

FRESH FUTURES

BRIAN JACKSON COLLEGE

Curriculum Policy

New document version	Revision date	Revised by	Section(s) revised & why	Comments	Next revision date
1.0	Jan 2022	JG	New updated version to include new vocational subjects	Document Creation	Jan 2025
2.0	March 2025	JG	Removal of subjects no longer delivered and update of accreditations including post 16		March 2028
3.0	April 2026	BB	New updated version to align with Values and new framework		April 2029

1.0 Introduction

Brian Jackson College is a DfE-registered Independent School within the Fresh Futures Charity. While the school does not follow the National Curriculum, it is informed by its principles and recommended areas of learning. This flexible approach enables Brian Jackson College to design a curriculum that is responsive to the needs of its pupils while ensuring breadth, balance, and ambition.

The curriculum provides meaningful learning experiences across linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative domains. This ensures pupils are supported to develop both academic knowledge and the essential life skills required for successful adulthood.

Brian Jackson College serves young people who have struggled to engage and succeed within mainstream educational settings. Many pupils have found the National Curriculum inaccessible due to barriers including trauma, unmet special educational needs, disrupted schooling, exclusions, and social disadvantage. In response, the school delivers a bespoke Alternative Curriculum that prioritises re-engagement, wellbeing, and progress: academically, socially, and emotionally.

Most pupils arrive with fractured educational histories, often characterised by persistent absence or exclusion, and many are working significantly below age-related expectations. Pupils may present with additional needs such as dyslexia, ADHD, and speech and language difficulties. All pupils are referred with a primary need of Social, Emotional and Mental Health (SEMH).

1.1 Principles on which the curriculum is based:

At Brian Jackson College, we seek to deliver a curriculum that:

- Is ambitious, challenging and aspirational, supporting pupils to achieve high standards relative to their starting points
- Is broad and balanced, informed by the principles and areas of learning of the National Curriculum where appropriate, while remaining flexible and responsive to individual needs
- Prioritises the development of essential skills, including communication, literacy, numeracy and Digital Literacy, enabling pupils to function confidently in everyday life
- Provides opportunities for recognised accreditation, where appropriate, that support pupil progression and motivation
- Supports post-16 progression into further education, employment, training, or other appropriate next steps
- Is personalised and individualised, recognising progress in all its forms and celebrating achievement academically, socially and emotionally
- Promotes positive decision-making, self-esteem and emotional resilience, supporting pupils to develop confidence and a belief in their own capabilities
- Actively supports pupils to understand and overcome social, emotional and behavioural barriers to learning, through trauma-informed and relational approaches
- Prepares pupils for life beyond school, equipping them with the skills, knowledge and attitudes needed for independent living and the workplace
- Supports pupils to develop metacognitive awareness, helping them understand how they learn best and become increasingly independent learners
- Promotes pupils' spiritual, moral, social and cultural development, enabling them to become responsible, respectful and active citizens
- Is accessible and inclusive, ensuring all pupils can engage meaningfully with learning regardless of need, background or starting point
- Is fully aligned with the ethos and values of Brian Jackson College and the Fresh Futures Trust, which are trusting, caring, approachable, inclusive and empowering, as set out in:
 - The School Prospectus
 - The Equal Opportunities Policy
- Values and encourages effective partnerships with parents and carers to support pupils' learning, wellbeing and progress

Curriculum Intent and Impact

At Brian Jackson College, the curriculum is designed to reengage pupils with disrupted educational histories by prioritising readiness to learn, emotional regulation and the development of core skills before progressing to subject-specific knowledge, accreditation and vocational pathways. Learning is carefully sequenced, adaptive and rooted in pupils' starting points, ensuring ambition is maintained while barriers to learning are removed. As a result, pupils make sustained progress academically, socially and emotionally, demonstrate improved engagement and confidence, and are well prepared for further education, training or employment, reflecting the school's commitment to positive outcomes and preparation for adulthood.

