

STATUTORY OPERATIONAL DOCUMENT, 2026 ACADEMIC CYCLE

SOUTHWARK AS A CLASSROOM

THE CULTURAL CAPITAL PATHWAY

STAGE 1: AWAKENING
Key Stage 3

STAGE 2: CHANGE
Key Stage 4

STAGE 3: AUTONOMY
Key Stage 5

PILLARS

MUTUALITY

APPRECIATION

AUTONOMY



THE STATEMENT OF INTENT

Southwark as a Classroom is architected to transition learners from a rudimentary observation of their surroundings toward the strategic mastery of urban assets. We recognise that for the neurodivergent student, the borough of Southwark is a high, density sensory and social environment. This curriculum provides the clinical scaffolding required to transform local assets, such as the Tate Modern or London South Bank University (LSBU), into predictable, manageable, and empowering sites of academic and professional growth.

The journey follows the Elevation Arc, specifically designed to build cultural capital and social agency. In Key Stage 3, we establish the safe base by demystifying the local geography through sensory attunement. In Key Stage 4, we transition to the change phase, applying rigorous AQA logic to the artistic and historical significance of the South Bank. In Key Stage 5, the student emerges into full autonomy, achieving the synoptic mastery required to navigate higher education and the professional economy within the borough.

THE DELIVERY PROMISE

Asset preservation through strengths, based entry into cultural sites.

Systemic scaffolding that reduces cognitive load in urban spaces.

Community agency through project, based learning in Southwark.

CURRICULUM PROGRESSION MAP

KEY STAGE	ELEVATION PHASE	CURRICULAR FOCUS	COMMUNITY MILESTONE
Key Stage 3	Awakening	Foundations of local geography, sensory connection to the Thames path, identifying community safe zones, and the demystification of local institutional language.	Emerging Competence: Identifying core local assets and individual travel safety.
Key Stage 4	Change	Applied AQA logic, forensic analysis of the Tate Modern, performance at the Globe, and networking with local businesses in Borough Market.	Technical Mastery: Application of social and academic skills to real, world urban contexts.
Key Stage 5	Autonomy	Higher education readiness at LSBU, sustainable workplace math in the Shard, professional advocacy for the borough, and independent community navigation.	Synoptic Autonomy: Creation of a Southwark Legacy portfolio for adult life.

INTEGRATED SUBJECT STRANDS

MATHEMATICS

Spatial geometry of the Bankside architecture and fiscal logic of local trade.

ENGLISH

Narrative arcs at the Globe and advocacy scripts for community rights.

SCIENCE

Ecology of the Thames and the physics of the LSBU innovation hubs.

VOCATIONAL

Micro, placements with local businesses and professional networking.

SIGNATURE EXPERIENCE

PHASE INTENT

To demystify the local urban environment as a logical and predictable tool. In this phase, we focus on identifying personal connection to Southwark and the concept of a "Safe Base" within the city. We utilise student interests to frame the first encounters with local landmarks, removing the abstraction that often causes social and sensory anxiety.

The Golden Hinde Logistics Audit

Students perform a systemic audit of the Golden Hinde, identifying how spatial logic and limited resources required forensic planning for historical navigation.

SPATIAL ASSETS

Mapping the Thames path for sensory safe zones, identifying low, arousal routes between the school sanctuary and the Bankside corridor.

LINGUISTIC ASSETS

Building a vocabulary of the borough, moving from simple directions to the naming of civic institutions as sources of community protection.

RESILIENCE ASSETS

Normalising the sensory load of the city through solution focused navigation, preventing the catastrophic response to crowded urban spaces.

KEY STAGE 4: THE CHANGE PHASE | TATE MODERN AND SHAKESPEARE'S GLOBE

ACADEMIC SCAFFOLDING

PHASE INTENT

Transitioning to formal academic rigour through the AQA lens. We move toward external application, where students learn to critique contemporary art and classical performance, navigating the social complexities of major cultural institutions with clinical precision.

AQA ENGLISH

Analysing character and narrative arc within the Globe's performances.

AQA ART & DESIGN

Evaluating the visual logic and cultural significance of Tate Modern installations.

