



Curriculum Intent:

# *Faculty of Outdoor Education*

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Subjects Included: Outdoor Ed

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# Outdoor Ed Curriculum Intent

The objective for the Outdoor Education team is to provide an outdoor learning curriculum that ensures students are given the opportunity to explore and develop a wide range of interests and pursuits that lead to qualifications and awards to benefit students during and after their time at Red Moor.

All lessons will be challenging, engaging and high quality ensuring that they instill the spirit of adventure and discovery. All students will have a clear progression throughout their time at Red Moor and are able to achieve a number of awards which include AQA Unit Awards, ASDAN and National Governing Body Awards.

At an early years level the Outdoor Education curriculum is focused towards helping children develop personally and socially through nurture based play in the outdoors. This approach is significant for students as it helps them develop key physical and sensory needs that then enable them to engage in education and improve physical literacy. We have a tailor-made nurture curriculum that focuses on immersing the students in the outdoors and introduces them to our curriculum activities.

At a primary level the Outdoor Education curriculum will look to provide opportunities for students to gain AQA Unit Award Schemes in activities. Such activities are closely linked to classroom teaching and the SOLAR curriculum to ensure that Outdoor Education supports all aspects of learning and is recognised for its cross-curricular value.

At secondary level the Outdoor Education curriculum starts students working towards ASDAN qualifications allowing students to choose activities and tailor a programme of learning to their individual needs. Through options students are able to choose Duke of Edinburgh and National Governing Body Awards with extension opportunities for junior instructor awards.

Cross-curricular links are promoted by the addition of subject-specific learning objectives chosen by the instructor, added to visual plans on each session. This ensures a wide range of thematic learning is occurring within the outdoor education environment.

The curriculum and activities offered are reviewed annually to ensure the curriculum provides the best opportunities for students to achieve and succeed in a range of learning opportunities.

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# Teaching & Learning In Outdoor Ed

## **What does excellent teaching and learning look like in Outdoor Ed?**

We believe that excellent teaching should inspire students to engage with the natural environment whilst providing an enjoyable and safe experience. Outdoor Ed should promote independence and problem solving skills that can be transferred into everyday life.

Whilst lesson outcomes are structured we plan for a flexible approach so that lessons are adaptable to the individual needs, and curiosity of students encouraged. We think that the best teaching will allow children to grow their knowledge and skills sequentially so they leave us at the end of year 11 with the very best outcomes.

## **How is Outdoor Ed taught in the Foundation Curriculum (KS1, 2 and 3)**

The outdoor provision for the foundation group will offer a wide variety of activities with the aim of giving the students a chance of achieving the best possible outcomes in Year 11. Students will participate in climbing, biking, surfing, bushcraft, walking and paddle sports which will reward them with a UAS at the end of each half term. With every year that students complete at RMS the Unit Award Schemes will get progressively harder. The activities start with the very basic skills and will progressively challenge the students throughout the year. Students will become more resilient in challenging situations and will be given increasing opportunities to work in groups to support others.

To improve progress and co-operation staff and students will need to create positive relationships. This will allow students to feel safe whilst on activities allowing them to take appropriate risks whilst also being able to ask for help when they need it.

Further external certification will be introduced in the foundation curriculum by utilising the John Muir Award to bolster achievement in Bushcraft and walking. The GoMTB framework will also be utilised through the biking block to add further value to this activity.

## **How is Outdoor Ed taught in the Options Curriculum (KS4)?**

The options curriculum will continue on from the work done in the foundation group with the main focus being on getting all the students their Bronze DofE award. Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs, university and job applications. Top employers recognise the work-ready skills Award holders bring to their business. Running alongside the DofE award the outdoor education team will give the students a chance to gain national governing body awards in surf lifesaving, biking, climbing and water sports.

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# Measuring Impact In Outdoor Ed

*"I feel like I make my teachers proud during Outdoor education, I like this subject a lot!"*

At Red Moor School staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment in Outdoor ed. This system uses the RMS Steps Assessment Framework.

The RMS Steps covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' curriculum that takes students from year 1 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the outdoor ed curriculum helping to ensure that learning builds upon prior attainment.

Each Step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school. A child who masters all 11 steps will be expected to leave the school with a Bronze DofE award and high skill level in a wide range of Outdoor ed activities.

The expectation for progress for students is that they will master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, ASDANs, DofE Bronze award and National governing body awards. The aspirational goal for all students is that they leave with the highest level of appropriate qualifications they can access, within their areas of interest and ability.

From Year four onwards (Step 4) The John Muir Award will be embedded in our Outdoor Ed curriculum. This will strive to make real cross curricular links to achieve the four aims of the award; Discover, Explore, Conserve and Share. We will develop and conserve the school grounds whilst building pupil ownership of that space. Bush craft, Walking and the John Muir Award will be combined to give space and time within the curriculum to progress each year through the three stages of the award with the aim of completion prior to Key Stage 4.

When asked in a survey about Outdoor Education, 87.5% of students said that they enjoy Outdoor education 'a lot' or 'a great deal'. This is a brilliant outcome that highlights the positive impact outdoor education has on students at Red Moor. The students who answered 'a little' when asked if they enjoy Outdoor education said that they struggle with the physical nature of the subject. In response to this, the instructors at Red Moor will strive to provide an alternative theory-based or reduced physical option for those students who struggle to engage with the physical tasks during lessons. This will provide these students with opportunity to engage with the lesson during periods when they are struggling to access the physical activity. 85% of students responded that they ask their teacher/instructor for help when they struggle during outdoor education lessons. Students also responded that they ask their peers for help.

