

Fife Outdoor Learning Guidance and Skills Framework



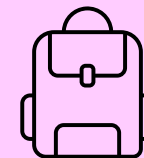
**Being in the Outdoors
(Connecting with the Outdoors)**



Being Respectful Outdoors



Being Safe Outdoors



Fife Outdoor Learning Guidance



‘Outdoor Learning’ encompasses the entire range of learning experiences undertaken outside; whether it is reading a book outside or participating in an overseas expedition. In Fife, we believe learning in, through and about the outdoors is an essential part of every learner’s journey from 3 to 18. Our vision for Outdoor Learning in Fife reflects the [national expectation](#) that:

- all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum
- schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond
- teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.

Outdoor Learning is a crucial aspect of Learning for Sustainability which contributes to improved outcomes for children and young people. These outcomes include benefits to wellbeing, improved skills particularly within the [Meta-Skills Framework](#): Self-management, Social intelligence and Innovation, as well as an enhanced understanding of the world in which we live. Fife Education is committed to answering the Scottish Government Call to Action for all 3-18 places of education to become [Sustainable Learning Settings](#) by 2030 as outlined in the refreshed [LFS Action Plan 23-30](#).

To deliver high-quality Outdoor Learning in Fife, our schools and educational settings must adopt a strategic approach to planning to ensure Outdoor Learning is embedded across the totality of the curriculum, complementing and extending indoor learning, rather than being treated as an isolated activity. Effective partnership working is essential to enhance the Outdoor Learning offer and sustain opportunities for all children and young people. Partners who can support OL delivery, include parents, carers, families, the local community, Council teams, and specific organisations such as Outdoor Education Fife. Professional learning is instrumental in supporting the continual development of practice and provision of Outdoor Learning in Fife.

The Fife Outdoor Learning Skills Framework has been created to support practitioners to develop confidence and skills in the planning and delivery of progressive, creative and collaborative Outdoor Learning experiences. Maximising the use of the immediate and local outdoor environment will enhance Outdoor Learning opportunities for all and deliver key aspects of the [Fife LfS Learner Entitlement](#). The focus of this Framework is on the development of learner independence, knowledge and skills in:

- Being in the Outdoors (Connecting with the Outdoors)
- Being Respectful Outdoors
- Being Safe Outdoors

[Nature Kindergarten in Fife](#) resources provide additional information and support around Outdoor Learning provision in Fife Early Learning Settings. The [Fife Outdoor Learning Toolkit](#) provides further ideas and links to support taking the curriculum outdoors and includes information about [Evolve](#) – Fife’s risk assessment documentation.

Being in the Outdoors (Connecting with the Outdoors)		Being Respectful Outdoors		Being Safe Outdoors	
---	---	----------------------------------	---	----------------------------	---

Being in the Outdoors (Connecting with the Outdoors)

Being in the outdoors is about exploring and experiencing our living and physical environment. Children and young people should have frequent and regular opportunities to connect, enjoy and engage with the outdoors throughout the year.



Discovering nature	Biodiversity	Ecosystem maintenance and management	Adaptation	Weather/Climate Change
Positive relationships	Physical environment (geography/geology/urbanisation)	Navigating	Journeying	Adventuring