Equality and Inclusion

Brian Jackson College is committed to ensuring equality of opportunity and inclusion for all pupils, in line with the Equality Act 2010. The curriculum promotes understanding, respect and tolerance of protected characteristics, including age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

Curriculum content, enrichment activities and project work actively challenge discrimination, promote inclusion and support pupils to develop a respectful understanding of diversity within modern Britain.

Leaders ensure that pupils with SEND, those from disadvantaged backgrounds, and those known to social care are fully supported to access the curriculum and achieve positive outcomes, reflecting the school's commitment to inclusion as both a moral and statutory responsibility.

1.2 The Formal and Informal Curriculum

At Brian Jackson College, we recognise that learning extends beyond timetabled lessons and that the informal curriculum plays a vital role in supporting pupils' personal, social and emotional development. Due to pupils' prior experiences of disrupted education and unmet needs, informal learning is viewed as an essential and purposeful component of our curriculum offer.

Planned opportunities for informal interaction enable staff to build trusting relationships, model positive behaviours and social conventions, and promote motivation and engagement. Unstructured times such as breakfast, break and lunch are used intentionally to support pupils to develop emotional regulation, communication skills and positive peer relationships. These experiences underpin effective learning, improved behaviour, increased attendance and positive mental health and wellbeing.

The informal curriculum is underpinned by a trauma-informed and relational approach, ensuring pupils experience consistency, safety and inclusion throughout the school day. Staff actively reinforce the Fresh Futures values of being trusting, caring, approachable, inclusive and empowering, enabling pupils to develop confidence, self-esteem and a positive sense of belonging.

In addition, a carefully planned programme of enrichment activities, trips and visits enhances the formal curriculum and supports wider personal development. Strong emphasis is placed on developing community links, enabling pupils to feel connected to and engaged with the local community while building social responsibility and resilience.

The formal curriculum focuses on the structured development of key knowledge and skills across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative domains.

These skills are embedded within subject specific schemes of work and are delivered through appropriately sequenced learning that reflects pupils' individual starting points and needs.

	Subject
Linguistic	English
Mathematical	Math
Scientific	Personal Growth and Life Sciences (PGLS)
Technological	Digital literacy (PGLS) Vocational Options <ul style="list-style-type: none"> • Food Technology (pre-16) • Hair & Beauty • Construction • Motor Vehicle • Bicycle Maintenance • Catering (post 16 Only)
Human & Social	PSHE/RSHE Humanities (KS3 & 4) PGLS Tutorials <ul style="list-style-type: none"> • Project Work Employability Skills (KS5) Skills for Life Health & Social care (Post 16 only) Work experience
Physical	Sport sessions Gym sessions Boxing Outdoor activities
Aesthetic & Creative	Art Food Technology

	Music Studio
	Hair & Beauty

1.3 Hidden Curriculum

In addition to the formal and informal curriculum, the school recognises the influence of the hidden curriculum, the unintended learning pupils acquire through routines, relationships, language and school culture. Brian Jackson College proactively shapes this aspect of pupils' experience through consistent, trauma-informed practice, relational approaches and a shared commitment to the Fresh Futures values of being trusting, caring, approachable, inclusive and empowering. This ensures that pupils experience clear, positive messages about belonging, safety, respect and aspiration

1.4 Adaptive Teaching and Inclusive Practice

At Brian Jackson College, staff recognise that all pupils have a primary need relating to Social, Emotional and Mental Health (SEMH), alongside a wide range of academic starting points and additional needs. As a result, teaching is designed to be inclusive, responsive and ambitious, ensuring all pupils can access learning and make progress.

Rather than relying on traditional differentiation, the school adopts an adaptive teaching approach. This ensures that all pupils access the same curriculum content, while teachers make thoughtful and timely adjustments to address individual barriers to learning. Adaptations may include adjustments to pacing, scaffolding, modelling, questioning, levels of support, and the use of appropriate resources and strategies: Adaptive strategies are outlined in the whole school case studies.

Teaching approaches are informed by pupils' assessed needs, prior experiences and emotional readiness to learn. Staff use a trauma-informed, relational approach to support regulation, engagement and positive learning behaviours, recognising that readiness for learning is closely linked to pupils' emotional wellbeing.