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# Whole School Factors

## **How is reading promoted in Outdoor Ed?**

All teachers of outdoor ed are expected to be aware of each child's current reading age and blank level assessment. This will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised . Reading learning objectives are displayed on visual plans to promote reading within every session.

## **How are the 9 protected characteristics of equality promoted in Outdoor Ed?**

It is important that all children leave Red Moor School with an understanding of the world they are growing up in, having learned how to live alongside and show respect for a diverse range of people. The Outdoor Education Team have been informed of and understand that everyone is protected under the Equality Act 2010 from any form of discrimination. Therefore the team will ensure that the nine protected characteristics...

1. Age
2. Gender reassignment
3. Disability
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

...are embedded into lessons where appropriate. This includes promoting high standards of behaviour and conduct during social interactions, promptly and appropriately managing inappropriate behaviour. Identifying opportunities for students to work collaboratively in diverse groups. Planning creative and respectful ways of introducing diversity, referring and using examples from a variety of cultures, religions and traditions and challenging stereotypes.

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# Curriculum in Action



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# The Nurture Curriculum

The nurture curriculum provides a pathway for early-years students to progress onto the main outdoor education curriculum once they have progressed through steps one and two of the framework. The Nurture curriculum provides students with an immersive, play-based approach that focuses on personal development and inspiring a respect and enjoyment of being in nature. The nurture curriculum is broken down into six focus areas that encompass the main curriculum areas.

## Fantastic Foragers

An introduction to learning about the outdoors through bush craft activities, games, and visiting natural local environments. The children will begin exploring our large school site, participating in archery, campfire cooking and play based games. As confidence builds the children will adventure into local areas like Helman Tor, Lanhydrock and Respryn Woods.

<b>Step 1</b>	<b>SOLAR</b>
Stage 1	Explore the school site with your classmates
Stage 2	Find natural resources to decorate a class flag
Stage 3	Play a team game with your classmates
Stage 4	Take part in an off-site activity
Stage 5	Complete a worksheet about nature
Stage 6	Identify two types of tree
<b>Step 2</b>	<b>SOLAR</b>
Stage 1	Have a go at soft archery
Stage 2	Sit around a campfire
Stage 3	Show you can be safe around a campfire
Stage 4	Help make a fire with your instructor
Stage 5	Cook something on a campfire
Stage 6	Help your instructor to put the fire out

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## Wild Wanderers

Building on the students outdoor learning skills, they will continue to explore local environments, visiting places like Cardinham Woods, Kings Wood and hidden beaches on the SW coast path, whilst building an understanding of navigation and gaining an appreciation of natural beauty. Learners will be able to experience new walks and discover things on the way using their senses. The students will improve their movement skills by tackling challenging terrain.

<b>Step 1</b>	<b>SOLAR</b>
Stage 1	Take part in a team scavenger hunt
Stage 2	Find a geo-cach
Stage 3	Walk along part of the South West Coast path
Stage 4	Visit a local forest
Stage 5	Visit a local beach
Stage 6	Make a map

<b>Step 2</b>	<b>SOLAR</b>
Stage 1	Go bird watching
Stage 2	Jump in a puddle
Stage 3	Race a stick down a river
Stage 4	Point to three features on a map
Stage 5	Point to North on a map
Stage 6	Take a walk over challenging terrain



## Awesome Adventurers

Continuing the development of their movement skills, students will begin to explore vertical terrain using scrambling and climbing techniques. The students will get to visit at least two climbing walls, outside scrambling venues, and experience using climbing equipment in a safe way.

<b>Step 1</b>	<b>SOLAR</b>
Stage 1	Watch a rock climbing video
Stage 2	Visit an outdoor climbing location
Stage 3	Have a go at scrambling on small rocks
Stage 4	Visit two different climbing walls
Stage 5	Take part in a climbing warm up
Stage 6	Place two hands on the climbing wall

<b>Step 2</b>	<b>SOLAR</b>
Stage 1	Show you can follow the rules at a climbing centre
Stage 2	Try on a pair of climbing shoes
Stage 3	Try on a harness and helmet
Stage 4	Step up onto a foot hold
Stage 5	Climb half-way up the wall using any holds
Stage 6	Demonstrate three points of contact on the wall

## Brilliant Balancers

Students will begin to develop their balance and co-ordination skills by exploring what balance is and how we use it. Students will take part in a variety of balance oriented games before progressing onto step two where they will be introduced to a balance bike., allowing them to put their balancing skills to practice.

<b>Step 1</b>	<b>SOLAR</b>
Stage 1	Find somewhere safe to test your balance
Stage 2	Walk along the wobbly bridge at school
Stage 3	Play a balance game with your class
Stage 4	Sit on a slack line and try to balance
Stage 5	Balance on one leg for ten seconds
Stage 6	Wear sturdy shoes for biking

<b>Step 2</b>	<b>SOLAR</b>
Stage 1	Try on a bike helmet
Stage 2	Name one part of a bike
Stage 3	Pick up your bike on your own
Stage 4	Wheel your bike around independently
Stage 5	Sit on a bike and move using your feet
Stage 6	Pedal a bike with some support

## Powerful Paddlers

During this block students will be introduced to kayaking and paddle boarding where they will gain confidence to approach the water, learn about water safety, and explore the paddle sports crafts they will be using. Students will be encouraged to discover the differences between the crafts and learn which parts belong to each craft.

