

Ysgol Hendrefelin



Curriculum Policy

MONITORING AND EVALUATION OF POLICY

<i>Policy Type:</i>	<i>School based Policy</i>
<i>Review Cycle:</i>	<i>Annually</i>
<i>Last Review Date:</i>	<i>December 2025</i>

Curriculum Definition

Ysgol Hendrefelin school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

Legislative Framework

Our curriculum is developed in accordance with the *Curriculum and Assessment (Wales) Act 2021*, the *Additional Learning Needs and Education Tribunal (Wales) Act 2018*, and the supporting *Additional Learning Needs Code for Wales 2021*. These laws make the Curriculum for Wales statutory and place duties on schools to identify and meet additional learning needs (ALN) through person-centred planning and provision. Our policy also reflects the rights of children and young people under the *United Nations Convention on the Rights of the Child* (UNCRC) and the *United Nations Convention on the Rights of Persons with Disabilities* (UNCRPD).

Vision

At Ysgol Hendrefelin, we recognise and respond to the individual needs of each pupil, through supportive and challenging learning experiences, in a secure and respectful environment.

We aspire to achieve this by:

- Ensuring a safe, caring and inclusive environment, with an emphasis on recognising, respecting and celebrating diversity, with the view to developing responsible citizens of the future.
- Encouraging pupils to develop a positive attitude and responsibility for their own learning, celebrating success and promoting independence.
- Maintaining high expectations in terms of partnership in learning attendance and behaviour.
- Provide a broad, balanced and relevant curriculum, including the National Curriculum, which is organised and delivered to meet the needs of the pupils and prepare them for adult life.
- Providing a wide range of qualifications in order to meet the future needs of pupil on their chosen career path.

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- Work closely in partnership with parents, carers, staff and other professionals and the local community.
- Provide a positive well-resourced school, staffed by trained and committed professionals, managing funding and resources in an effective and efficient manner.

Curriculum Aims

To make Ysgol Hendrefelin's vision a reality for our learners, our curriculum will:

- *Enable our learners to realise the four purposes and equip them for ongoing learning, work and life.*
- *Build high expectations and enable all learners to achieve their full potential.*
- *Offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues.*
- *Support progression along a continuum of learning.*
- *Support our learners' health and well-being, including their mental health and well-being.*
- *Support our learners' development of knowledge that is the foundation of being an informed citizen.*
- *Recognise our learners' identity, language(s), ability and background and the different support they may need given their circumstances.*
- *Reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world.*
- *Enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in*

the future, including well-being, sustainable development and citizenship.

- *Support our learners to critically engage with a range of information and to assess its value and validity.*
- *Enable our learners to develop an understanding of their rights and the rights of others.*
- *Be built in co-construction with our stakeholders (learners, families and the wider community).*
- *Enable our learners to develop a wide range of skills and qualifications for their continued learning journey.*

Curriculum Structure and Design

The Four Purposes

The four purposes are the aspiration for all learners in Wales.

Our curriculum is designed so that all our learners will be supported to develop as:

Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenges
- are building up a body of knowledge and having the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use numbers effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and

evaluate critically what they find

- ready to learn throughout their lives

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit
- are ready to play a full part in life and work

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet
- are ready to be citizens

of Wales and the world

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can
- are ready to lead fulfilling lives as valued members of society.

The four purposes are the starting point for all decisions around curriculum design.

Ysgol Hendrefelin's curriculum is planned in a way that supports our learners to make progress toward these.

Integral Skills

The four purposes are also underpinned by integral skills which will be developed through a wide range of teaching and learning within our curriculum.

Creativity and innovation

Our curriculum will be designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

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- be curious and inquisitive and generate ideas.
- link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions.
- be able to identify opportunities and communicate their strategies.

This will support our learners to create different types of value.

Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence and situations.
- analyse and justify possible solutions, recognising potential issues and problems.
- become objective in their decision-making, identifying and developing arguments.
- be able to propose solutions which generate different types of value.

Personal effectiveness

Our curriculum will be designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness, helping them to become confident and independent.

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- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments.
- evaluate their learning and mistakes, helping them to identify areas for development.
- become responsible and reliable.
- be able to identify and recognise different types of value and then use that value.

Planning and organising

Ysgol Hendrefelin's curriculum will be designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:

- set goals, make decisions and monitor interim results (where developmentally appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check for accuracy and be able to create different types of value.
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their well-being they should encounter experiences where they can respond positively in the face of challenge, uncertainty or failure.
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

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Areas of Learning and Experience (AOLEs)

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas)

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

All Areas have equal status within our curriculum.

Statements of What Matters

Ysgol Hendrefelin's curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the statements of what matters.

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

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Our curriculum uses the statements of what matter to guide the selection of all curriculum content. Specifically, they are used to:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the 'big ideas' and key principles within each statement
- support our learners' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.

Descriptions of Learning

At Ysgol Hendrefelin, we have chosen to use the descriptions of learning as a planning tool to support selection of a wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum.

Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our learners' outcomes at a particular point on the continuum.

Progression

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear, and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the principles of progression for each Area to inform our approach to progression. Progression in Mathematics and Numeracy also involves the development mentally of five proficiencies which are connected and interdependent.