Adaptive teaching enables high expectations to be maintained for all pupils, while ensuring learning remains accessible, purposeful and achievable. This approach supports pupils to develop confidence, resilience and independence, allowing them to make sustained progress from their individual starting points.

2.0 Curriculum Plan

The curriculum at Brian Jackson College comprises compulsory core subjects alongside a range of vocational, life skills and enrichment pathways. This structure enables the school to maintain high expectations for all pupils while offering flexibility to meet individual academic, social and emotional needs. Curriculum pathways are carefully planned to support engagement, build resilience and prepare pupils for meaningful post-16 outcomes.

2.1 Core Subjects

English

English at Brian Jackson College is delivered through Functional Skills and GCSE pathways to ensure all pupils develop the communication, reading and writing skills required for everyday life and future progression. Pathways are carefully selected based on pupils' starting points, prior learning and readiness for accreditation. Teaching is underpinned by an adaptive, trauma-informed approach, maintaining high expectations while providing appropriate scaffolding and support. Learning is purposeful and contextualised, enabling pupils to apply literacy skills to real-life situations including employment, further education and independent living. Pupils may access Functional Skills English from Entry Level to Level 2 through Pearson, with GCSE English Language available via AQA where appropriate.

Maths

Mathematics at Brian Jackson College focuses on developing functional, transferable and lifelong numeracy skills that pupils can apply confidently beyond the classroom. The curriculum prioritises mathematical understanding required for everyday living, employment and independent decision-making. Teaching is delivered through an adaptive approach, maintaining high expectations while ensuring learning remains accessible for all pupils. Mathematical concepts including number, measures, shape and space, and data handling are taught through practical application and real-world problem solving to support engagement and retention. Accreditation pathways are matched carefully to pupils' starting points, with Functional Skills Mathematics offered from Entry Level to Level 2 through Pearson, and GCSE Mathematics available via AQA where appropriate.

Personal Growth and Life Science

At Brian Jackson College, Science is delivered through a bespoke Personal Growth and Life Science curriculum, designed to better meet the needs of our Alternative Provision cohort. This applied model integrates essential scientific knowledge with digital and AI literacy, financial literacy and personal development, ensuring learning is relevant, meaningful and accessible.

Following a review of impact, traditional BTEC and OCR science pathways were replaced as they did not effectively engage pupils or support sustained progress from their starting points. Core scientific concepts and skills have been carefully mapped within this integrated curriculum, maintaining appropriate rigour while contextualising learning in real-world and vocational contexts.

Teaching is underpinned by adaptive, trauma-informed practice and supported by small class sizes, personalised pathways and targeted SEN provision. This approach strengthens pupils' critical thinking, understanding of health, safety and the digital world, and supports improved engagement, progress and successful transition into further education, training or apprenticeships.

Employability/Preparation for Adulthood

Key Stages 3 & 4, Employability and Preparation for Adulthood learning is embedded across the curriculum to support pupils in developing core transferable skills such as communication, teamwork, problem-solving and self-management. Through project-based learning, tutorials, vocational tasters and community engagement, pupils begin to explore future pathways, understand workplace and societal expectations, and develop confidence and independence. This early focus supports engagement, builds aspiration and prepares pupils for progression into post-16 employability and vocational routes.

At Key Stage 5, employability forms a core curriculum pathway within the school's Preparation for Adulthood offer and is delivered through accredited Employability Skills qualifications via City & Guilds at Entry Level 3 or Level 1, depending on pupils' starting points. Pupils typically work towards an award in the first year, progressing to a certificate or diploma where appropriate. Alongside accreditation, pupils access practical experiences including work placements, CV writing and interview preparation, careers events, supported transition planning and hands-on enterprise projects, such as managing the Vinted warehouse, to develop independence and readiness for further education, training or employment.