<b>Step 1</b>	<b>SOLAR</b>
Stage 1	Watch a kayaking video
Stage 2	Sit on a kayak on the beach
Stage 3	Understand what a paddle is used for
Stage 4	Identify where to find a fin on a SUP
Stage 5	Label two parts of a kayak
Stage 6	Label two parts of a stand up paddleboard

<b>Step 2</b>	<b>SOLAR</b>
Stage 1	Sit on a kayak in shallow water
Stage 2	Stand on a paddleboard on the beach
Stage 3	Show understanding of water safety
Stage 4	Try two different types of paddle sport
Stage 5	Hold a paddle in your hands
Stage 6	Identify where the leash is

## Water Wizards

Continuing the students confidence around the water, this block will allow the students to explore North coast beaches that are lifeguarded due to the rougher conditions. Beach and water safety will be focused on, alongside an exploration into the surfing/body boarding culture in Cornwall. Students will be encouraged to go further into the water and to explore the waves.

<b>Step 1</b>	<b>SOLAR</b>
Stage 1	Look at a beach on google earth
Stage 2	Learn about beach safety
Stage 3	Visit a beach
Stage 4	Point to some dangers you see on the beach
Stage 5	Play a game on the beach
Stage 6	Try on a wetsuit

<b>Step 2</b>	<b>SOLAR</b>
Stage 1	Try on a buoyancy aid
Stage 2	Dip your feet in the sea
Stage 3	Go to shoulder height depth in a pool
Stage 4	Jump over a small wave
Stage 5	Float on a body board in the sea
Stage 6	Swim in the shallow water

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# Skills and Progression

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

We have ordered the knowledge and skills in a sequential way and these can be

<b>SOLAR: Biking — Confidence—</b> In addition to SOLAR the GoMTB Award scheme will be utilised throughout all Mountain Biking blocks to provide further external certification	
Step 3	Demonstrated the ability to sit on a bike.
Step 4	Shown knowledge of your previous biking experience (informal chat) and select a bike you would like to ride.
Step 5	Demonstrated the ability to pedal whilst seated/standing over flat and uneven terrain.
Step 6	Demonstrated the ability to pedal whilst standing and be able to ride over small objects (e.g. pavement).
Step 7	Demonstrated the ability to use a neutral pedal position in a marked area whilst riding a simple circuit.
Step 8	Demonstrated the ability to choose a section of a track/trail and lead your partner through this section safely in a pair.
Step 9	Demonstrated the ability to lead a group of riders through a section/ride demonstrating the knowledge needed to lead a group safely.

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# Skills and Progression

<b>SOLAR: Biking — Maintenance — students will have</b>	
Step 3	Demonstrated the ability to point out the parts of the bike you know and name them.
Step 4	Demonstrated the ability to name as many parts of a bicycle as you can, with showing how to check if a tyre is inflated or not.
Step 5	Demonstrated the ability to pump up a tyre and highlight the moving mechanical parts of a bike.
Step 6	Demonstrated the ability to connect a valve to pump up a tyre, then put a chain back on a chain ring.
Step 7	Demonstrated the ability to oil the chain and check that pedals and pedal crank are tight.
Step 8	Demonstrated how to check if a front wheel is buckled and make sure bearings are not loose in wheels.
Step 9	Demonstrated the ability to carry out an in depth M check and demonstrate you can fit and release a front wheel (quick release mechanism).

<b>SOLAR: Biking — Safety — students will have</b>	
Step 3	Demonstrated the ability to push your bike safely on a non cycle section.
Step 4	Shown knowledge of two dangers of riding a bicycle whilst following safety instructions at the venue.
Step 5	Shown knowledge of two colours of trails and three dangers of riding on this trails.
Step 6	Shown knowledge of which order colour trails should be ridden in and explain how weather conditions can make riding these trails dangerous.
Step 7	Acquired an understanding of the key safety implications when riding different terrains.
Step 8	Acquired an understanding of safety aspects to consider when cycling in a group, highlight three key safety factors to consider when cycling on the road.
Step 9	Experienced knowledge of the safety elements of a selected scenario, highlight the areas of risk and explain how they can be reduced.

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# Skills and Progression

<b>SOLAR: Biking — Equipment —students will have</b>	
Step 3	Shown knowledge of one item to use when cycling.
Step 4	Demonstrated the ability to wear appropriate clothing to ride a bike and select a safety helmet to wear.
Step 5	Demonstrated the ability to adjust and wear a safety helmet correctly.
Step 6	Demonstrated the ability to select, wear and adjust a safety helmet without assistance.
Step 7	Demonstrated the ability to correctly adjust your own helmet and select the correct size bike.
Step 8	Acquired an understanding of different types of helmets and the equipment you would expect to find in a first aid kit.
Step 9	Shown knowledge of how different types of riding require different types of helmets and list the other equipment you would need during a riding trip.

<b>SOLAR: Biking — Body Position — students will have</b>	
Step 3	Demonstrated the ability to sit on the bike with hands on handle bars.
Step 4	Demonstrated the ability to show a position on the bicycle you are comfortable with which will also allow you to take your feet off the floor.
Step 5	Demonstrated the ability to use the attack position firstly stationary and then whilst moving.
Step 6	Demonstrated the ability to use the attack position whilst riding downhill.
Step 7	Demonstrated the ability to show the difference between the attack position whilst seated and standing.
Step 8	Demonstrated the ability to use a leaning body position for a raised corner/berm, show you can maintain a neutral pedal position during this corner.
Step 9	Demonstrated the ability to ride a technical section using the correct body position (complete a range of technical sections).

