



RESET and BRIGHT Curriculum Policy

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1. Curriculum Vision

Creating a world where every young person has a brighter future.

At Storyy Education, we believe every young person deserves the opportunity to succeed, regardless of the barriers they have experienced. Too many children and young people become disconnected from education through adverse childhood experiences, trauma, unmet special educational needs, poor mental health, disrupted education or circumstances beyond their control. These barriers often lead to diminished confidence, fractured relationships, emotional dysregulation and a belief that education is no longer a place where they can thrive.

Storyy Education exists to change that.

We believe that when young people feel safe, understood and valued, they are able to reconnect with learning, rebuild confidence and begin to recognise their own potential. Through trusted relationships, ambitious teaching, therapeutic support and meaningful learning experiences, we provide every student with the opportunity to overcome barriers, achieve success and develop the knowledge, skills and confidence needed to flourish beyond our provision.

Our curriculum has been designed around one fundamental principle:

Young people learn best when they feel safe, valued, understood and inspired.

Rather than viewing behaviour as the problem, we recognise it as communication. Rather than measuring success solely through qualifications, we celebrate progress in every form. We understand that every student arrives with a unique story, and therefore every student deserves a personalised pathway that enables them to achieve their own brighter future.

Whether a young person attends RESET or BRIGHT, our curriculum is intentionally ambitious, inclusive and flexible. It combines academic learning, therapeutic intervention, personal development, vocational opportunities and real-world experiences to ensure every student develops not only academically, but socially, emotionally and personally.

Every aspect of our curriculum is carefully designed to remove barriers, develop independence and prepare young people for sustained success in education, employment and adult life.

Our curriculum does not simply prepare young people for examinations. It prepares them for life.

2. Curriculum Purpose

The purpose of the Storyy Education curriculum is to enable every young person to rediscover a love for learning and to successfully reintegrate, re-engage or transition into the next stage of their education, employment, training or adult life.

We believe education should transform lives.

Success is not measured by the length of time a student spends with us, but by the confidence, resilience, independence and aspirations they leave with.

Through our personalised curriculum, every student is supported to:

- Rediscover curiosity and enjoyment in learning.
- Rebuild confidence and develop a positive sense of self.
- Understand and regulate their emotions.
- Address barriers to learning and close gaps in knowledge.

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- Develop healthy, respectful and trusting relationships.
- Increase independence and personal responsibility.
- Build resilience, perseverance and problem-solving skills.
- Develop the knowledge, qualifications and life skills required for future success.
- Successfully reintegrate into school or transition confidently into further education, employment, apprenticeships or adulthood.

Our curriculum reflects our unwavering belief that every young person can achieve meaningful success when provided with the right relationships, opportunities, challenge and support.

3. Our Curriculum Philosophy

At Storyy Education, we do not believe learning begins with a timetable.

We believe learning begins with relationships.

Before a young person can engage with mathematics, English, science or vocational learning, they must first experience emotional safety, belonging and trust. For many of the students we support, education has become associated with failure, anxiety or exclusion. Our first responsibility is therefore to rebuild confidence in themselves, confidence in adults and confidence in education.

Once those foundations have been established, young people are empowered to become active participants in their own learning journey.

Our curriculum is therefore built upon the understanding that academic progress and personal development are inseparable.

Every lesson, intervention, mentoring session, enrichment activity and therapeutic conversation contributes towards helping young people become confident, emotionally regulated, independent students who are prepared for successful futures.

Learning is personalised because no two students arrive with the same experiences, aspirations or barriers.

Challenge is ambitious because every student deserves access to high-quality education and high expectations.

Support is compassionate because we understand behaviour, emotions and engagement through a trauma-informed and relational lens.

Ultimately, our curriculum is designed not only to improve attainment, but to change lives.

4. What Success Looks Like

By the time a young person leaves Storyy Education, we want them to have rediscovered a love for learning and to be ready to successfully reintegrate, re-engage or transition into the next stage of their education, career or life.

Every student should leave with greater:

Confidence

Believing in themselves, recognising their strengths and approaching new challenges with resilience.

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Emotional Regulation

Understanding their emotions, developing healthy coping strategies and managing challenges safely and independently.

Educational Progress

Re-engaging with learning, overcoming barriers, closing knowledge gaps and achieving meaningful academic success.

Relationships

Building positive, respectful and trusting relationships with adults, peers, families and the wider community.

Independence

Developing the practical life skills, responsibility, communication and self-advocacy required for adulthood.

Future Pathways

Being prepared to sustain successful participation in education, employment, training or wider community life through well-planned reintegration and transition.

5. Curriculum Intent

At Storyy Education, our curriculum is intentionally designed to transform lives through education. We believe that every young person, regardless of their previous experiences, deserves access to an ambitious, inclusive and personalised curriculum that enables them to achieve meaningful success.