Sports

At Brian Jackson College, sport and physical activity form an important part of the curriculum, supporting pupils' physical wellbeing, mental health and personal development. Provision is designed to encourage positive attitudes towards health, develop resilience and teamwork, and promote lifelong engagement with physical activity. Pupils can access a range of structured activities including football, basketball, volleyball, table tennis, badminton, squash, climbing, bowls and boxing, delivered through the local sports centre, gym and boxing club. Through participation, pupils develop understanding of exercise, healthy living and self-management, alongside transferable skills such as cooperation, perseverance and self-discipline. This inclusive and supportive approach ensures all pupils can engage in physical activity in ways that build confidence, support emotional regulation and contribute to preparation for adulthood.

PSHE/RSHE

At Brian Jackson College, PSHE provides pupils with the knowledge, understanding and skills needed to manage their lives safely, healthily and responsibly, both now and in the future. The PSHE curriculum supports pupils to develop self-awareness, emotional literacy and resilience, enabling them to make informed decisions and understand their role within society. Learning promotes pupils' spiritual, moral, social and cultural development and supports awareness of mental health and wellbeing, both for themselves and others. The curriculum actively promotes fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Where appropriate, pupils may work towards an AQA Unit Award to support consolidation and recognition of learning.

In PSHE we aim to provide opportunities for pupils to:

- Acquire knowledge and understanding of Personal Sexual and Health Education (PSHE)
- Investigate, assess and understand the role PSHE plays in their lives and in society in general
- Encourage pupils to apply their own knowledge and understanding in making decisions
- Promote self-development through encouraging pupils to be aware of their own strengths and areas for improvement, and the choices and opportunities available to them
- Enhance pupils' awareness of spiritual, moral, ethical, social, cultural and environmental issues
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Enhance students understanding of their own mental health and the importance of others mental wellbeing.

Relationships, Sex and Health Education (RSHE) is delivered in line with statutory Department for Education guidance and is embedded within the PSHE curriculum. RSHE is taught in an age appropriate, carefully sequenced and trauma-informed manner, taking full account of pupils' emotional maturity, SEND and safeguarding needs. Content is adapted where necessary to ensure accessibility, safety and relevance, with a strong emphasis on healthy relationships, consent, personal safety, emotional wellbeing and respect for self and others. Sensitive topics are taught by trained staff and supported by robust safeguarding procedures. Parents and carers are kept informed about RSHE content, and statutory rights regarding withdrawal are managed in line with current guidance.

Art and Creative Development

At Brian Jackson College, art and creative learning supports pupils' personal development, wellbeing and engagement, while enabling them to explore and respond to a range of artistic traditions and aesthetic experiences. The curriculum is designed to be inclusive, practical and expressive, allowing pupils to develop creativity, self-confidence and a sense of achievement, particularly where more traditional academic subjects have been less accessible.

Pupils engage in a range of structured art and craft activities that draw on global and cultural influences, including the exploration of cultural artefacts, geography and historical contexts. Practical work may include mask making, banner and poster design, textile-based crafts, painting, basket making, beadwork and mixed media projects. Pupils work with a variety of materials such as pastel, pencil, charcoal, acrylic paint, clay, textiles, recycled materials and wood, developing their skills, techniques and understanding of artists and creative genres.

Learning is delivered through an adaptive, supportive and trauma-informed approach, enabling pupils to access creativity in ways that promote regulation, motivation and positive engagement. Pupils' work contributes towards AQA Unit Awards, allowing them to build an accredited portfolio that recognises progress, effort and achievement over time. This portfolio-based approach supports aspiration, celebrates individual success and

contributes positively to pupils' wider personal development and readiness for future pathways.

Work Experience (KS5)

At Brian Jackson College, work experience forms an important part of the school's Preparation for Adulthood curriculum. Placements are identified in line with pupils' interests, strengths and aspirations, and may include settings such as administration, warehousing, retail, customer service and catering. Pupils are prepared for placements through targeted support that develops employability skills, workplace behaviours and confidence. Where possible, placements are sourced locally to strengthen community links and support accessibility. Opportunities for progression may arise following placements, supporting pupils' transition into further education, training or employment. This offer reflects the school's commitment to ensuring pupils are well prepared for future employment and positive adult outcomes.