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# Skills and Progression

<b>SOLAR: Biking — Skills — students will have</b>	
Step 3	Demonstrated the ability to get on and off the bike from the left hand side.
Step 4	Demonstrated the ability to move the bike in a forward direction then bring the bike to a stop.
Step 5	Demonstrated the ability to use the attack position on a downhill section.
Step 6	Demonstrated the ability to lift up the front wheel of the bike off the ground whilst moving in a forward direction.
Step 7	Demonstrated the ability to use different types of braking.
Step 8	Demonstrated the ability to maintain speed whilst riding rollers/pump sections and how to use front and back wheel landing.
Step 9	Demonstrated the ability to complete a whole section of a green/blue downhill trail successfully using the skills learnt through other stages.





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# Skills and Progression

<b>SOLAR: Bushcraft — Teamwork — students will have</b>	
Step 3	Demonstrated the ability to take part in a game of hide and seek
Step 4	Demonstrated the ability as a group to find an appropriate safe location to set up a fire
Step 5	Demonstrated the ability as a group to collect dry fire wood
Step 6	Demonstrated the ability as a group to create a small fire, collecting kindling wood
Step 7	Demonstrated the ability as a group to create an 'A Frame' shelter fit for two people
Step 8	Demonstrated the ability to create and organise a group woodland game
Step 9	Demonstrated the ability to successfully manage a workforce to assist in creating a camp

<b>SOLAR: Bushcraft — Environment — students will have</b>	
Step 3	Demonstrated the ability to visit a woodland area
Step 4	Demonstrated the ability to visit two different woodland locations
Step 5	Demonstrated the ability to explore the woods and find something living
Step 6	Shown knowledge by stating two different types of tree
Step 7	Shown knowledge by explaining two differences between dead and non-dead wood
Step 7	Shown knowledge by explaining at least two uses of fire in a survival situation
Step 8	Shown knowledge by sourcing appropriate fuel for a large campfire, maintaining it for 15 minutes
Step 8	Experienced to explain two ways of looking after the local environment
Step 9	Experienced to show understanding of three different types of tree explaining unique differences
Step 9	Experienced to explain the difference between an 'evergreen' and 'deciduous' trees

# Skills and Progression

<b>SOLAR: Bushcraft — Safety — students will have</b>	
Step 3	Acquired understanding by taking a look at a woodland information sign
Step 4	Shown knowledge of explaining at least two ways to extinguish a fire
Step 5	Acquire understanding by stating all three elements of the fire triangle
Step 6	Experienced to explain and demonstrate the ability to extinguish a small fire safely
Step 7	Shown knowledge by explaining all elements of the fire triangle
Step 8	Experienced to explain three important reasons of extinguishing a fire
Step 8	Experienced to draw and label two different types of shelter for a wet day
Step 9	Experienced to individually disassemble shelters and fires safely
Step 9	Experienced to explain three hazards in a woodland area

<b>SOLAR: Bushcraft — Equipment — students will have</b>	
Step 3	Shown knowledge by naming an items of clothing which would be important when walking in the woods
Step 4	Demonstrated the ability to wear appropriate clothing for a woodland walk
Step 5	Demonstrated the ability to find appropriate kindling wood for a fire
Step 6	Acquire understanding by packing 3 items that can assist in erection of a tarp shelter
Step 7	Acquire understanding by stating 5 items you would take on a 5 mile hike giving reasons of their importance
Step 8	Acquire understanding by successfully choosing/creating equipment to cook on an open fire
Step 9	Shown knowledge by listing all equipment needed to create a small 'overnight' camp

# Skills and Progression

<b>SOLAR: Bushcraft — Creativity — students will have</b>	
Step 3	Demonstrated the ability to create a picture using woodland materials
Step 4	Demonstrated the ability to design a small fire using two burning materials
Step 5	Demonstrated the ability to design a shelter using a tarp
Step 6	Demonstrated the ability to design a shelter using woodland resources
Step 7	Experienced to create a star fire and a raft fire and state the difference
Step 8	Demonstrated the ability to create a cooking system on an open fire
Step 9	Demonstrated the ability to create a camp - Using a type of shelter and type of fire that food can be cooked on.
Step 9	Demonstrated the ability to create a meal on an open fire

<b>SOLAR: Bushcraft — Skills — students will have</b>	
Step 3	Demonstrated the ability to take a photo of a living creature in the woods
Step 4	Demonstrated the ability to light a piece of cotton wool using a match
Step 5	Demonstrated the ability to strike a flint and steel and produce a spark
Step 6	Demonstrated the ability to light a small fire using a flint and steel
Step 7	Demonstrated the ability to construct a shelter to withhold rain and wind
Step 8	Demonstrated the ability to cook food using an open fire
Step 9	Demonstrated the ability to individually set up a one person shelter that would be successful in an overnight stay



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# Skills and Progression

<b>SOLAR: Climbing — Equipment — students will have</b>	
Step 3	Demonstrated the ability to correctly fit climbing shoes
Step 4	Demonstrated the ability to adjust and fit a climbing harness and helmet, with support
Step 5	Acquired an understanding of the names of the different types of hand holds
Step 6	Demonstrated the ability to adjust and fit a climbing harness and helmet correctly
Step 7	Demonstrated the ability to attach yourself to the rope using a retied figure of eight knot
Step 8	Acquired an understanding of the different equipment used in climbing
Step 9	Acquired an understanding of good rope management

<b>SOLAR: Climbing — Bouldering — students will have</b>	
Step 3	Demonstrated the ability to move sideways across a wall
Step 4	Demonstrated the ability to traverse at least two metres across the wall
Step 5	Demonstrated the ability to climb halfway up the bouldering wall using three different routes (using any colour holds)
Step 6	Demonstrated the ability to climb two different V1 bouldering problems
Step 7	Demonstrated the ability to show progress in their bouldering proficiency, eg confidently climb V1's and attempt with some success V2's.
Step 8	Demonstrated the ability to show progress in their bouldering proficiency, eg confidently climb V2's and attempt with some success V3's.
Step 9	Demonstrated the ability to show progress in their bouldering proficiency, eg confidently climb V3's and attempt with some success V4's.

