



**MUNTHAM HOUSE SCHOOL**

**MOTORCYCLE  
MECHANICS  
POLICY**

## **Motorcycle Mechanics Policy**

### **Intent**

The Motorcycle Mechanics curriculum is designed to provide a highly engaging, practical and therapeutic learning experience tailored to meet the individual needs of students. The primary aim is to foster a structured workshop environment where pupils feel safe, valued, and motivated to learn.

The curriculum promotes the development of essential mechanical skills, including the ability to carry out risk assessments, identify hazards, and work safely with a range of hand and power tools. Pupils are encouraged to explore how motorcycles function at their own pace, building fundamental knowledge through hands-on tasks.

The course is structured around AQA Unit Awards, which offer flexibility and allow students to progress at a comfortable pace.

These units include Use of Tools, Motorcycle Maintenance, Braking Systems, Replacing Tyres, Wet Clutch Replacement, Rebuilding a Carburettor, Painting and Plastic Repair, and Making a Metal Product.

The curriculum also supports the development of fine motor skills, problem-solving abilities, and memory recall through repetition and a gradual reduction of support.

By offering a rich and varied curriculum, the course aims to spark interest, build self-esteem, and potentially inspire future hobbies and/or careers. It also introduces students to different pathways and occupations within the mechanical trades, and integrates cross-curricular learning such as budgeting, reading technical diagrams, and understanding environmental impacts, making learning meaningful and relevant.

### **Implementation**

Motorcycle Mechanics is introduced in late KS3 through Design Technology lessons, providing early exposure to basic mechanical concepts. From the start of KS4, students can opt to take Motorcycle Mechanics as a chosen subject. The curriculum is delivered in a modular format, allowing for flexibility and personalisation based on each pupil's interests, strengths, and needs.

In Year 10, students begin with the 'Use of Tools' and 'Motorcycle Maintenance' modules, focusing on tool identification and function, workshop safety, and basic maintenance tasks. The tasks within these modules are revisited multiple times, gradually reducing support each time, to reinforce learning and build independence. Once the first two modules are complete, pupils progress to more specialised modules such as 'Braking Systems' and 'Replacing Motorcycle Tyres', which require them to recall and apply previously learned skills. Again, students revisit each task within these modules (as well as the previous ones) multiple times with reduced support. This spiral curriculum design ensures that knowledge is built progressively and securely. By the end of year 10, pupils should have completed at least three of the previously mentioned modules.

Once in Year 11, students are given the option to choose two of four more advanced modules to continue with: Wet Clutch Replacement, Rebuilding a Carburettor, Painting and Plastic Repair, or Making a Metal Product, based on their interests. This choice-based approach empowers pupils and helps to further support engagement, particularly for those

who benefit from autonomy and relevance in their learning. Throughout all modules, there is a consistent emphasis on workshop safety and risk assessment, with students required to demonstrate their understanding of hazards, how to identify them and how to reduce the risks.

The curriculum is highly adaptable, allowing for integration of multiple modules if a student wishes to work on a specific motorcycle or engine. This flexibility ensures that learning remains engaging and personalised. Once students have completed a number of modules and are able to demonstrate a basic understanding of motorcycle mechanics and workshop safety, they are given the opportunity to undertake real-world projects, applying their skills collaboratively to repair or modify motorcycles. These projects also serve as opportunities to complete any remaining modules.

For students who wish to continue into Post 16, further project work is offered, as well as any remaining AQA awards. Some students may also be offered mentoring roles, enabling them to support younger learners and consolidate their own skills. This peer-led approach fosters leadership, confidence, and a sense of responsibility.

### **Impact**

The impact of the Motorcycle Mechanics curriculum is seen in the practical skills, personal growth, and qualifications students achieve. Pupils complete multiple AQA Unit Awards, demonstrating competence in both basic and advanced mechanical tasks. The modular structure ensures that students remain on track by completing at least one unit per term, with progress monitored through practical coursework. By the end of the course, competent students should be able to identify hazards, carry out mental risk assessments, and work safely and mostly independently in a workshop setting.

Beyond technical skills, the curriculum supports SEMH and SEND students in building self-confidence, resilience, and a sense of achievement. Pupils gain insight into various career pathways within the mechanical trades and are equipped with the foundational skills needed to pursue further education, apprenticeships, or personal projects. The personalised and flexible nature of the course ensures that all students, regardless of their starting point, can experience success and leave with a positive, empowered view of their capabilities and future potential.

### **Risk Assessments**

- Before working in the Motorcycle Mechanics workshop, students are required to produce a workshop map, showing their knowledge of where safety equipment, PPE, and emergency shut-off switches are located.
- Students are required to watch demonstrations on how to safely use or operate workshop equipment. They must then demonstrate that they understand how to operate and safely use this equipment. This information is available on the intranet and is updated regularly.
- Emergency equipment is on hand in the workshop, including spill kits, fire extinguishers, a first aid kit, emergency eye wash, and emergency stop switches.
- Workshop machinery is located in such a way that other students cannot enter the immediate working area of each machine while someone else is using it. This significantly reduces risks around dangerous tools.
- All hazardous materials and chemicals are kept in the locked Haz-Chem cupboard in a separate locked storeroom to reduce risk.