C&K careers

Brian Jackson College works in partnership with C&K Careers to ensure pupils are well supported to progress to positive destinations in education, training or employment. These independent careers provision forms a key part of the school's Preparation for Adulthood curriculum.

All pupils receive personalised one to one career guidance, resulting in an individual action plan that supports informed decision making and next step planning. Careers guidance takes account of pupils' interests, strengths, needs and aspirations, and is closely aligned with employability learning, vocational pathways and transition support. The impact of this provision is reflected in improved confidence, readiness for post-16 progression and sustained positive destinations.

Tutorials (previously enrichment)

At Brian Jackson College, tutorials provide a structured opportunity for pupils to explore a broad range of topics linked to local, national and global issues, as well as areas of personal interest. Tutorial learning supports pupils' spiritual, moral, social and cultural development, enabling them to broaden their understanding of themselves and the world around them. Content is responsive to pupil voice and is designed to promote engagement, reflection and discussion.

Tutorials incorporate learning drawn from a range of disciplines, including citizenship, geography, religion, history and cultural studies. Pupils are supported to explore beliefs and values, respect different faiths and viewpoints, and investigate moral and ethical issues. Tutorials also reinforce understanding of British values, the rule of law and individual responsibility. Where appropriate, learning may be recognised through AQA Unit Awards, enabling pupils to build a portfolio of achievement at Entry Level to Level 1 and celebrate progress across individual units.

Food Technology (KS3 & 4)

Food Technology at Brian Jackson College provides pupils with practical, vocationally relevant learning that supports independence, wellbeing and preparation for adulthood.

The programme introduces pupils to essential skills in food handling, preparation and storage and is delivered through hands-on learning in the college's food technology room.

Pupils develop confidence in planning and preparing dishes for practical purposes, including cooking for specific functions, while assessing the suitability, cost and sustainability of different foodstuffs. The curriculum places strong emphasis on preparing nutritious, quality meals on a budget, supporting real-life application and decision-making. Food Technology integrates learning from a range of subjects, including budgeting and numeracy, science, literacy, geography, cultural awareness and sustainability, as well as wider life skills. Food Technology provision is delivered as a vocational pathway.

Learning is delivered through an adaptive and supportive approach, ensuring accessibility for pupils with SEMH and additional needs. Progress and achievement are recognised through AQA Unit Awards, including units in food hygiene, preparation and presentation of dishes, enabling pupils to build an accredited portfolio that reflects practical skills and personal development.

Introduction to culinary skills (KS5)

This programme is designed to introduce pupils to more advanced food handling, food hygiene, safe working practices, cooking methods and health and safety.

These lessons are delivered in the colleges food technology room and will prepare pupils in the understanding of safe food handling and cooking processes for food consumption.

Students will undertake practical sessions covering different cooking methods, presentation and safe food handling.

All pupils choosing this vocational option will have 4 timetabled lessons a week.

Students will also take part in theory lessons covering food hygiene, health and safety, COSHH, food hazards and knowledge-based questioning in regard to specific recipes.

Lessons incorporate: budgeting, geography, maths, science, English, life skills as well as cultures and sustainability.

AQA unit awards are also available in several areas from food hygiene to making and presenting dishes.

2.2 Vocational Subjects

Brian Jackson College offers a range of vocational subjects designed to support engagement, skill development and preparation for adulthood. These subjects provide pupils with practical, real-world learning opportunities that complement core academic study and reflect pupils' interests, strengths and future aspirations.

Vocational options may include Hairdressing, Catering, Food Technology, Motor Vehicle Studies, Construction, and Boxing (delivered as a structured programme focusing on discipline, physical wellbeing and personal development). Pathways are selected carefully

to ensure accessibility, progression and relevance, supporting pupils' transition into further education, training or employment.

Hair and Beauty

The Hair and Beauty curriculum at Brian Jackson College provides pupils with practical, vocationally relevant skills and knowledge that support progression into further training, employment or self-employment within the sector. The curriculum offers a balance of practical and theoretical learning, enabling pupils to develop technical competence alongside professional behaviours required in salon based and related working environments.

