



Curriculum Plan and Schemes of work

Reviewed: 01.10.2018 | Next date for review: 01,10.2019

Background

We provide activities and therapeutic learning placements for young people facing a variety of issues in our woodland near Moretonhampstead. Working closely with a wide range of Agencies we can provide an individually tailored programme for young people from around 8 years and upwards.

Many of the young people referred to us are at risk of exclusion from school, or have already been excluded or need therapeutic support in a nurturing outdoor environment.

Our referral sessions are structured around the needs of the young person, whilst working collaboratively with the Agency at all times. We can take cases at short notice if necessary; and will also work with agencies to provide a transition period between schools.

Our Activities include land based studies including woodland management, conservation and green woodworking, bushcraft, equine studies and therapy, dog therapy, nature therapy and arts and crafts.

The majority of the young people referred to Running Deer have social/emotional and behavioural issues; some also have identified conditions including ASD, ADHD, PDA, ADD, OCD, ODD, Learning difficulties, mental health issues, survivors of domestic abuse and so on.

Curriculum Plan

1. The day will be 5 hours 30 minutes.
2. The year will be 39 weeks and will be divided into 3 terms, each with half term break, running alongside schools and their term times.
3. Young people are referred to us from schools, the LA, and agencies throughout Devon for short, medium or long term support. Minimum length of time is half a term.
4. Young people may come to us from 1 day a week to 5 days a week
5. The young person will either remain on role with the referral school or agency, or be placed with us directly.

The curriculum in detail



Running Deer provides an age appropriate and individualised learning plan for young people aged 8 (approx) years and upwards. Our curriculum is distinctive and is based upon several important elements:

1. Formal Learning within a classroom environment 1:1 or very small group
2. Therapeutic Learning in an outdoor environment utilising “Ecotherapy” (MIND 2007) (1)
3. Learning based around land based studies, traditional and rural skills, and bushcraft, arts and crafts
4. Therapeutic Learning based around animals
5. Personal Development
6. Individualised learning plan
7. Respect: For self; For Others; for the Environment (2)
8. British Values

Our staff have the freedom to adapt the curriculum to suit the needs of the young person; adapting their approach accordingly and in response to the requirements of the referral agency or school; responding to the short term and long term outcomes required for the young person; and in response to the young person’s ability to engage and learn – dependent on the reasons for their referral to Running Deer.

Organisation of Learning

The day starts at 0930hrs with 1hour 45 minutes of structured learning until morning break, followed by 1.5 hours of structured learning before lunch; then 1 hour of structured learning followed by 15 minutes of reflection and writing journey logs, ending with 30 minutes group/game time and play at the end of the day.

The young person is supported and supervised 1:1 (Case Worker:Young Person) throughout the day; with occasional 2:1(Case Worker:Young Person) for those needing additional support. The young person works away from peers, but has the opportunity for peer to peer engagement during break times, end of day play, and times where it is beneficial for the young person to work with peers on group activities to develop the social interaction skills. If group work is a requirement of their EHCP then this will be incorporated into their learning plan.

Key principles that underpin our method of approach:

- Age appropriate learning and activities
- EHCP/ Learning & mental health/Statement considerations



- Social/Emotional/Behavioural considerations
- Requirements of referrals agency
- Personalised learning and support
- Meeting the needs of the whole of the young person with attention given to cognitive, emotional, moral, social, physical and intellectual development and well being of young people
- Creative approach to learning in an outdoor environment

Curriculum content

As an alternative therapeutic provider our main aims are to help the young person develop their social/emotional/behavioural skills to enable them to transition back into their existing school, or into a new school where appropriate.