STRAND	CHANGE: THE NEXT STEP	SIGNATURE EXPERIENCE
Visual Literacy	Forensic auditing of visual symbols at the Tate, interpreting abstract concepts as informational data.	"The Curator's Critique" project, drafting a neuro, affirming review of a Turbine Hall installation.
Communication	Mastering the social rules of the theatre, interpreting non, verbal cues and dramatic irony at the Globe.	"The Groundling's Narrative", performing a short dramatic script within the Globe's education studio.
Social Agency	Evaluating the inclusivity of cultural spaces, identifying barriers and proposing adjustments for neurodivergent audiences.	"The Access Audit", creating a digital accessibility guide for Southwark cultural sites.

KEY STAGE 4: THE CHANGE PHASE | BOROUGH MARKET AND LOCAL BUSINESS

In this secondary stage of the Change phase, the student moves from being a consumer of the community to an active participant in its economic life. We focus on the forensic logic of local business, using Borough Market as a primary laboratory for commerce, supply chain math, and professional networking.

VOCATIONAL SUPERPOWER MAPPING

We map student superpowers—such as forensic attention to detail or systemic logic—directly to the professional requirements of local SMEs. This ensures that every community interaction is a building block for future employability and self-worth.

ENTERPRISE TASKS

Borough Market Logistics: Decomposing the supply chain of a local vendor, from origin to transaction.

Business Networking: Practising formal greeting scripts and technical queries with local entrepreneurs.

Micro-Placements: Engaging in three, hour vocational observations with local community partners.

The realisation of full academic and vocational self, advocacy. In Key Stage 5, the student is no longer a recipient of instruction but an active author of their own future. We utilise London South Bank University (LSBU) as a clinical sanctuary for higher academic inquiry, ensuring students possess the forensic brokerage required to navigate university systems and professional career paths.

ACADEMIC INQUIRY

Navigating the LSBU library and innovation pods, practising independent research using university, grade digital assets.

UNIVERSITY LOGIC

Decomposing the social and sensory load of campus life, mapping quiet zones and identifying student support structures for autonomy.

PROFESSIONAL BROKERAGE

Leading transition meetings with HE admissions tutors, articulating superpowers and required adjustments with professional pride.

SIGNATURE EXPERIENCE: THE LSBU INNOVATION PROJECT

Student produces a forensic research paper on a local Southwark innovation, utilizing the LSBU academic framework and presenting their findings to a university lead professional.

KEY STAGE 5: THE AUTONOMY PHASE | INDEPENDENT CITIZENSHIP AND LEGACY

INDEPENDENT ADULTHOOD

Transport Mastery: Planning regional journeys across London using multimodal GPS logic, starting from the Southwark hub.

Legal Literacy: Understanding community rights, interpreting council documents, and practising civic participation in Southwark ballots.

Workplace Agency: Managing the transition to a long, term vocational placement within the Shard or the More London professional district.

THE SYNOPTIC SOUTHWARK PORTFOLIO

The final outcome of the programme is the creation of a Southwark Legacy Portfolio. This student, authored document captures a year of community agency, detailing their micro, placements, academic inquiry at LSBU, and their formal contribution to the borough's cultural life. It serves as the definitive evidence of their readiness for adulthood.

LEGACY

AGENCY

WORTH

PRACTITIONER IMPLEMENTATION GUIDE

THE DDP COMMUNITY RHYTHM

- 1. Site Attunement:** Staff perform a sensory audit of the Southwark site before student entry.
- 2. Forensic Modelling:** Adult leads demonstrate the social scripts required for the specific location.
- 3. Guided Navigation:** Student explores the cultural or business asset with clinical scaffolding.
- 4. Independent Agency:** Student executes a self, directed task within the community sanctuary.
- 5. Relational Reflection:** Post, visit appreciation of superpowers utilised during the journey.

SEND INCLUSIVE ADJUSTMENTS

- Accept video, based "Travel Logs" as evidence of community navigation.
- Use visual "Escape Route" maps for high, load sites like Borough Market.
- Colour, coded logic for institutional symbols (e.g. LSBU vs Tate).
- Pre, rehearsed restorative repair scripts for urban social friction.

STATUTORY DECLARATION AND AUDIT

I verify that this programme of study fulfills the requirements for building cultural capital and personal development. It is designed to support the Autonomy Pathway and ensure that no student falls through the cracks of the urban environment.