Early Level	First Level	Second Level	Third / Fourth Level / Senior Phase
Experiences the seasons and different weather conditions outdoors and observes nature and the changes in the environment throughout the year. Discusses and selects appropriate clothing and equipment for the season/weather. • Navigates by choosing the best route using man-made paths, natural paths, footprints and landmarks. • Demonstrates adventuring by exploring different terrains e.g., mud, rocks, sand, grass etc. • Demonstrates journeying by making and following basic maps using drawings and simple symbols. • Explores and identifies local natural, rural and urban environments.	• Experiences the seasons and different weather conditions in a wider range of outdoor settings while observing nature and comparing the changes in the environment throughout the year across those settings. Identifies and classifies features of the different environments – e.g., leaf identification, choice of building materials etc. Discusses and selects appropriate clothing and equipment for the season/weather. • Navigates and demonstrates path finding by choosing the best route while comparing man-made paths, natural paths and clearing pathways. Identifies footprints and landmarks, measures distance and features. • Demonstrates adventuring by exploring a variety of outdoor environments including natural (wild) and managed (e.g., park, woodland). • Demonstrates journeying by making and following maps using own drawings and symbols. • Explores and classifies a range of local natural, rural and urban environments.	• Experiences the seasons and different weather conditions outdoors. Spends time in and cares for gardens and growing spaces. Discusses and selects appropriate clothing and equipment for the season/weather/activity. • Navigates and demonstrates journeying using maps (including ordnance survey maps) within and out with the school grounds. Uses own drawings/symbols to create maps, then recognises standard map symbols to identify and navigate to features of the landscape. Calculates distances. • Adventures out with the local area, day trips and residentials including opportunities for bush craft, fire making & safety, climbing and traversing skills, water activities and water safety. • Explores and classifies a range of natural, rural and urban environments further afield and makes connections with their learning and life.	• Prepares for and experiences different weather and climate conditions outdoors. Discusses, selects and takes increasing responsibility for appropriate clothing and equipment for the season/weather/activity. • Navigates and demonstrates journeying using ordnance survey maps for extended or multi-day journeys. Recognises and uses symbols to identify and navigate within the features of the landscape. Calculates distances and journey times. • Adventures out with the local area, day trips and residentials, including opportunities for bush craft, fire making & safety, climbing and traversing skills, water activities and water safety. Ideally opportunities to travel out with Scotland would be provided. • Explores and classifies a range of natural, rural and urban environments further afield in Scotland and abroad. Takes opportunities to use the outdoors as a lens to look at the curriculum from different perspectives.

Being Respectful Outdoors

Being respectful outdoors is about developing a deeper appreciation of the wider world. Children and young people will learn to care about and contribute positively to the environment, understanding how their actions can impact on the world now and in the future.



Waste management	Leave no trace	Environmental impact	Our place in the local and global community	Interdependence	Our ecosystem – sharing space with others
Protecting the environment	Countryside Code	Conservation	Safeguarding nature	Carbon footprint	Collaboration

Early Level	First Level	Second Level	Third / Fourth Level	Senior Phase
• Demonstrates understanding of caring for the environment e.g. litter picking, leaving no trace. • Develops an awareness of sharing spaces with all other living things (plants and animals) i.e. protecting biodiversity and ecosystems. • Participates in whole school initiatives e.g. bring your own bottle, no single-use plastics etc. • Demonstrates understanding of reduce, re-use, recycle. • Cares for outdoor spaces in the setting/school grounds e.g. window box, planter, garden etc.	• Develops understanding of our impact on the local environment. • Discusses the importance of protecting biodiversity within local ecosystems (school grounds and beyond). • Participates in whole school initiatives – level of involvement and responsibility increases. • Makes sustainable and environmentally friendly choices within their sphere of influence e.g. active travel (Carbon footprint). • Cares for the extended environment beyond the school e.g. local public spaces.	• Develops understanding of how our choices impact on the local and global environment (e.g. coastal erosion, flooding, carbon footprint, climate change). • Identifies ways to protect biodiversity in a variety of ecosystems in the local environment. • Identifies and supports local and national charities and organisations leading environmental action and campaigns (link to being safe outdoors e.g. RNLI, Mountain rescue). • Begins to lead sustainable and environmentally friendly choices to support school improvement. • Cares for and improves the local environment and beyond (possible links to social enterprise).	• Develops deeper understanding (IDL) of how our choices impact on the local and global environment (e.g. coastal erosion, flooding, carbon footprint, climate change). • Takes responsibility for protecting biodiversity when accessing a variety of ecosystems both locally and beyond. • Identifies, supports and gets involved with local and national charities and organisations who lead environmental action and campaigns (volunteering, visits etc.) • Leads sustainable and environmentally friendly choices to support school improvement. • Cares for and improves the local environment and beyond (possible links to social enterprise impacting on national or global issues).	• Makes sustainable choices to reduce their impact on the local and global environment. • Makes informed decisions to protect biodiversity both locally and beyond. • Leads whole school engagement in partnership with local, national and international charities and organisations who lead action and campaigns (volunteering with external partners, work experience placements etc.) • Leads sustainable and environmentally friendly choices to support school and local area/authority improvement. • Leads social enterprise projects which aim to improve the local, national or international environment.

Being Safe Outdoors

Being safe outdoors is about growing an awareness of the outdoor environment and developing an understanding of boundaries and problem-solving to safely navigate risks. Children and young people will build these skills, strengthening their confidence and independence when accessing the outdoors.