Our Core Activities include:

- 1) Formal learning in a classroom environment covering Numeracy and Literacy with qualified teachers.
- 2) Traditional Rural Skills and Woodland Management
 - a. Conservation in theory and practice including
 - i. Animal habitats
 - ii. Protection of animal species
 - iii. Trees and plants
 - iv. Encouraging habitat
 - b. Woodland Management
 - i. Coppicing
 - ii. Coppice crafts
 - iii. Plant and Tree identification
 - iv. Timber including types and uses
 - c. Rural Skills
 - i. Hedge laying
 - ii. Stone walling
 - iii. Charcoal burning
 - iv. Green Woodworking and carpentry
 - v. Working with Heavy horses
 - d. Health and Safety
 - i. Safe use of tools
 - ii. Using the right tool for the job
 - iii. Maintenance of tools
 - iv. PPE
 - v. Health and safety in the workplace
- 3) Bushcraft and Survival



- a. The 4 cornerstones of survival
 - i. Fire
 - ii. Shelter
 - iii. Water
 - iv. Food
- b. Foraging for food
- c. Tools and equipment
 - i. Safe use of tools
 - ii. Using the correct tool for the job
 - iii. Health and Safety
- d. Camp crafts

4) Play therapy including:

- a. art therapy
- b. music therapy
- c. storytelling
- d. rough and tumble play

5) Nature Play

- a. Using the natural environment for play

6) Ecotherapy

- a. Utilising the natural environment as a therapy tool to improve mental health and wellbeing and physical health and wellbeing
 - i. Going for walks
 - ii. Animal tracking
 - iii. Tree and plant identification
 - iv. Sensory development

7) Equine Assisted Therapy

EAP is useful in addressing issues of co-dependence, attention deficit hyperactivity disorder (ADHD), psychological and emotional issues such as depression, grief, anxiety, and anger management. It is especially helpful in helping treat the entire family, since addictions and psychological/emotional problems affect everyone, not just the individual seeking treatment.

EAP is an effective treatment method for:

- Teaching teamwork, communication and problem solving
- Helping individuals face fears, increasing confidence and self-esteem
- Providing a safe environment in which to address emotional roadblocks
- Developing new ways of interacting socially
- Providing challenging, fun and therapeutic healing



These activities are linked to the national curriculum with our core subjects being:

1. Science

- a. Environmental science | Biology
 - i. Local environment and climate
 - ii. Farming and building
 - iii. Human and animal biology
 - iv. Botany and zoology

b. Chemistry

c. Physics

2. Mathematics

- a. Mental arithmetic
- b. Practical application of maths through green woodworking, woodland management, design and technology, art, cookery
- c. Multiplication, division, addition, subtraction, times tables, money handling, measurements, dimensions, fractions, area, compass geometry, volume – for example how do you measure a cord of wood? What is a cord? How many m³ is a cord of wood? How much charcoal will be produced from a kiln full of wood?

3. English

- a. Speaking and listening
- b. Myths and legends
- c. Writing (journey logs)
- d. SPAG (spelling, punctuation and grammar)
- e. Reading
- f. Creative writing

4. Geography

- a. Physical geography for example how valleys are made (Fingle Valley); Dartmoor



- b. Human geography; settlements on Dartmoor; human impact on the landscape
- c. World Geography
- d. Tourism
- e. Working with animals
 - i. Horses: learning about horses, developing relationships, working them
 - ii. Dogs: learning about dogs, how they can benefit humans, how they live and interact with humans

5. History

- a. Local history – such as farm and forestry – using horses for logging
- b. Stone age, Bronze age settlements, (Fingle Wood settlements, Dartmoor, local area)
- c. Traditional rural skills such as hedge laying, making and using cob, charcoal burning, coppicing and coppice crafts, heavy horses, traditional woodland management
- d. British history
- e. World history

6. Design and Technology

- a. Green woodworking
- b. Modelling
- c. Conservation and woodland management skills such as hurdling
- d. Safe use of tools
- e. Design and make

7. Physical Education

- a. Due to the nature of the environment in which we are based physical education both direct and indirect is a core activity.
- b. Outdoor group play at the end of the day including badminton, ball games, hide and seek, boules (team games)
- c. Swimming

8. Art and Craft

- a. Making cob
- b. Environmental art and crafts
- c. Painting and drawing
- d. Sculpture
- e. Photography

9. Food technology

- a. Healthy eating
- b. Where food comes from | how food is produced
- c. How food affects mood and behaviour

10 PSHCE

- British Values
- Relationships | Sex Ed
- Democracy, Rule of Law
- Individual liberty
- Mutual respect
- Tolerance of those of Different Faiths and Beliefs

11 RE

- Spiritual, moral, social and cultural development
- Personal development and well-being
- Community cohesion
- Religious beliefs and understanding as per Devon LEA RE syllabus.

