



# CURRICULUM

## Forest School



## Intent

At Southville Primary School, we believe outdoor learning plays an important role in supporting children's curiosity, wellbeing and connection with the natural world. Through Forest School, we aim to provide children with meaningful opportunities to learn, explore and develop independence within a safe natural environment.

Forest School supports children to develop resilience, creativity, confidence and problem-solving skills through hands-on experiences. It interweaves with all areas of the EYFS framework and supports the National Curriculum, particularly in Geography and Design and Technology, by bringing real-world contexts to learning.

Through Forest School we aim to:

- Provide regular opportunities for children to learn in a natural woodland environment.
- Promote positive physical and mental wellbeing through outdoor exploration and play.
- Encourage children to take safe risks, make decisions and develop independence.
- Foster creativity and curiosity through hands-on learning with natural materials.
- Develop children's understanding of nature, habitats and environmental responsibility.
- Support children in building resilience, confidence and teamwork skills.
- Enable children to make meaningful connections between classroom learning and real-world experiences.

## Implementation

Forest School is led by a Forest School-trained specialist teacher and supported by the class teacher to ensure high-quality provision and continuity with classroom learning. All children across the school participate in Forest School sessions throughout the year:

- **Key Stage 1 and Key Stage 2** attend three times per year.
- **EYFS** attend every three weeks to ensure regular and sustained engagement with outdoor learning.

Sessions take place in local woodland environments – Tyntesfield for Reception and Leigh Woods for Key Stage 1 and Key Stage 2.

Children and staff travel to the woodland by coach and spend half a day engaging in outdoor learning activities. Parent volunteers support the sessions, ensuring a high adult-to-child ratio so that children can explore safely and receive appropriate guidance.

During Forest School sessions, children:

- Explore, play and learn within a safe and stimulating natural environment.
- Take part in practical activities such as tree climbing, den building and creative work with natural materials.
- Are encouraged to lead aspects of their own learning through exploration, curiosity and problem solving.
- Develop new practical skills through hands-on experiences.
- Learn to care for and respect the woodland environment and the plants and animals within it.

Sessions are planned to promote creativity, independence and resilience while strengthening connections to learning across the wider curriculum.

## Impact

The impact of Forest School is assessed through ongoing observation, reflection and evaluation of children's engagement, skills and personal development.

Impact is measured through:

- **Ongoing practitioner observation** during sessions, recording evidence of children's independence, risk-taking, collaboration, resilience and problem-solving.
- **Developmental progression**, particularly in EYFS, linked to the Characteristics of Effective Learning and areas of learning where appropriate.
- **Curriculum connections**, identifying how children apply and deepen knowledge linked to Geography, Design and Technology and wider curriculum learning.
- **Pupil voice**, gathering children's reflections about their experiences, learning and enjoyment of sessions.
- **Staff reflection and evaluation**, where the Forest School leader and class teachers review engagement, participation and skill development.

Through this process, children demonstrate increased confidence, independence and curiosity over time. They develop stronger teamwork skills, resilience when faced with challenge and a deeper understanding of and respect for the natural environment.

Evidence of impact is recorded through observation notes, photographs, learning reflections and shared professional discussion to inform future planning and provision.