Assessment of risk/benefit	Recognising hazards	Social awareness (people/cars etc.)	Understanding our own boundaries	Making choices/decisions
Supporting access to the outdoors for all	Problem-solving	Fire Safety	Water Safety	Highway Code

Early Level	First Level	Second Level	Third / Fourth Level	Senior Phase
- Discusses obvious risks and takes appropriate steps to protect themselves and others in different contexts e.g., road safety, water safety, fire safety, climbing, den building, exploring the environment (litter picking), hygiene, accessibility for all. - Discusses the appropriate action to stay safe, remain calm and get help in different unsafe or emergency situations outdoors (e.g., shout for help, find an adult, phone 999). - Follows directions and uses basic directional language. - Plans for being in the outdoors – identifies suitable clothing and demonstrates basic hazard awareness. - Shares information and learning about being safe outdoors with others e.g., parental engagement, peers etc.	- When prompted, identifies risks and hazards and ensures safe use of equipment and follows directions and procedures. e.g., road safety, water safety, fire safety, climbing, den building, exploring the environment, hygiene, accessibility for all. - Recognises unsafe situations and discusses emergency situations outdoors. Knows the appropriate action to stay safe, remain calm and get help. Identifies and respects the importance of safety and life-saving equipment in the local environment. - With support, gives and follows basic directions in familiar locations on foot. - Plans for being in the outdoors beyond the school boundaries: Basic risk assessment of the journey; What clothing and equipment is needed etc. - Shares information and learning about being safe outdoors with others in a variety of ways e.g., learner led assemblies.	- Begins to identify risks and mitigations independently. Plans for and applies appropriate safety measures when going outdoors. With support participates in the creation of risk assessments considering road safety, water safety, fire safety, climbing, den building, exploring the environment, hygiene, accessibility for all etc. - Recognises unsafe and emergency situations identifying the different responses and challenges caused by being in the outdoors. Identifies, respects, and describes how and when to use safety and life-saving equipment located outdoors. - Gives and follows directions to navigate in familiar and unfamiliar environments within a physical boundary (school grounds, activity centre grounds, farm or ecology centre visit, transition to new schools etc.) using maps and other resources. - Plans and experiences a trip beyond the school boundaries and local area. Risk assessment of the journey and activities. Identifies required clothing and equipment and checks it is all fit for purpose. - Promotes safety in the outdoors including campaigns to encourage safe behaviours and improvements to local infrastructure. e.g., safe driving campaigns, Eco-Schools, Rights Respecting Schools, LfS, Sustainable Development Goals.	- Applies safety measures to control main risks and hazards identified (e.g., hygiene, shelter, food safety etc.). Creates and adheres to risk assessments, formally for trips and activities (e.g., visits, D of E etc.) but also informally in their daily lives (e.g., daily commute, visiting friends & family, free time activities, accessibility for all etc.). - Begins to assess and take the appropriate action to keep themselves and others safe in emergency situations outdoors including carrying out first aid. - Gives and follows directions to navigate routes in familiar and unfamiliar environments within and out with a physical boundary (e.g., city centre, set distance etc.) using maps and other resources. - Plans and experiences an extended trip beyond the school boundaries and local area, possibly overnight and/or abroad. Risk assessment of the journey and activities. Identifies required clothing and equipment and checks it is all fit for purpose. - Promotes safety in the outdoors including campaigns to encourage safe behaviours and improvements to infrastructure. e.g., pupil voice, pupil council, DYW, LfS & Sustainable Development Goals, local ecology groups, or other local groups/businesses linked with school etc.	- Asks for and complies with risk assessments in new environments e.g., at work, work experience placements, trips etc. Takes responsibility for the safety of themselves and others when away from home including consideration of accessibility for all. - Manages an emergency outdoors and takes the appropriate action to keep themselves and others safe including carrying out first aid and deploying emergency equipment if appropriate to do so. - Gives and follows directions to navigate increasingly complex routes in familiar and unfamiliar environments within and out with a physical boundary (e.g., city centre, set distance etc.) using maps and other resources. - Opportunities to take a leadership role when planning and experiencing an extended trip beyond the school boundaries and local area, possibly overnight and/or abroad. Risk assessment of the journey and activities. Identifies required clothing and equipment and checks it is all fit for purpose. - Promotes safety in the outdoors including campaigns to encourage safe behaviours and improvements to infrastructure. e.g., leadership opportunities within pupil voice, pupil council etc., engagement with national or international campaigns etc.