Many of the students who join RESET and BRIGHT have experienced disrupted education, trauma, adverse childhood experiences, unmet special educational needs, emotional or mental health challenges, school refusal, exclusion or prolonged absence from learning. As a result, many arrive with significant gaps in academic knowledge, diminished confidence, fractured relationships and a belief that education is no longer a place where they belong.

Our curriculum exists to change that.

Rather than viewing education solely as the acquisition of knowledge, we view it as the process of rebuilding a young person's belief in themselves and their ability to succeed. Every curriculum decision is therefore made with one central question in mind:

"Will this help this young person build a brighter future?"

Our curriculum is ambitious for every student. We refuse to lower aspirations because of a young person's starting point or previous experiences. Instead, we remove barriers to learning, personalise the pathway and provide the support required for every student to access a broad, balanced and purposeful curriculum that prepares them for lifelong success.

Our curriculum has three equally important purposes:

- To reconnect young people with learning.
- To develop the knowledge, skills and personal attributes needed for adulthood.

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- To prepare every student for successful reintegration, re-engagement or transition into the next stage of education, employment or life.

Everything we teach contributes towards these outcomes.

Unlike traditional curriculum models that place academic attainment at the centre, the Storyy Curriculum recognises that sustainable academic success is achieved when emotional wellbeing, confidence, relationships and engagement are developed alongside knowledge and skills. Academic achievement and personal development are not viewed as separate priorities; they are inseparable.

Our curriculum is therefore deliberately holistic, integrating:

- High-quality academic teaching.
- Therapeutic and trauma-informed practice.
- Personal development.
- Emotional literacy and self-regulation.
- Vocational learning and employability.
- Community engagement.
- Independence and preparation for adulthood.
- Enrichment and real-world experiences.

This integrated approach enables students to make meaningful progress academically whilst simultaneously developing the resilience, confidence and life skills required to thrive beyond Storyy Education.

The Storyy Curriculum Outcomes

Every element of the Storyy curriculum is designed to develop six core outcomes that define what success looks like for every student.

1. Confidence

We develop self-belief, resilience and a positive student identity so that young people begin to recognise their strengths, celebrate success and approach future challenges with confidence.

2. Emotional Regulation

We teach students to understand, recognise and manage their emotions through evidence-informed, trauma-responsive approaches that enable them to regulate effectively, build resilience and access learning successfully.

3. Educational Progress

We provide an ambitious and personalised curriculum that re-engages students with education, addresses gaps in knowledge and understanding, develops literacy and numeracy, and enables every student to make sustained academic progress from their individual starting points.

4. Positive Relationships

We create a culture founded upon trust, respect, belonging and restorative practice, enabling students to develop healthy relationships with adults, peers, families and the wider community.

5. Independence

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We prepare students for adulthood by developing communication, problem-solving, decision-making, organisation, self-advocacy and the practical life skills required to participate confidently in society.

6. Future Pathways

Every student is supported to successfully reintegrate into mainstream education where appropriate, sustain engagement within specialist provision, or transition confidently into further education, apprenticeships, employment or independent adulthood with clear aspirations and achievable next steps.

A Curriculum Without Limits

Our curriculum is not constrained by traditional classroom boundaries.

Learning may take place in classrooms, vocational environments, community settings, workplaces, outdoor environments, local businesses, colleges or within the wider community. Wherever learning takes place, it remains purposeful, ambitious and carefully planned to meet individual outcomes.

This flexibility enables learning to become authentic and relevant, helping young people understand the purpose of education and how it connects to their own lives, aspirations and futures.

High Expectations for Every Student

We maintain consistently high expectations for every student, regardless of need, background or previous educational experience.

We do not reduce expectations because learning has been interrupted.

We personalise the journey while maintaining ambition.

Every student is expected to:

- Engage positively with learning.
- Develop increasing independence.
- Demonstrate resilience and perseverance.
- Take pride in their achievements.
- Respect themselves and others.
- Aspire towards ambitious future goals.

Through high expectations, consistent relationships and personalised support, we enable every young person to experience success and recognise that their future is not defined by their past.

Measuring Success

Success at Storyy Education extends far beyond examination outcomes.

Whilst academic achievement remains an important measure of progress, we recognise that meaningful success also includes improvements in confidence, emotional regulation, engagement, attendance, relationships, independence, resilience, wellbeing and readiness for future learning and employment.

The success of our curriculum is ultimately measured by whether every student leaves Storyy Education better prepared than when they arrived: more confident, more capable, more independent and equipped with the knowledge, skills and belief needed to build a brighter future.

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6. Curriculum Implementation

The Storyy Education curriculum is implemented through the RESET and BRIGHT programmes. Although each programme has a distinct purpose and delivery model, both are underpinned by the same organisational vision, values and commitment to personalised, trauma-informed education.

Curriculum implementation begins with understanding the individual young person. We recognise that students do not arrive with identical starting points, experiences, needs or aspirations. Each student therefore follows a carefully planned pathway informed by their referral information, educational history, current attainment, attendance, SEND profile, EHCP outcomes where applicable, emotional wellbeing, safeguarding information, interests and intended destination.

