



**Bader**  
**ACADEMY**

## Curriculum Policy Statement

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An academy within:



“Learning together, to be the best we can be”

# 1. Intent - What are we trying to achieve through our curriculum?

Bader Academy is committed to providing a comprehensive, balanced, and inclusive curriculum that meets the diverse needs of all of our students. We focus on fostering independence, social skills, emotional well-being, and academic progress for our young people. We believe every student has the right to access learning opportunities that maximize their potential and promote lifelong learning.

Our curriculum is designed to:

1. **Promote Holistic Development:** Address the cognitive, emotional, social, physical, and communication needs of each young person
2. **Maximise Independence:** Equip pupils with skills for independent living, self-care, and decision-making to enhance their quality of life.
3. **Personalised Learning:** Tailor learning experiences to the unique abilities, interests, and needs of each individual.
4. **Ensure Inclusivity:** Create an environment where all students feel included, valued, and supported, with access to a broad and balanced curriculum.
5. **Prepare for Adulthood:** Focus on preparing pupils for life beyond school, fostering work-related skills, community engagement, and personal development.

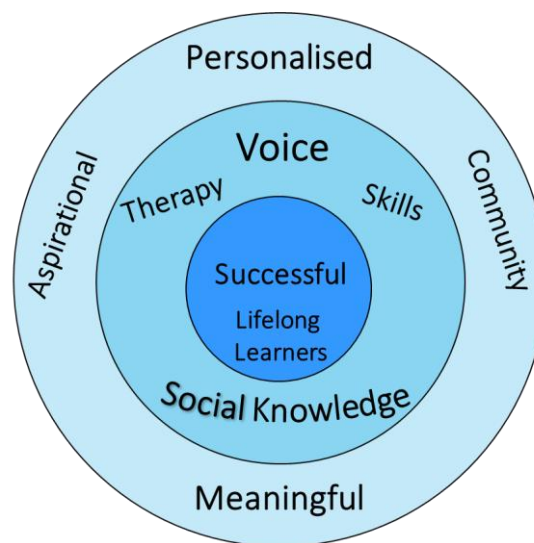
1.1. Social, Moral, Spiritual and Cultural education underpins our curriculum and permeates throughout and together with equal opportunities is an integral feature of all aspects of the life of our school; of the formal curriculum, the informal curriculum and the 'hidden' curriculum; it is implicit in teaching strategies and approaches, the quality of relationships and the ethos of our school.

1.2. 'Tolerance' is a small-step on the road to a prejudice-free society and, as such, whilst it remains a term in government documentation, we help our pupils to learn and therefore have knowledge of how to positively embrace and celebrate diversity and equality.

1.3. At Bader Academy, we use restorative approaches to support our pupils to understand themselves better and be understanding of others, their opinions and their beliefs. We embrace and celebrate individuality so that our pupils are well-equipped to challenge stereotypes now and in the future.

1.4. Our pupils learn how to make sure they and others feel safe, heard, valued and included.

- 1.5. We want our pupils to be recognised global citizens because they embrace, enrich and celebrate their own beliefs and those of others, accepting these may be different, within the context of their school community, their local area and far beyond.
- 1.6. Our curriculum design provides opportunity for pupils to learn these concepts, develop and grow their views and importantly learn how to positively and respectfully challenge others views. Ultimately, we want our pupils to be well-informed so that they can be positive role models to influence those around them as they transition into adulthood.
- 1.7. We go beyond 'tolerance' at Bader; instead, we promote acceptance and celebration so that our pupils can embrace differences and be who they want to be.
- 1.8. Together, we can and will empower our pupils to take on the world by providing our students with the skills they will need to be successful lifelong learners through providing them with personalised learning experiences.



## 2. Implementation – How is our curriculum delivered?

### Curriculum Structure

Our curriculum is personalised and structured around key areas of development:

1. **Academic:**
  - Pupils follow the National Curriculum and access a broad and balanced curriculum of subjects throughout school

- Where appropriate, students access formal qualifications, including functional skills, entry-level certificates, ASDAN, vocational qualifications and GCSE's
  - Where appropriate pupils sit SATS, Phonics screening and Multiplication Check assessments.
2. **Personal, Social, and Emotional Development:**
- Personal Development programs, emotional literacy, and therapeutic interventions are embedded into the school day to support the development of self-awareness, emotional regulation, and interpersonal relationships.
  - Regular opportunities for sensory and emotional regulation are provided through adapted environments and tailored sensory activities.
3. **Communication and Language:**
- Every student's communication preferences and needs are prioritized to ensure they can express themselves and understand others.