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# Skills and Progression

<b>SOLAR: Climbing — Roped Climbs — students will have</b>	
Step 3	Demonstrated the ability to climb off the floor on three different climbs using any holds
Step 4	Demonstrated the ability to climb halfway up three different roped climbs, any holds
Step 5	Demonstrated the ability to climb up three different roped climbs using any holds
Step 6	Demonstrated the ability to show progress in their climbing, eg confidently climb 3a's and attempt with some success 3b's.
Step 7	Demonstrated the ability to show progress in their climbing proficiency, eg confidently climb 3b's and attempt with some success 3c's.
Step 8	Demonstrated the ability to show progress in their climbing proficiency, eg confidently climb 3c's and attempt with some success 4a's.
Step 9	Demonstrated the ability to show progress in their climbing proficiency, eg confidently climb 4a's and attempt with some success 4b's.

<b>SOLAR: Climbing — Technique — students will have</b>	
Step 3	Demonstrated the ability to place your foot on a hold
Step 4	Demonstrated the ability to climb using the bridging technique
Step 5	Demonstrated the ability to climb an overhang and mantle shelf
Step 6	Demonstrated the ability to assist another climber during a climb
Step 7	Demonstrated the ability to climb using a hand jam and foot jam
Step 8	Acquired an understanding of their body position during climbs and where to improve
Step 9	Demonstrated the ability to clip in during a lead climb (whilst backed up by a top rope)

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# Skills and Progression

<b>SOLAR:</b> Climbing — Belaying — students will have	
Step 3	Experience how being belayed feels and answer some questions
Step 4	Demonstrated the ability to help back up another belayer
Step 5	Demonstrated the ability to belay safely, with support
Step 6	Demonstrated the ability to lower another climber back down using an ATC, with support
Step 7	Demonstrated the ability to belay safely using a gri gri, with support
Step 8	Demonstrated the ability to lower another climber back down using an ATC
Step 9	Demonstrated the ability to control a climber during a fall

<b>SOLAR:</b> Climbing — Safety — students will have	
Step 3	Acquired an understanding of one climbing wall rule
Step 4	Experience climbing at two different climbing walls
Step 5	Shown knowledge of the rules relevant to the climbing wall you are visiting
Step 6	Shown knowledge of the safety checks needed before climbing
Step 7	Experience planning and running a warm up appropriate for climbing
Step 8	Demonstrated the ability to use the correct communication needed during a climb
Step 9	Acquired an understanding of the rules around lead climbing



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# Skills and Progression

<b>SOLAR: Walking — Environment—students will have</b>	
Step 3	Demonstrated the ability to stand and quietly listen to the ambient sounds of a woodland environment. Record what you hear
Step 4	Demonstrated the ability to walk across uneven surfaces avoiding branches and hazards
Step 5	Demonstrated the ability to take part in a walk around the local woodland following a route shown on a plan, map or photograph.
Step 6	Experience taking part in 3 walks in different locations (Woodland and Coastal)
Step 7	Demonstrated the ability to walk a route with a group independently
Step 8	Experience walking at least three routes, including one they have personally planned.
Step 9	Demonstrated the ability to design and build a shelter to sleep in overnight

<b>SOLAR: Walking — Direction — students will have</b>	
Step 3	Demonstrated the ability to take part in a group walk through a woodland or similar natural environment
Step 4	Demonstrated the ability to follow a marked route
Step 5	Demonstrated the ability to orientate the map
Step 6	Shown knowledge of the difference between a road map, OS map and orienteering map
Step 7	Acquired an understanding of the different compass directions
Step 8	Shown knowledge of how to take a bearing off a map
Step 9	Shown knowledge of how to take a line of sight and back bearing

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# Skills and Progression

<b>SOLAR: Walking — Safety — students will have</b>	
Step 3	Demonstrated the ability to dress appropriately for weather conditions, with support
Step 4	Demonstrated the ability to select the appropriate clothes for a walk around a local woodland
Step 5	Shown knowledge of at least two safety issues with respect to the planned walk
Step 6	Acquired an understanding of the rules and regulations around the Countryside Code
Step 7	Demonstrated the ability to design a poster around safety in the woods
Step 8	Acquired an understanding of what a leader should carry on a day walk
Step 9	Demonstrated the ability to take part in a discussion about emergency procedures whilst in the countryside.

<b>SOLAR: Walking — Skill — students will have</b>	
Step 3	Demonstrated the ability to work out which way North is on a map
Step 4	Acquired an understanding of what the different colours mean on a map
Step 5	Shown knowledge of at least four features on a given map, eg tree, stream, building, track
Step 6	Demonstrated the ability to plan a route, including distances, timings and 4 figure grid reference for the start and finish
Step 7	Demonstrated the ability to use 100m pacing to work out how long it would take to walk any given distance
Step 8	Demonstrated the ability to describe the route using different terminology
Step 9	Acquired an understanding of how to fill in a route card for a planned walk



# Skills and Progression

<b>SOLAR: Walking — Wildlife — students will have</b>	
Step 3	Demonstrated the ability to keep a note of wildlife that you see/ hear whilst out walking
Step 4	Experience feeding an animal in the wild, with support
Step 5	Demonstrated the ability to collect a minimum of two natural materials and use them to create a piece of artwork
Step 6	Experience taking part in a litter pick in the local woodland or coastal
Step 7	Demonstrated the ability to build a bug hotel
Step 8	Demonstrated the ability to help maintain a habitat
Step 9	Demonstrated the ability to help maintain a different habitat