The curriculum is not delivered as a fixed programme that every student must follow in the same way. It is adapted in content, pace, delivery method and level of support while maintaining ambitious expectations and a clear focus on progression.

Every student's curriculum includes an appropriate balance of:

- Academic learning;
- therapeutic and intervention-led support;
- personal development;
- emotional and social learning;
- practical and vocational experiences;
- preparation for adulthood;
- enrichment and community-based learning;
- reintegration or transition planning.

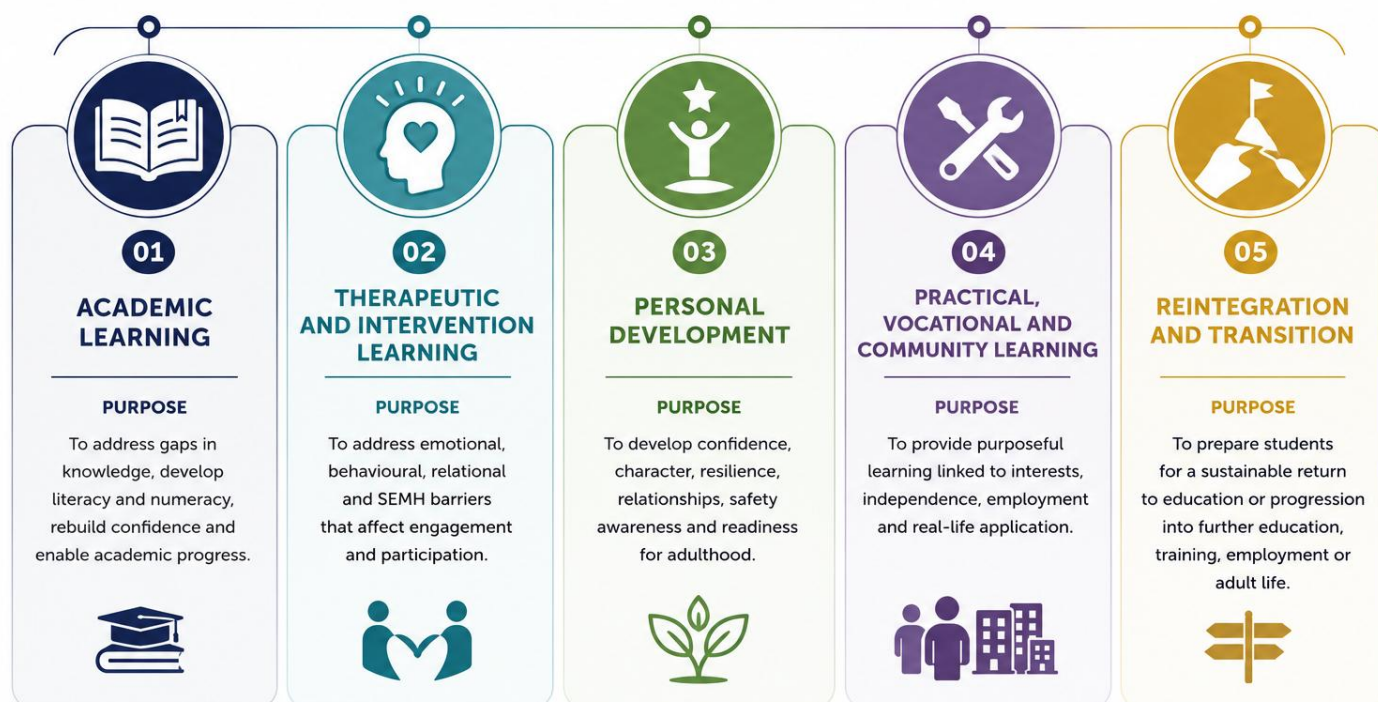
The balance between these elements is determined by the student's assessed needs, current stage of engagement and future pathway.

6.1 The Storyy Education Curriculum Model

The Storyy curriculum is delivered through five interconnected areas:

OUR CURRICULUM

Our curriculum is holistic, trauma-informed and inclusive.
It is built around five interconnected areas that support every student to grow, achieve and thrive.



These curriculum areas are not delivered in isolation. They overlap intentionally so students can apply knowledge and skills across different contexts.

For example, a cooking activity may develop functional mathematics, reading comprehension, communication, teamwork, independence and emotional regulation. A community visit may incorporate travel training, budgeting, risk awareness, social interaction and preparation for adulthood.

This integrated approach enables students to understand the relevance of their learning and transfer new knowledge and skills into everyday life.

6.2 Personalised Curriculum Planning

Every student begins with a structured assessment and onboarding process. Information is gathered from a range of sources, including:

- Referral documentation;
- EHCPs and professional reports;
- previous school information;
- academic assessments;
- attendance and engagement records;
- safeguarding and risk information;

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- SEND information;
- SEMH assessments;
- parent and carer views;
- student voice;
- commissioner expectations;
- intended reintegration or transition destination.

