

Whole School Vision: At Bradstow School we nurture our young people and deliver meaningful and functional teaching through personalised approaches. We aim to teach our young people to be valued contributors to our community driven by preparing for adulthood outcomes. Our person-centred waking curriculum is broad, progressive and aspirational offering an inclusive and safe journey into adulthood for life beyond Bradstow.

How are we covering the national curriculum?

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ⁴		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

3.6 All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

This table is taken from the current Government Guidance on the national curriculum.

[The national curriculum in England - Framework document \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/national-curriculum-in-england-framework-document.pdf)

At Bradstow our lower school young people usually in Key Stage 2 and 3 will follow a curriculum covering all of the statutory subjects in the table opposite. Lessons in all of the subjects shown are delivered at least weekly with core subjects Maths and English being covered 3 or more times a week, as well as being embedded in many other subjects.

* Young people with SEN are not required to learn Languages

Our lower school curriculum is designed around a topic theme for each term lending a continuity and engaging element to the teaching.

In Maths and English we have chosen to assess young people’s learning on the Wilson

Stuart Progress Steps (WSP steps) where in other core stage subjects we have created Bradstow I Can Statements (BICS) to assess progress. These have been based on the learning outcomes suggested in the national curriculum and have been adapted by our teachers to suit the unique needs of our learners and to enable us to focus on meaningful learning which will lead to positive outcomes related to Preparing for Adulthood Outcomes, as referenced in our School Vision.

[Preparing for Adulthood | PfA | Home Page](#)

Our upper school curriculum, mainly for young people in key stage 4 and 5, differ slightly as we aim to offer teaching even more focused on the Preparing for Adulthood outcomes and functional skills that will enable an ‘inclusive and safe journey into adulthood for life beyond Bradstow’ (School Vision). Our PSHE and SRE sessions continue and cover all areas of learning in a sensitive and individualised manner. Citizenship learning is covered through PSHE+SRE sessions which are taught weekly as well as though engaging in the local community.

Maths will focus on functional learning, still covering measure and number but focusing also on time and money. English remains a core subject and will be concentrated on reading and experiencing a variety of texts, functional communication and expression as well as communicating through letters and technology to write letters home and record learning.

Our upper school curriculum allows for our young people to specialise in areas in which they have skills or interests. Opportunities include; college (post 16), woodwork, Science and Engineering, work experience, adventure activities, pottery and enterprise, dance, yoga and many other various sporting activities. It is important to us that young people leave Bradstow understanding where their interests lie to enable them to engage meaningfully in the community after leaving us.

The Bradstow Curriculum 2021

For both upper and lower school Independent living skills remain of core importance and skills are gained throughout the 24 hour waking curriculum and allows for many opportunities for learning 'in the moment' which is most relevant for the young people we work with. As a whole school we have adopted the Zones of Regulation approach to teaching young people how to foster self-regulation and emotional control, this may be taught as part of good morning communication sessions or PSHE lessons but is often taught in the moment to help with many emotions whether they are anxiety, frustration or excitement. As a school we recognise the difficulties and the importance of learning these skills on enabling Young People to live as independently and be as involved in their communities as possible beyond Bradstow.

[THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION & EMOTIONAL CONTROL - Welcome](#)