with Arthog through most centres, including possible residential experiences. This is now ongoing and most TMBSS centres have experienced sessions at Arthog Outreach, I am hoping Ludlow will have this opportunity this year.

The cycle track, cycle facilities and archery tag at Sundorne Sports Village are also now being used by SEC and HAG, with the aim of developing this link and getting other centres to participate in this area of development. Sessions to be arranged with for this academic year. We also have free access to a small forest school/bushcraft at the Sports Village which has yet to be developed.

TMBSS has free ongoing access to Shrewsbury Flaxmill Maltings museum for cross curricular (mainly STEM so far) and team building sessions. HAG has successfully trialled two visits.

The National Trust is also keen to develop their SEN provision and we have free access to Cardingmill valley, their environmental lab and volunteer guides. Hopefully this is an area that all centres can access this year.

TMBSS Curriculum Model

TMBSS Curriculum Model

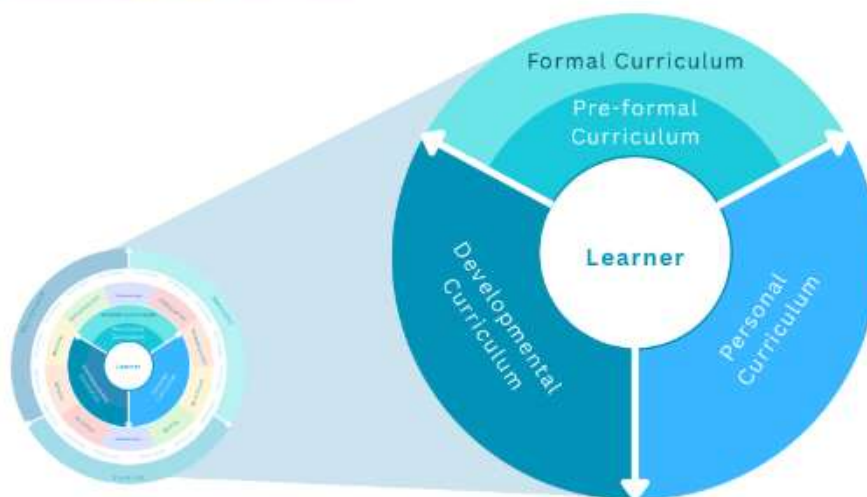
The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the 'World Ready' vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

A closer look at our curriculum:



Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

Aims

- To stimulate students to establish a positive attitude to themselves and their peers
- To stimulate confidence and skill levels to enable students to partake in the programme and encourage them to accept the challenge of new opportunities, both within the Outdoor Education Programme and in their broader lives.
- To gain relevant AQA Unit awards, first aid certification and the in-house awards.

Objectives

- To encourage a positive attitude to learning through success.
- To challenge attitude and behaviour through a variety of activities and new skills.
- To explore different ways of learning.
- To develop strategies to cope with challenge, both on a personal and environmental level.
- To foster an understanding of the natural environment.
- To develop progression in skill-based activities, working towards formal awards.
- To encourage a positive and supportive interaction between member groups.
- To encourage students to continue activities outside centre hours, through clubs, work experience and youth provision etc.

Methodology

Due to the nature of Outdoor Education, a flexible approach is required. The students are introduced to a variety of activities over a half term period. The following half term several activities are re-visited thus enabling progression. The students are encouraged to play an important role in the development of the programme. This gives opportunity to develop shared ownership.

The sessions are generally run in small groups and allow for individual coaching as well as group work. All students are encouraged to participate, and positive group and individual choices are reinforced.

The transferral of skills and experiences to other settings is encouraged by discussion both at group and individual levels.

Planning

Outdoor Education is based on Education Centre provision for health and safety reasons. TMBSS aims to provide basic Outdoor Education at each of the secondary Centres. These activities are coordinated and risk assessed through the evisits system, regular reviews of activities provided and auditing visits to centres.

The centre staff plan the content of each programme in conjunction with the Centre Co-ordinator and student group, and is dependent on students' previous experience, staffing, weather conditions and availability of activities. Account is taken of students' individual needs, particularly medical needs. The experiences are recorded through photographs, record books, progress folders etc, and evidence gathered towards individual awards.

Sessions may change due to many variables, not least the environment. The Aims and Objectives remain constant.

Assessment

Assessments are usually practical with some verbal questioning. Records may be kept through photography, video and student logbooks.

Students may gain awards through in-house certification, NICAS climbing scheme, the John Muir Awards and AQA Unit Awards.

The John Muir Award is assessed through the logbook issued by the John Muir Trust.

The NICAS award is to be developed with Arthog and the Climbing Hut Centre.

Students participating in the Forest Schools Programme can gain OCN Bushcraft Awards or AQA awards

Additional in-house awards may be offered as appropriate.

Health & Safety

All activities are run adhering to Shropshire Council guidelines and regulations for outdoor education and off-site activities through the evisits system. Staff and outside providers running activities are required to hold the relevant qualification for their activity and evidence of qualification should be presented to the TMBSS Educational Visits Coordinator (EVC) before running an activity. A number of activities will require notification to the Shropshire Council Advisor for Outdoor Education; this should be done after consulting the EVC. Staff organising activities should seek notification via the service EVC and Executive Headteacher.

Activities are to be run using the most recent guidance from the relevant National Governing Body (NGB) for that activity that is relevant to the staff or providers level of qualification. It is essential that staff remain updated with current best practice and are required to attend NGB courses to maintain their skill level. Staff will be offered guidance and advise on how to gain useful NGB instructor awards.

We are looking this academic year to continue to audit our activities through contact with Arthog Outreach.

Resources

All safety equipment and specialist resources are provided by the session provider. Non-specific resources are provided by the Education Centre. A camera and means of recording will be provided by the Centre.

Personal protection equipment is regularly inspected by the member of staff holding the relevant NGB award in that activity and any defects reported to EVC and Executive Headteacher.

Equipment is regularly replaced when needed.