This information is used to establish an individual starting point and identify:

- Strengths and interests;
- barriers to engagement and learning;
- gaps in knowledge and skills;
- emotional and social needs;
- relevant risks;
- priority EHCP or placement outcomes;
- appropriate curriculum pathways;
- short-, medium- and long-term targets;
- reasonable adjustments and support strategies;
- the intended destination for the placement.

Each student has a personalised programme that identifies what will be taught, why it has been selected and how it contributes to their wider outcomes.

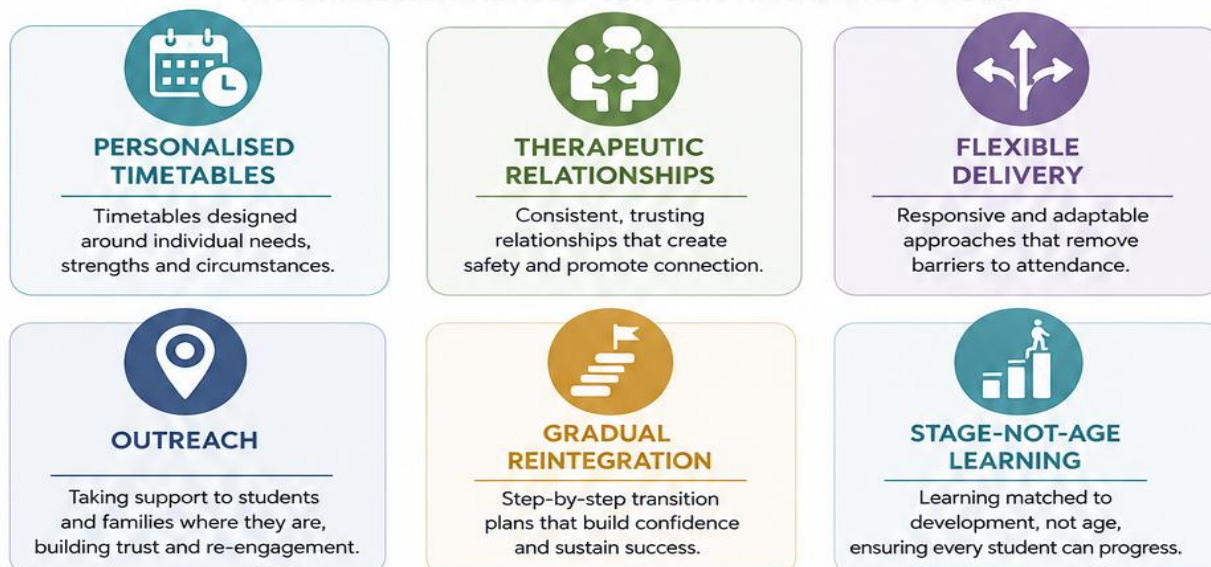
Planning remains responsive throughout the placement. Staff use assessment, engagement data, professional observation and student voice to adapt the curriculum as needs develop.

ATTENDANCE IS NOT SIMPLY ABOUT PRESENCE.

IT IS ABOUT:



THE CURRICULUM ACTIVELY SUPPORTS ATTENDANCE THROUGH:



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7. RESET Curriculum Implementation

RESET is Storyy Education's structured reintegration and re-engagement programme for children and young people who are experiencing barriers to successful participation in education.

RESET recognises that sustainable reintegration cannot be achieved through academic tuition alone. Students require support to rebuild emotional safety, confidence, relationships, routines, readiness to learn and belief in their ability to succeed.

The RESET curriculum therefore brings together:



RESET is delivered through separate Primary and Secondary pathways, enabling the programme to remain developmentally appropriate.

7.1 RESET Primary

RESET Primary is designed for children in Years 1–6 who are demonstrating emerging or escalating barriers to classroom engagement.

The curriculum places particular emphasis on:

- Emotional safety;
- trusting relationships;
- predictable routines;

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- regulation and co-regulation;
- behaviour foundations;
- social communication;
- play, creativity and exploration;
- outdoor and nature-based learning;
- literacy and numeracy development;
- readiness to learn;
- preparation for reintegration.

Academic learning is delivered through accessible, engaging and practical experiences. Literacy and numeracy are embedded within activities wherever appropriate while also being taught directly where targeted intervention is required.

Children may apply English and mathematics through cooking, gardening, outdoor learning, creative activities, games, stories and practical challenges. This enables them to experience learning as purposeful and achievable while maintaining academic momentum.

The curriculum recognises the importance of play, imagination, sensory exploration and movement in supporting primary-aged students. These approaches are used purposefully to build communication, emotional literacy, problem-solving, cooperation and confidence.

Nature-based learning is a central feature of RESET Primary. Outdoor experiences provide opportunities to develop curiosity, emotional regulation, teamwork, resilience and connection to the wider environment.