<b>SOLAR: Walking — Orienteering — students will have</b>	
Step 3	Shown knowledge of what colours are on an orienteering marker
Step 4	Demonstrated the ability to locate three orienteering marks, with support
Step 5	Demonstrated the ability to locate six orienteering marks, with support
Step 6	Shown knowledge of the different markers used in orienteering competitions
Step 7	Demonstrated the ability to plan an orienteering course for the rest of the group
Step 8	Experience taking part in an orienteering competition
Step 9	Experience running an orienteering competition for someone else



# Skills and Progression

<b>SOLAR: Paddlesports — Knowledge — students will have</b>	
Step 3	Experienced learn and take part in a game while using a paddle craft
Step 4	Shown knowledge of three basic safety rules
Step 5	Shown knowledge of the actions to take following a capsize
Step 5	Acquired an understanding of at least two ways paddlers can damage the environment
Step 6	Shown knowledge of the equipment needed for seasonal weather conditions
Step 7	Acquired an understanding of rules relating to access and group paddling
Step 7	Acquired an understanding of the terms 'suitable conditions', and 'appropriate water'
Step 8	Acquired an understanding of the need for dynamic posture when paddling
Step 8	Shown knowledge of how good boat adjustment can assist connection and body control
Step 9	Show knowledge of hazard awareness relating to climate, water and capabilities
Step 9	Show knowledge of some requirements when planning for a trip

<b>SOLAR: Paddlesports — Environment — students will have</b>	
Step 3	Experienced learn and take part in a game while using a paddle craft
Step 4	Shown knowledge of three basic safety rules
Step 5	Shown knowledge of the actions to take following a capsize
Step 5	Acquired an understanding of at least two ways paddlers can damage the environment
Step 6	Shown knowledge of the equipment needed for seasonal weather conditions
Step 7	Acquired an understanding of rules relating to access and group paddling
Step 7	Acquired an understanding of the terms 'suitable conditions', and 'appropriate water'
Step 8	Acquired an understanding of the need for dynamic posture when paddling
Step 8	Shown knowledge of how good boat adjustment can assist connection and body control
Step 9	Show knowledge of hazard awareness relating to climate, water and capabilities
Step 9	Show knowledge of some requirements when planning for a trip

# Skills and Progression

<b>SOLAR: Paddlesports — Safety — students will have</b>	
Step 3	Demonstrate the ability to step slowly into the craft keeping low and balanced
Step 4	Demonstrate the ability to put on a buoyancy aid and helmet with help to check fit and adjust.
Step 5	Demonstrate the ability to work with another to safely lift and carry the craft correctly
Step 6	Acquired an understanding of common injuries connected with paddling
Step 6	Demonstrate the ability to follow all normal safety procedures during sessions
Step 7	Experienced taking part in at least four separate sessions
Step 8	Experienced take an active part in a deep water rescue
Step 9	Experienced taking part in supporting a peer rescue
Step 9	Demonstrate the ability to communicate using some basic paddle signals

<b>SOLAR: Paddlesports — Equipment — students will have</b>	
Step 3	Demonstrate the ability to wear a buoyancy aid and helmet for the duration of each session
Step 4	Shown knowledge of how to recognise and name at least two types of the equipment used
Step 5	Demonstrate the ability to (a) use equipment properly (b) return all equipment following activity
Step 5	Experienced using a different type of craft
Step 6	Demonstrate the ability to select and dress in suitable paddling safety gear
Step 7	Shown knowledge of correct personal protective equipment required, in relation to weather conditions
Step 8	Acquired an understanding of how varied hull shapes change performance of craft
Step 9	Experienced comparing techniques in different craft

# Skills and Progression

<b>SOLAR: Paddlesports — Craft Control — students will have</b>	
Step 3	Demonstrate the ability to help paddle a craft
Step 4	Demonstrate the ability to use a paddle to make basic progress
Step 5	Demonstrate the ability to move your body to keep balance
Step 5	Demonstrate the ability to use paddles to turn the craft
Step 6	Demonstrate the ability to use your body and paddle to prevent a capsize
Step 6	Demonstrate the ability to show good technique to turn, stop and steer the paddle craft
Step 6	Demonstrate the ability to paddle forwards one hundred metres using a smooth and even technique
Step 7	Demonstrate the ability to use a rudder technique, steer the craft while moving
Step 7	Demonstrate the ability to paddle a craft three metres sideways (both sides)
Step 7	Demonstrate the ability to steer craft through a figure of eight course
Step 8	Demonstrate the ability to perform an emergency stop under control
Step 8	Demonstrate the ability to paddle twenty metres backwards on a good line
Step 8	Demonstrate the ability to rotate paddle craft using combination strokes
Step 9	Experienced moving sideways while travelling forwards.
Step 9	Experienced using edging to assist turning
Step 9	Demonstrate the ability to use a sculling technique to recover from loss of balance

<b>SOLAR: Paddlesports — Skills — students will have</b>	
Step 3	Shown knowledge of how to hold a paddle
Step 4	Demonstrate the ability to lift the craft correctly, and carry to the launching location
Step 5	Demonstrate the ability to paddle the craft (a) forwards (b) backwards
Step 6	Demonstrate the ability to lift carry, launch and exit the craft safely
Step 7	Acquired an understanding of how your body, boat and blade work together
Step 8	Demonstrate the ability to perform a 'Low edge turn' using combination strokes
Step 9	Demonstrate the ability to use good technique and posture when paddling forwards