Learning is delivered through AQA Unit Awards, with progression to NCFE Entry Level and Level 1 qualifications where appropriate. This pathway supports accessibility, confidence and sustained engagement, while allowing pupils to build an accredited portfolio of achievement. Teaching is inclusive and adaptive, meeting the needs of diverse learners and aligning with recognised industry standards to support preparation for adulthood and future success within the Hair and Beauty sector.

Health and social care

Health and Social Care at Brian Jackson College provides pupils with knowledge and understanding of working practices within care settings, supporting progression into further education, training or employment within the sector. The curriculum is delivered through NCFE Level 1, with opportunities to progress to Level 2 in Year 13. In Year 12, pupils may access AQA Unit Awards to build confidence, skills and readiness before engaging with formal accreditation.

Learning includes key content such as health and safety in care environments and the impact of high-profile cases on legislation and professional practice. The curriculum is enhanced through external visits and workshops, including First Aid, enabling pupils to apply learning in real-world contexts. Delivered through an adaptive and supportive approach, this pathway supports progression, independence and preparation for adulthood.

Boxing (Physical Wellbeing and Personal Development)

Boxing at Brian Jackson College is delivered through structured sessions at a local amateur boxing club and forms part of the school's personal development and physical wellbeing curriculum. The programme supports pupils to develop self-discipline, emotional regulation, confidence and resilience, contributing positively to mental health and engagement with learning.

Sessions are led by qualified professionals and take place in a controlled environment, with clear expectations around behaviour, safety and respect. Pupils are taught core boxing skills and fitness techniques appropriate to their ability, with strict adherence to health and safety procedures, including the use of appropriate personal protective equipment and regular safety briefings. This provision supports pupils' physical wellbeing alongside the development of transferable skills such as self-control, focus and perseverance, contributing to preparation for adulthood.

Motor Vehicle Studies (Key Stages 3 and 4)

At Key Stages 3 and 4, Motor Vehicle Studies provides pupils with an age-appropriate introduction to the motor trade through practical, hands-on learning. The curriculum is designed to engage pupils, develop transferable skills and build awareness of potential vocational pathways. Pupils access a range of AQA Unit Award opportunities through activities that introduce basic mechanical concepts, safe tool use and problem-solving.

Learning is delivered through practical projects such as go kart construction, bicycle maintenance and work with lightweight vehicles, allowing pupils to develop confidence, teamwork and technical understanding in a supportive environment. Tasks are adapted to meet pupils' individual needs, supporting engagement and preparing pupils for progression to post-16 motor vehicle pathways.

Motor Vehicle Studies (Key Stage 5)

At Key Stage 5, Motor Vehicle Studies forms a vocational pathway focused on developing practical skills and industry relevant knowledge to support Preparation for Adulthood. Pupils learn the fundamentals of vehicle maintenance, body repair and refinishing, providing a foundation for progression into further training, apprenticeships or employment within the motor vehicle sector.

The curriculum is delivered through accredited SEG qualifications, with entry routes from Entry Level 3 to Level 1, depending on pupils' starting points. Learning is practical and applied, covering a range of vehicle types including cars, motorcycles and light commercial vehicles. Teaching adopts an adaptive and supportive approach to ensure accessibility while maintaining clear expectations, enabling pupils to develop confidence, employability skills and readiness for progression into the industry.

Construction (Key Stages 3 and 4)

At Key Stages 3 and 4, Construction provides pupils with an age-appropriate introduction to the construction industry through practical, hands-on learning. The curriculum is designed to engage pupils, develop practical skills and build awareness of potential vocational pathways. Pupils are introduced to a range of construction trades, including bricklaying, carpentry and joinery, plastering, painting and decorating, tiling, construction operations, and basic electrical and plumbing concepts.

Learning focuses on safe working practices, use of tools, problem-solving and teamwork, supporting the development of transferable skills alongside technical understanding. Accreditation opportunities may be available through City & Guilds Entry Level qualifications, where appropriate, enabling pupils to gain confidence and prepare for progression into post-16 construction pathways.