7.2 RESET Secondary

RESET Secondary is designed for students in Key Stages 3 and 4 who are experiencing barriers such as poor attendance, emotionally based school avoidance, SEMH needs, disrupted education, behavioural challenges, unmet SEND needs or negative experiences of learning.

The curriculum supports students to:

- Rebuild engagement with education;
- address gaps in English and mathematics;
- develop emotional regulation;
- strengthen confidence and resilience;
- improve relationships and communication;
- gain recognised achievements;
- develop independence and life skills;
- explore vocational interests;
- prepare for reintegration or future pathways.

Academic provision may include:

- Key Stage 2 foundational learning where required;
- Key Stage 3 English and mathematics;
- Key Stage 4 learning linked to the student's pathway;
- Functional Skills English and mathematics;
- reading and literacy intervention;
- numeracy intervention;
- AQA Unit Awards;
- personalised learning linked to interests and aspirations.

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RESET Secondary adopts a **stage-not-age approach** where appropriate. This ensures students receive teaching matched to their assessed knowledge and understanding rather than being placed into work they cannot access solely because of their chronological age.

This approach does not reduce ambition. It identifies and secures missing foundational knowledge so students can progress towards appropriately challenging outcomes.

7.3 The Five Stages of RESET

RESET is delivered through a structured five-stage reintegration journey. Progression is determined by readiness and evidence of development rather than time alone.

RESET TRANSITION CURRICULUM JOURNEY

STAGE	CURRICULUM EMPHASIS
1.  STABILISATION	 Emotional safety, trusted relationships, routines, communication, regulation and initial engagement.
2.  DEVELOPMENT	 Confidence, self-esteem, emotional regulation, social skills, teamwork and positive participation.
3.  MID TRANSITION	 Reflection, goal-setting, independence, problem-solving, responsibility and future planning.
4.  LATE TRANSITION	 Reintegration preparation, managing change, resilience, self-advocacy and graduated exposure to the next setting.
5.  TRANSITION READY	 Consolidation, celebration, destination planning, transfer of successful strategies and sustainable transition.
 A structured, supportive journey that builds skills, confidence and readiness for every student's next chapter.	

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A typical RESET programme may run for approximately 12 weeks; however, this is a guide rather than a fixed entitlement to progression. Students may require more or less time within individual stages.

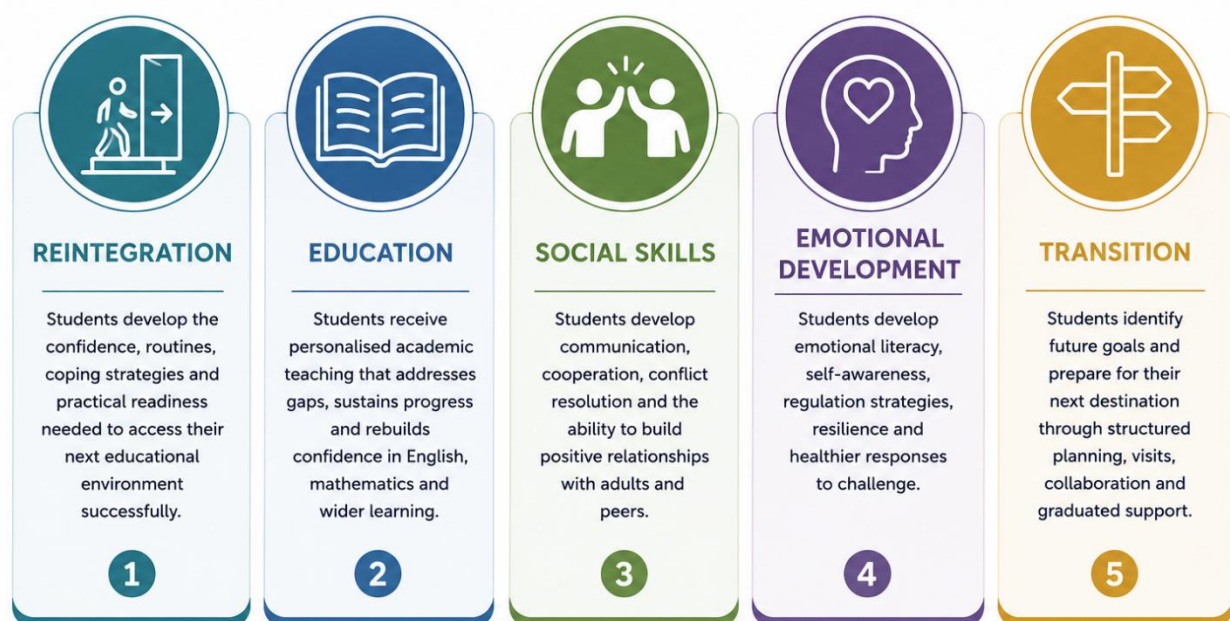
Curriculum planning reflects the student's stage. A student in Stabilisation may require a greater focus on emotional safety, relationships and accessible learning experiences. A student approaching Transition Ready will receive increased challenge, independence, destination-focused learning and supported exposure to their next setting.