# Skills and Progression

<b>SOLAR: — Surfing—Confidence — students will have</b>	
Step 3	Demonstrate the ability to walk onto a beach with shoes off
Step 4	Demonstrate the ability to allow the ocean to lap over feet
Step 4	Demonstrate the ability to dip hands in the ocean
Step 5	Demonstrate the ability to let a small white water wave crash below knees
Step 5	Demonstrate the ability to successfully jump over three white water waves consecutively
Step 6	Demonstrate the ability to successfully submerge self to shoulders
Step 6	Demonstrate the ability to grab two hands of sand in hip depth water
Step 7	Demonstrate the ability to duck dive by going under three waves at hip depth water
Step 7	Demonstrate the ability to successfully swim out to sea for 50m without touching the floor
Step 8	Demonstrate the ability to the understanding of body surfing by catching a white water wave for 10 metres successfully
Step 8	Demonstrate the ability to successfully swim out past the last broken wave
Step 9	Demonstrate the ability to successfully body surf a green wave for 10 metres
Step 9	Demonstrate the ability to successfully swim out past the last broken wave including duck dives under waves

<b>SOLAR: Surfing—Environment — students will have</b>	
Step 3	Demonstrate the ability to visit a beach
Step 4	Demonstrate the ability to visit two different beaches
Step 5	Demonstrate the ability to explore rock pools and find something living
Step 6	Acquired an understanding by stating two types of waves
Step 7	Acquired an understanding by pointing out a Rip Current on a beach
Step 7	Acquired an understanding by successfully drawing in the sand what a dumping wave would look like
Step 8	Acquired an understanding by stating two facts about the tide
Step 8	Acquired an understanding by stating how waves are formed
Step 9	Shown knowledge by successfully drawing in the sand and explaining the tides 'Rule of Twelfths'
Step 9	Shown knowledge by explaining 3 types of waves and why they could be good/bad

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# Skills and Progression

<b>SOLAR: Surfing — Safety — students will have</b>	
Step 3	Acquired an understanding of looking at the beach information sign
Step 4	Demonstrate the ability to visit a beach with lifeguards patrolling
Step 5	Acquired an understanding by stating the different types of Beach Lifeguard flags
Step 6	Shown knowledge by explaining what each Lifeguard flag means
Step 7	Shown knowledge by explaining three reasons why a Red Flag might be erected
Step 8	Shown knowledge by explaining three reason surfers stay safe when surfing
Step 9	Shown knowledge by explaining how a Rip Current is created and who is at risk

<b>SOLAR: — Surfing—Body position — students will have</b>	
Step 3	Demonstrate the ability to act out a surfer surfing a wave
Step 4	Demonstrate the ability to (on land) lie on a surfboard in the correct position
Step 5	Demonstrate the ability to (on land) pop up from lying to standing
Step 6	Demonstrate (on land) and explain the five step pop up from lying to standing
Step 7	Demonstrate the ability to catch a white water wave showing ability to turn left and right whilst lying
Step 7	Demonstrate the ability to 'opening the gate' and state why this is important
Step 8	Demonstrate the ability to show (on water) the five stage pop up from lying to standing whilst catching a white water wave
Step 8	Shown knowledge by explaining what is needed to help turn when standing
Step 9	Demonstrate the ability to a small left turn using correct body position on a green wave
Step 9	Demonstrate the ability to a small right turn using correct body position on a green wave

# Skills and Progression

<b>SOLAR: Surfing — Equipment — students will have</b>	
Step 3	Shown knowledge by naming an item people may take into the ocean
Step 4	Acquired an understanding of stating one item a surfer would use when going surfing
Step 5	Demonstrate the ability to carry a surfboard effectively
Step 6	Acquired an understanding by stating two types of surfboard
Step 7	Shown knowledge by explaining three reasons why a surfboard can be dangerous and what the procedure is when falling off a surfboard
Step 8	Shown knowledge by point out all seven sections of a surfboard
Step 9	Shown knowledge by explaining the different types of surfboard and what conditions they are best in

<b>SOLAR: Surfing—Skills — students will have</b>	
Step 3	Demonstrate the ability to take part in a Surfing Stretch
Step 4	Demonstrate the ability to, with assistance take a surfboard into the water
Step 5	Demonstrate the ability to catch a white water wave with assistance
Step 6	Demonstrate the ability to catch five white water waves unassisted
Step 7	Experienced to show the ability to paddle
Step 7	Experienced will stand up unassisted on a surfboard whilst catching a wave
Step 8	Shown knowledge by explaining and demonstrating the understanding of how to stay safe when pushing a surfboard through waves
Step 8	Experienced will successfully stand up on five waves
Step 9	Demonstrate the ability to successfully catch a green wave using the paddling technique
Step 9	Experienced will carve a wave forehand and backhand successfully



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# Skills and Progression

<b>SOLAR: Archery— Knowledge — students will have</b>	
Step 3	Demonstrated the ability to draw the bow using three fingers and shoot a soft arrow.
Step 4	Demonstrated the ability to lift the elbow during the draw
Step 5	Demonstrated the ability to knock an arrow correctly
Step 6	Demonstrated a shot on black or above
Step 6	Demonstrated good posture during shooting
Step 7	Demonstrated consistent good posture during shooting
Step 8	Demonstrated the ability to verbalise how to aim the arrow
Step 8	Demonstrated a consistent Anchor at the corner of the mouth
Step 9	Demonstrated the ability to verbalise which eye is dominant
Step 9	Demonstrated the ability to adjust a grouping using the Gap method