Multi disciplined approach

Because all the activities are practical each session is multi disciplined, combining several subjects into the activity and allowing the young person to learn in a practical and logical way.



The young person is set small achievable goals which helps to keep them engaged, and also enables them to complete tasks giving a sense of achievement, improving self-esteem and confidence and enabling them to stretch themselves when they are ready to do so.

This approach also has two other key benefits: it has variety so that the young person does not get bored and a wide range of engaging in subjects is established.

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This has significant advantages to those who struggle with normal classroom routine because the young person is learning subconsciously.

Example: Measuring the length of a log is maths, but in a practical setting the young person can see why we are measuring the log and how that measurement will determine the uses for the log ; ie: a commercial wood boiler system requires 50cm length logs whereas a domestic wood burner requires 20cm length logs. This also becomes science as the young person learns how wood burns, what types of woods burn best – for example larch has a very high calorific value and burns hot; ash is the best fire wood; oak burns slow and steady; plus the difference between unseasoned wood and seasoned wood, what is the meaning behind seasoned wood? What is sap? How do trees grow? What is chloroform? How do trees create oxygen?

Subjects covered: Maths, Science, and Geography.

Example: Green woodworking includes measuring logs and understanding angles; sourcing timber, where to find different timber species; the different timber uses ie Larch is excellent for construction; Ash is excellent for woodwork; following written and verbal instructions and then planning their own work; learning to use tools, tool maintenance, the correct tool for the job; the history of green woodworking; hand/eye co-ordination; completing their project and developing a sense of achievement and learning perseverance to finish a task.

Subjects covered: Science, Maths, Literacy, Geography, History, Design and Technology, Applied Maths and Trigonometry, motor skills and cognitive abilities.

Example: Working with heavy horses: The weight of a Shire horse is 1000kg. The maximum amount of rolling weight it can pull is 2000kg (ie a wheeled cart); the maximum dead weight it can pull (ie a log) is 500kg. The young person is learning all this whilst they are also learning how to handle horses, groom them, create a bond with them, communicate with them, harness them up, including the history of the harness and long rein them. They are also learning about foods- what horses eat, what is toxic to horses, where they might find foods in the wild; how being overweight can have a massive impact on their health, diseases, how to look after their feet and ensure they are in the best of health, and so on.



Subjects covered: Maths, Science, History, Literacy (communication), Geography, motor skills and cognitive abilities.

Assessment

Because we are an alternative and therapeutic provider we work closely with the referral agency reporting back to them on a regular basis the progress the young person is making.

As we are predominantly about helping a young person to re-engage in routine and activities so that they can transition back into school we work as part of a multi agency arrangement where there is input from more than one agency.

We attend regular progress meetings with the referral agency and provide them with copies of the journey logs the young people and case workers are required to complete on a daily basis. (3)

The referral process for our Referrals Pathway and Intervention programmes

- 1) The school or referral agency approaches Running Deer about a young person.
- 2) The agency is required to complete an enrolment form with details of conditions, behaviours, issues, and outcomes they, the agency, would like us to explore. They are required to provide information including whether the young person is a Child at Risk, on the Child Protection Register, has a statement and any other information that will enable us to Safeguard the young person at all times.
- 3) The young person, parents, and school visit our site to have a look around, meet the team and the animals.
- 4) The level of support is agreed, (1:1 or 2:1) although remains flexible depending on the young persons behaviour
- 5) The start date is agreed.
- 6) Depending on how quickly the school requires the young person to start this process can be fairly quick – ie within a week.
- 7) The length of time the young person is with us depends on the outcome requirements of the referral agency or school.
- 8) Running Deer is able to support the young person through the transition period back into the existing school or a new school if required.

For Running Deer School on role admissions please refer to our Admissions Policy.

Appendix



(1) Admissions Policy

(2) Ecotherapy (MIND) 2007 <http://www.mind.org.uk/media/273470/ecotherapy.pdf>

(3) Behaviour Policy

Contact Running Deer

Running Deer CIC, Butterdon Wood, Moretonhampstead, Exeter TQ13 8PY

Telephone: 01647 400201 | Email: info@runningdeer.org.uk

Website: <https://www.runningdeer.org.uk>