7.4 The Five Pillars of RESET

The RESET curriculum is structured around five interconnected pillars:

THE 5 PILLARS OF RESET

RESET is built on five interconnected pillars that support every student to re-engage, rebuild and move forward with confidence.



The five pillars ensure that academic progress, emotional wellbeing, social development and future planning are treated as mutually dependent parts of the curriculum.

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7.5 The Eight RESET Drivers

The Eight RESET Drivers provide the framework through which intervention, personal development and wider progress are planned and reviewed. Below is how the Curriculum contributes to each driver.



CONFIDENCE & SELF-BELIEF

Students recognise strengths, experience success and develop resilience.



EMOTIONAL WELLBEING

Students understand emotions and develop safe regulation strategies.



LIFE SKILLS

Students develop communication, decision-making, problem-solving and practical independence.



EDUCATION & LEARNING PATHWAYS

Students re-engage with education, make progress and explore future opportunities.



POSITIVE RELATIONSHIPS & MENTORING

Students build healthy relationships with trusted adults and peers.



PURPOSE & MOTIVATION

Students establish goals, aspirations and reasons to engage.



INCLUSION & BELONGING

Students feel safe, valued, represented and connected.



LEADERSHIP & VOICE

Students express views, make choices and take increasing ownership of progress.

The Drivers are embedded across the curriculum rather than taught as isolated subjects. Each student's targets, interventions, reviews and reported outcomes are linked to the relevant Drivers.

8. BRIGHT Curriculum Implementation

BRIGHT is Storyy Education's specialist outreach curriculum for children and young people who require support beyond traditional educational environments.

BRIGHT stands for:

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Building Resilience and Independence for Growth, Harmony and Transition.

The programme meets students where they are emotionally, socially, academically and geographically. Delivery may take place at home, within the community, at education settings, in workplaces or at other safe and appropriate venues.

BRIGHT maintains the same ambition as centre-based provision while offering increased flexibility in how relationships, engagement and learning are established.

The curriculum is particularly suited to students who:

- Experience emotionally based school avoidance;
- have prolonged or disrupted absence from education;
- require gradual re-engagement;
- are at risk of becoming NEET;
- need community-based or home-based intervention;
- require preparation for adulthood;
- need additional support with independence, employability or transition.

BRIGHT is delivered through three pathways.

8.1 BRIGHT Pathway 1: RESET Outreach

RESET Outreach mirrors the core principles and outcomes of RESET through flexible community and outreach delivery.

The curriculum focuses on:

- Re-establishing routines;
- rebuilding engagement with education;
- developing emotional regulation;
- improving attendance and participation;
- strengthening trusted relationships;
- increasing learning readiness;
- delivering English and mathematics support;
- accessing AQA Unit Awards;
- preparing for reintegration.

This pathway is appropriate where a student cannot yet access a centre-based programme consistently but would benefit from the structured reintegration framework offered by RESET.

8.2 BRIGHT Pathway 2: Re-Engagement

The Re-Engagement pathway is designed for students who have become disconnected from education because of anxiety, trauma, emotional wellbeing needs or other barriers to attendance.

The initial curriculum emphasis is not placed solely on academic output. Instead, it begins with emotional safety, trust, confidence and positive experiences of participation.

Learning may include:

- One-to-one mentoring;
- emotional regulation work;
- creative and practical activities;
- outdoor learning;
- community engagement;
- relationship-building;
- confidence development;

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- gradual exposure to educational environments;
- family liaison;
- carefully paced academic reintroduction.

As engagement improves, the curriculum increases in structure, academic content and independence.

8.3 BRIGHT Pathway 3: Post-16 Transition

The post-16 pathway prepares young people for further education, employment, training and adulthood.

The curriculum may include:

- Functional English and mathematics;
- careers education;
- college preparation;
- employability skills;
- CV writing;
- interview preparation;
- work experience;
- volunteering;
- travel training;
- vocational tasters;
- AQA Unit Awards;
- independent living;
- budgeting and money management;
- healthy living;
- workplace communication;
- self-advocacy and decision-making.

Learning is connected directly to the student's aspirations and intended destination. Practical application is prioritised so students can use skills confidently in real-life contexts.

9. Academic Curriculum

Academic learning remains an essential entitlement for all students attending Storyy Education.

We recognise that many students have experienced disrupted education and may have significant gaps in knowledge. Others may be academically able but unable to demonstrate their capabilities consistently because anxiety, dysregulation, attendance or negative educational experiences prevent engagement.

Academic provision is therefore:

- Based on accurate assessment;
- appropriately ambitious;
- personalised to the student's starting point;
- responsive to SEND and SEMH needs;
- connected to future goals;
- delivered through direct, practical and experiential teaching;
- regularly reviewed and adapted.