<b>SOLAR: Archery — Environment — students will have</b>	
Step 3	Demonstrated the ability to hit the target
Step 4	Demonstrated the ability to stand side on to the target
Step 5	Demonstrated the ability to hit the target at 10 metres
Step 6	Has experienced assisting in Archery range set-up
Step 7	Has experienced shooting a balloon
Step 7	Demonstrated consistent shooting on black or above
Step 8	Has experienced trying an eye dominance check
Step 9	Has experienced shooting over 15 metres

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# Skills and Progression

<b>SOLAR: Archery — Safety — students will have</b>	
Step 3	Demonstrated the ability to stay behind the shooting line.
Step 4	Demonstrated the ability to wait for the "Collect Arrows" command
Step 5	Understands the four Archery safety commands
Step 5	Demonstrated safe and calm behaviour on the archery range
Step 7	Demonstrated the ability to use the four Archery commands

<b>SOLAR: Archery— Equipment — students will have</b>	
Step 3	Demonstrated the ability to knock a soft arrow with assistance
Step 4	Demonstrated the ability knock an arrow ready to shoot with no assistance
Step 5	Demonstrated the ability to draw and shoot an arrow
Step 6	Has experienced assisting in Archery range set-up
Step 7	Demonstrated the ability to set-up the Backstop Netting
Step 8	Demonstrated the ability to set up the stand and target
Step 9	Demonstrated the ability to shoot a Grouping of three arrows

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# Skills and Progression

<b>SOLAR: DofE—Bronze Award</b>	
Step 10	DofE - Physical - Hours 1 - 3
Step 10	DofE - Physical - Hours 4 - 6
Step 10	DofE - Physical - Hours 7 - 9
Step 10	DofE - Physical - Hours 10 - 12
Step 10	DofE - Voluntary - Hours 1 - 3
Step 10	DofE - Voluntary - Hours 4 - 6
Step 10	DofE - Voluntary - Hours 7 - 9
Step 10	DofE - Voluntary - Hours 10 - 12
Step 10	DofE - Skill - Hours 1 - 3
Step 10	DofE - Skill - Hours 4 - 6
Step 10	DofE - Skill - Hours 7 - 9
Step 10	DofE - Skill - Hours 10 - 12
Step 10	DofE—Expedition



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# Skills and Progression

<b>SOLAR:</b> — ASDAN Credits — Anything goes	
Step 10	ASDAN - Anything Goes - Credit 1 - Hour 1 - 3
Step 10	ASDAN - Anything Goes - Credit 1 - Hour 4 - 6
Step 10	ASDAN - Anything Goes - Credit 1 - Hour 7 - 9
Step 10	ASDAN - Anything Goes - Credit 1 - Hour 10 - 12
Step 10	ASDAN - Anything Goes - Credit 2 - Hour 1 - 3
Step 10	ASDAN - Anything Goes - Credit 2 - Hour 4 - 6
Step 10	ASDAN - Anything Goes - Credit 2 - Hour 7 - 9
Step 10	ASDAN - Anything Goes - Credit 2 - Hour 10 - 12
Step 10	ASDAN - Anything Goes - Credit 3 - Hour 1 - 3
Step 10	ASDAN - Anything Goes - Credit 3 - Hour 4 - 6
Step 10	ASDAN - Anything Goes - Credit 3 - Hour 7 - 9
Step 10	ASDAN - Anything Goes - Credit 3 - Hour 10 - 12
Step 11	ASDAN - Anything Goes - Credit 4 - Hour 1 - 3
Step 11	ASDAN - Anything Goes - Credit 4 - Hour 4 - 6
Step 11	ASDAN - Anything Goes - Credit 4 - Hour 7 - 9
Step 11	ASDAN - Anything Goes - Credit 4 - Hour 10 - 12
Step 11	ASDAN - Anything Goes - Credit 5 - Hour 1 - 3
Step 11	ASDAN - Anything Goes - Credit 5 - Hour 4 - 6
Step 11	ASDAN - Anything Goes - Credit 5 - Hour 7 - 9
Step 11	ASDAN - Anything Goes - Credit 5 - Hour 10 - 12
Step 11	ASDAN - Anything Goes - Credit 6 - Hour 1 - 3
Step 11	ASDAN - Anything Goes - Credit 6 - Hour 4 - 6
Step 11	ASDAN - Anything Goes - Credit 6 - Hour 7 - 9
Step 11	ASDAN - Anything Goes - Credit 6 - Hour 10 - 12

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# Enriching the Curriculum

How Will the John Muir Award be embedded in the Outdoor Ed Curriculum?



**Discover**



**Explore**



**Conserve**



**Share**

The Red Moor School is in an enviable position with regards to its grounds but after many years of neglect there is a huge amount of work to be done in the woodland areas we are surrounded by. Every year students from Year 4 onwards will be encouraged through the Bush craft and Walking areas of the curriculum to Discover, Explore, Conserve and Share the Wild Place that directly surrounds them. The Curriculum will endeavour to provide every student with at least a John Muir “Discovery” Award during their time at Red Moor. This will add breadth to our Bush craft and Walking curriculums and build further attainment into the framework. The Students will be encouraged to “Discover” the space, “Explore” deeper into it, do something to “Conserve” it and finally share it with the school community and their families.

The Outdoor Ed lead will ensure that Award proposals are completed prior to the school year starting to enable the Award to be delivered by Spring 2 term every year.

Discovery Award– 4 Days

Explorer Award– 8 Days

Conserver Award– 20 Days