### Teaching and Learning Approaches

- **Differentiation and Personalisation:** Each pupils EHCP guides curriculum delivery, ensuring learning objectives are realistic, achievable, and aspirational. Teaching approaches are flexible and adaptable to a variety of learning styles, sensory preferences, and communication needs.
- **Therapeutic Approaches:** In collaboration with specialist therapists, teachers implement interventions that may include sensory integration, play-based learning, and behavioural support strategies.
- **Use of Technology:** We integrate technology to enhance student engagement and independence in learning.

2.1. Our curriculum is planned around themes and big questions which are appropriate and relevant to the ages and interests of our young people. These themes all incorporate key SMSC values that are relevant to life in the 21<sup>st</sup> century. Our curriculum will not only enable our young people to be successful in their school environment but also create a voice that is recognised within their own community.

2.2. The key skill base to our curriculum is oracy and oracy skills are explicitly taught throughout our curriculum. Oracy is a key skill for our pupils to enable them to be active articulate citizens'. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, within and beyond school. Oracy is a powerful tool for learning; it empowers pupils to have a better understanding of themselves, others and the world around them. Through the development of oracy skills at Bader, we will support children to be able to develop healthy, positive relationships and make and keep friends. Pupils will express themselves confidently which will enable

them to thrive and also navigate conflicts in their relationships in a positive and productive way.

- 2.3. Our school curriculum is built around our whole school ethos, ensuring learners are prepared for and taught the skills to 'Be Kind, Be Safe and Be Ready'
- 2.4. Our 'Change Maker' principles, also underpins the Bader curriculum. These principles are: Positive, Brave, Share, Future, Adaptable and Love.
- 2.5. Our curriculum focuses on providing our pupils with life skills and social knowledge so that they can live happy independent lives in the future.
- 2.6. Integral to our curriculum is pupil voice and our pupil interests. Our curriculum is planned around what our young people want to leave in order them to achieve their dreams and aspirations in the future. "Tell me and I forget, Teach me and I remember. Involve me and I learn."- Benjamin Franklin.
- 2.7. The Bader curriculum has 3 main Flight Paths and these are; Life-Skills pathway, a vocational pathway or an academic pathway. These pathways are fluid for young people and will be regularly reviewed to ensure that these accurately meet the needs of the young people and are linked to their EHCP outcomes.
- 2.8. Each flight path consists of key skills and elements, many of which are interwoven and overlap across each path. This means that key skills are included in every young person's journey, whilst being tailored to their individual paths, needs, interests and aspirations.
- 2.9. The pathways cover all aspects of education, not only academic subjects. It is crucial that our curriculum support our pupils learning in the broadest possible sense to enable them to be life-long successful learners.
- 2.10. Teaching and learning is contextualised and current and therefore pupils are engaged and excited about their learning. Real life examples are used as a rich resource to stimulate thinking, questioning, communicating and learning.
- 2.11. Real-life/ world learning experiences are provided to our young people in order for them to broaden their social knowledge, cultural capital and experience a wide range of activities and enable them to apply their learning to real situations and purposes.

- 2.12. Curriculum maps which show coverage and content of the curriculum for each subject area and are communicated with parents via school communication systems.

### 3. Impact – What difference will our curriculum make?

- 3.1. Our pupils will develop their skills, confidence and self-esteem so that they can be successful in their next stages of education and in their adult life. Our pupils will develop healthy, positive relationships and know how to make and keep friends. Our pupils will be able to express themselves confidently which will enable them to thrive and also navigate conflicts in their relationships in a positive and productive way.

- 3.2. Our pupils will:

- Be able to keep themselves and others safe
- Be kind
- Be ready to be able to face challenges, and be ready to learn.
- Be able to communicate with others
- Learn skills of team work and sharing
- Be inquisitive through the use of questioning
- Show resilience
- Learn from mistakes
- Be brave to try new things and have a go
- Be creative in their thinking
- Think through consequences before making decisions
- Be motivated and approach tasks in a positive way
- Have high aspirations
- Believe in themselves
- Achieve their full potential
- Leave Bader with qualifications to enable them to move on to their next step.