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English and mathematics are prioritised because they provide the essential knowledge and skills students need to access the wider curriculum, employment, independence and everyday life.

Where appropriate, learning may include curriculum content from the student's home school, National Curriculum pathways, Functional Skills, foundational learning or accredited units.

The aim is not merely to complete activities. Academic teaching is intended to develop secure knowledge, address misconceptions, build fluency and enable students to apply learning independently.

9.1 English

English provision develops:

- Reading accuracy and fluency;
- comprehension;
- vocabulary;
- spoken language;
- communication;
- writing;
- spelling, punctuation and grammar;
- functional literacy;
- confidence and enjoyment in reading.

Stage-Not-Age English Provision

Storyy Education adopts a stage-not-age approach to English. Learners are taught from their assessed academic starting points rather than being automatically assigned work according to their chronological age, school year or key stage.

Many learners accessing RESET and BRIGHT have experienced disrupted education, prolonged absence, emotionally based school avoidance, unmet SEND needs or previous difficulties engaging with classroom learning. As a result, their knowledge and skills may not develop evenly. A learner may, for example, communicate confidently through spoken language while requiring targeted support with decoding, spelling, reading fluency or written expression.

Initial and ongoing assessment is therefore used to identify:

- What the learner already knows and can do;
- gaps in foundational knowledge;
- misconceptions requiring correction;
- reading accuracy, fluency and comprehension;
- phonics and decoding needs;
- vocabulary and communication skills;
- writing knowledge and stamina;
- the level of independence the learner can sustain;
- the most appropriate next steps towards their intended destination.

Learners may access phonics, reading intervention, guided reading, Key Stage 2 or Key Stage 3 English, Functional Skills English or a personalised literacy pathway according to assessed need.

Chronological age remains important when selecting texts, themes, presentation and teaching materials. Where a secondary-aged learner requires primary-stage literacy teaching, the required knowledge is taught through age-respectful, developmentally appropriate content. Learners are not given resources that appear childish or undermine their dignity, confidence or sense of belonging.

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The stage-not-age approach does not reduce ambition or limit future outcomes. Its purpose is to secure the foundational knowledge that may have been missed, enabling learners to make meaningful progress towards increasingly challenging curriculum content, qualifications and future pathways.

Teaching is sequenced so that learners:

1. Secure essential foundational knowledge;
2. address identified gaps and misconceptions;
3. practise and consolidate new learning;
4. apply knowledge across different texts and contexts;
5. develop fluency, confidence and independence;
6. progress towards the curriculum or qualification most appropriate to their next destination.

Reading is promoted across the curriculum and linked to learners' interests wherever possible. Staff recognise that reading confidence may have been affected by previous failure, embarrassment or anxiety. Reading opportunities are therefore supportive and carefully matched to need while maintaining high expectations.

Progress is measured from the learner's individual baseline and includes:

- Acquisition and retention of knowledge;
- improved reading accuracy and fluency;
- stronger comprehension;
- increased vocabulary;
- improved written communication;
- greater independence;
- willingness to engage with reading and writing;
- successful application of literacy across practical, vocational and everyday contexts.

9.2 Mathematics

Mathematics provision develops:

- Number knowledge and fluency;
- calculation;
- mathematical reasoning;
- problem-solving;
- measurement;
- money management;
- time;
- data;
- functional and practical numeracy.

Stage-Not-Age Mathematics Provision

Storyy Education adopts a stage-not-age approach to mathematics. Learners are taught according to their assessed mathematical knowledge and understanding rather than being placed automatically within work linked only to their chronological age, year group or key stage.

Many learners referred to RESET and BRIGHT have experienced gaps in attendance, disrupted learning, difficulties with working memory, anxiety around mathematics or previous experiences of repeated failure. These barriers can result in fragmented mathematical understanding, where

learners may demonstrate competence in some areas while lacking essential foundational knowledge in others.

Assessment is used to establish:

- Number sense and place-value understanding;
- calculation fluency;
- understanding of mathematical vocabulary;
- knowledge of number facts;
- reasoning and problem-solving skills;
- ability to use and apply mathematics;
- misconceptions and gaps in prior learning;
- functional numeracy skills;
- confidence and independence;
- the mathematical knowledge required for the learner's intended destination.

Learners may access foundational number intervention, Key Stage 2 or Key Stage 3 or Key Stage 4 mathematics, Functional Skills Mathematics, practical mathematics or a personalised numeracy pathway according to their starting point and intended destination.

A learner's mathematical pathway may draw from more than one curriculum stage. For example, a learner may require targeted teaching of primary-stage number facts while also accessing age-appropriate learning involving budgeting, statistics, measurement or vocational mathematics.

Where older learners require foundational teaching, learning is presented through age-respectful and relevant contexts. Staff avoid materials that appear childish and instead use suitable examples connected to independence, employment, travel, enterprise, construction, cooking, sport, technology and everyday decision-making.