Construction (Key Stage 5)

At Key Stage 5, Construction forms a vocational pathway within the school's Preparation for Adulthood curriculum. Pupils access City & Guilds accredited Construction Multi-Skills qualifications, enabling them to further develop practical competence while exploring a range of trade areas such as bricklaying, joinery, tiling, painting and decorating, and basic electrical and plumbing skills.

Pupils' prior knowledge and skills are assessed on entry, and they are entered for Entry Level 3 or Level 1 awards or certificates, depending on their starting points. Progression routes are clearly defined, with opportunities to move from Entry Level to Level 1 certification and onwards to more specialist training, further education, apprenticeships or employment within the construction sector. Teaching is delivered through an adaptive and supportive approach to ensure accessibility while maintaining clear expectations and industry relevance.

Bicycle Maintenance

Bicycle Maintenance is a Year 9 curriculum option designed to support pupils who are considering progression into Construction or Motor Vehicle pathways at Key Stage 4. The programme introduces pupils to basic cycle maintenance through practical, hands-on learning, supporting engagement and the early development of technical and problem-solving skills.

Pupils learn essential maintenance tasks such as repairing punctures, replacing brake blocks and chains, and cleaning and maintaining bicycles safely. Delivered through an applied, supportive approach, the course promotes independence, responsibility and confidence. Where appropriate, pupils can work towards Entry Level 3 Functional Skills, and on successful completion are able to take home the bicycle they have worked on, reinforcing achievement and real-world application.

Music studio

The Music Studio is an offsite provision that forms an integral part of the curriculum at Brian Jackson College. It operates both as a vocational learning option and a targeted intervention across all four SEN bands. The provision uses structured music workshops, including songwriting, music production and performance, to support pupils who may find on site or traditional classroom learning difficult to access.

Delivered in a specialist offsite studio environment, the programme supports engagement, emotional regulation and self-expression while developing transferable skills such as communication, collaboration, resilience and confidence. Pupils are encouraged to explore identity and lived experience through creative work, supporting positive self-esteem and inclusion. The Music Studio is underpinned by trauma-informed and relational practice and is carefully monitored by the school to ensure safeguarding, quality of provision and progress over time. This offsite offer supports personal development, reduces barriers to learning and provides vocationally relevant experiences that contribute to preparation for adulthood and future progression.

Allotment/Aquaponics

The Allotment and Aquaponics programme provides pupils with meaningful outdoor learning that supports wellbeing, engagement and environmental awareness, while contributing to a broad and balanced curriculum. Through practical participation, pupils learn where food comes from, the importance of sustainability, reducing waste and caring for the natural environment. The programme also supports mental health and emotional regulation through purposeful, hands-on activity in an outdoor setting.

Learning is strongly cross curricular and supports STEM development. Pupils apply scientific knowledge through understanding plant growth, ecosystems, soil health and aquaponic systems, while mathematical skills are reinforced through measuring, estimating yields and monitoring growth cycles. Engineering and technology concepts are explored through the design, maintenance and problem-solving involved in aquaponics systems, and literacy skills are developed through discussion, recording observations and reflecting on learning. Pupils take part in preparing soil, planting, maintaining crops and creating habitats for wildlife, developing responsibility, teamwork and transferable life skills. This applied approach ensures learning is relevant, engaging and accessible, supporting personal development and preparation for adulthood.

The introduction of aquaponics within the post-16 curriculum, alongside the established aquaponics provision at Wellington House, has further strengthened opportunities for pupils to engage with applied learning linked to sustainability and ecosystems. This provision supports access to a range of AQA Unit Awards, enabling pupils to develop and evidence understanding of environmental systems, food production and responsible resource management. As facilities continue to develop, this provision will further enhance progression, engagement and preparation for adulthood through meaningful, real-world learning.

This policy will be reviewed every 3 years unless changes to the curriculum have been made at the discretion of the school or DFe/government regulations.

Signed by Chair of Governors

Name: _____

Date: _____

Signature (electronic is accepted) _____