The stage-not-age approach is not a simplified or less ambitious curriculum. It is a structured method of identifying and repairing gaps so that learners can build secure mathematical understanding and progress towards appropriately challenging outcomes.

Teaching is sequenced so that learners:

1. Secure essential concepts and mathematical vocabulary;
2. address gaps and misconceptions;
3. develop accuracy and fluency;
4. apply learning through reasoning and problem-solving;
5. transfer mathematics into practical and unfamiliar contexts;
6. develop independence;
7. progress towards the relevant curriculum, qualification or destination.

Mathematics is reinforced through meaningful real-world contexts such as cooking, budgeting, shopping, travel, construction, enterprise, vocational learning and preparation for independent living.

Progress is measured from the learner's assessed starting point and includes:

- Improved mathematical knowledge;
- greater accuracy and fluency;
- correction of misconceptions;
- stronger reasoning and problem-solving;
- successful practical application;

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- increased confidence;
- reduced avoidance;
- greater independence;
- readiness for Functional Skills, qualifications, vocational learning or future employment.

Stage-not-age principle across both subjects

Stage-not-age does not mean lowering expectations. It means identifying the precise knowledge a learner needs next, teaching it in an age-respectful way and building a secure pathway towards ambitious future outcomes.

9.3 Wider and Cross-Curricular Learning

Where appropriate to the student's placement and timetable, access is provided to wider curriculum experiences through:

- Science and environmental learning;
- Humanities and current affairs;
- creative arts;
- physical activity;
- computing and online safety;
- vocational learning;
- personal development;
- community projects;
- AQA Unit Awards.

10. Personal, Social, Health and Economic Education and Relationships, Sex and Health Education

PSHE and RSHE are important elements of the curriculum delivered through the RESET and BRIGHT programmes.

Storyy Education is a non-school Alternative Provision and does not replace the commissioning school's or local authority's responsibility for a young person's full statutory curriculum entitlement. Where a learner remains on the roll of a school, the commissioning school retains responsibility for ensuring that the learner receives appropriate Relationships Education, Relationships and Sex Education and Health Education in accordance with the statutory guidance applying to schools.

Storyy Education works collaboratively with the commissioning school, local authority, parents or carers and relevant professionals to identify:

- Which elements of PSHE and RSHE will be delivered by Storyy.
- Which elements remain the responsibility of the commissioning school.
- The learner's previous curriculum coverage.
- Any gaps resulting from absence or disrupted education.
- Relevant EHCP outcomes and SEND needs.
- Safeguarding and contextual risks.
- The learner's developmental level and intended destination.
- How progress and completed content will be reported back to the commissioner.

PSHE and RSHE teaching delivered by Storyy forms part of the learner's individual provision plan. It is not assumed that every learner will receive the entire statutory RSHE curriculum through Storyy unless this has been expressly commissioned, planned and agreed.

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PSHE and RSHE are delivered in accordance with the Storyy Education PSHE & RSHE Policy.

Storyy nevertheless recognises that many learners referred to RESET and BRIGHT may have experienced disrupted education, reduced access to PSHE and RSHE, increased vulnerability, difficulties understanding relationships and boundaries, or limited confidence in recognising and reporting risk. For this reason, PSHE and RSHE are treated as essential elements of safeguarding, personal development, reintegration and preparation for adulthood.

Delivery responsibilities



PSHE & RSHE DELIVERY RESPONSIBILITIES



RESPONSIBILITY	STORYY EDUCATION	COMMISSIONING SCHOOL / LOCAL AUTHORITY
 Identify individual PSHE and RSHE needs	✓	✓
 Confirm the student's previous curriculum coverage	Supports	Lead responsibility
 Agree which elements Storyy Education will deliver	✓	✓
 Deliver commissioned PSHE and RSHE content	Lead responsibility	—
 Ensure the student receives their overall statutory curriculum entitlement	Supports	Lead responsibility
 Manage parental consultation and formal withdrawal requests	Provides information	Lead responsibility
 Share safeguarding information relevant to curriculum planning	✓	✓
 Record and report completed curriculum content	✓	Receives and monitors
 Address curriculum gaps across the student's overall education	Supports	Lead responsibility
 Review whether the student's programme remains appropriate	✓	✓

Parental withdrawal

Storyy should not independently approve or refuse a request to withdraw a learner from sex education where the learner remains registered at a commissioning school. Any request should be referred to the headteacher or responsible commissioner, who retains responsibility for applying the statutory guidance and recording the decision. There is no general parental right to withdraw a pupil from Relationships Education, Health Education, safeguarding content or relevant science curriculum content

The breadth of each student's offer is determined through individual planning, placement objectives, available hours and the curriculum maintained by the commissioning school.

Storyy Education works collaboratively with commissioning schools to avoid unnecessary duplication, support continuity and ensure each student receives a coherent educational programme.

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