Mandatory Curriculum Elements

Our curriculum will include:

- Welsh
- English
- Relationships and Sexuality Education (including the details of the Relationships and Sexuality Code)
- Religion Values and Ethics (RVE)
- The cross-curricular skills (literacy, numeracy and digital competence)

Relationships and sexuality education

Relationships and sexuality education (RSE) within our curriculum is planned using the RSE Code and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

Please see our RSE policy for more details.

There is no right to withdraw from RSE.

RVE is a mandatory subject within the Humanities AoLE

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area.

There is no right to withdraw from RVE.

Cross-curricular skills

We believe that the mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for our learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Ysgol Hendrefelin's curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

Cross-Cutting Themes

[Cross-cutting themes for designing your curriculum - Hwb \(gov.wales\)](#)

Relationships and Sexuality Education (RSE)

Ysgol Hendrefelin's curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.

Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we

serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours and skills required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of

meaningful experiences in learning, work and entrepreneurship

- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the four purposes.

Ysgol Hendrefelin's curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it

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- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

Learner Choice/Voice

Ysgol Hendrefelin's curriculum will provide learners moving from year 9 to year 10 with a choice of learning within each Area and opportunities to work towards/gain suitable qualifications.

For learners in year 10 and year 11, our curriculum will secure learning in all the Areas although not everything from the statements of what matters for each Area will be covered. Pupils are offered a range of qualifications at different levels in each area of learning so that they have a wide and balanced curriculum. They can select options according to their interests, skills and abilities from these areas:

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Curriculum Area	E3	E3/ Level 1	Level 1/2	Vocational/ Recreational
Language literacy and communication	Entry level English	Entry level English / GCSE English	GCSE English	Mechanics Construction Carpentry CSCS Card First Aid Grass Cutting and Strimming Hair and Beauty D OF E Gym Swimming Cookery Bike maintenance
	Entry pathways Welsh – second language	Entry pathways Welsh – second language	Entry pathways Welsh – second language	
Maths and Numeracy	Entry level Maths and Numeracy	Entry level Maths and Numeracy / GCSE Maths	GCSE Maths and Numeracy	
Science and technology	Entry level Science	Entry level Science / GCSE Double award applied Science	GCSE double award science	
	Entry pathways ICT user	Entry pathways ICT user	GCSE Biology Entry pathways ICT user GCSE ICT	
Humanities	Entry Pathways Humanities	Entry Pathways Humanities	GCSE History	
Creative arts	Entry pathways – Creative media and performance arts	Entry pathways – Creative media and performance arts WJEC – Vocational level 1 / 2 Creative media Art GCSE	WJEC – Vocational level 1 / 2 Creative media ART GCSE	
Health and Wellbeing	BTEC SWEET	BTEC SWEET	BTEC SWEET	
	Entry Pathways – Health living and fitness	Entry Pathways – Health living and fitness	GCSE PE	

A Curriculum accessible to all

Through the design of our curriculum, we ensure it:

- is suitable for each learner’s age, ability and aptitude
- takes account of each learner’s additional learning needs (ALN),
- secures broad and balanced learning and teaching for each learner
- makes arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress
- identifies and responds to additional learning needs early through person-centred planning, ensuring that learners who require it are provided with an Individual Development Plan (IDP) in accordance with the ALN Act 2018 and ALN Code for Wales 2021.

- uses a range of inclusive pedagogies (for example multi-sensory teaching, scaffolded tasks, assistive technology and Descriptions of Learning to promote autonomy, engagement and meaningful progress.
- secures accessibility arrangements and reasonable adjustments, including accessible environments and technology, communication aids and differentiated assessment arrangements, so that barriers to participation are removed.
- adopts a rights-based approach, in line with the UNCRC and UNCRPD, recognising the voice of each pupil and their parents/carers in all decisions affecting them.

Learning and Teaching

Ysgol Hendrefelin's vision for learning teaching is:

to create visible and real change in the lives of all learners within Ysgol Hendrefelin, be it cognitive, social, or personal, preparing learners for their next steps beyond our school, including in the workforce, their communities and their personal relationships. We recognise that teaching and learning must be adaptive and inclusive. Through close collaboration between teachers, the ALNCo and other professionals, provision is designed around each learner's strengths and needs. This includes the use of assistive technology, multi-sensory approaches, scaffolded tasks and Routes for Learning to support pupils with profound and multiple learning difficulties. Classrooms and resources are made accessible, enabling every learner to participate and progress.

Assessment

The purpose and role of assessment within our curriculum

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement and learner control (appropriate to the stage of learning), rather than of covering a body of content. Progression is not linear and different

learners are likely to progress in markedly different ways.

Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

Assessment is an ongoing, collaborative process. Teachers, the ALNCo, therapists and other professionals work together with parents/carers to gather information from multiple sources, including observation, learner voice and assessment of well-being. This informs the creation of person-centred plans and targets that are regularly reviewed.

Reasonable adjustments are made to assessment arrangements wherever necessary. We use a range of assessment methods, including observation, portfolios, bespoke tasks and the Routes for Learning materials for pupils with very complex needs. Assessment outcomes are used to plan learning, agree targets and determine any further interventions or specialist support.

Appendix: Related documents and legislation

- *Curriculum and Assessment (Wales) Act 2021*
- *Additional Learning Needs and Education Tribunal (Wales) Act 2018*
- *Additional Learning Needs Code for Wales 2021*
- *United Nations Convention on the Rights of the Child (UNCRC) and United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)*
- *Equality Act 2010 and the Public Sector Equality Duty*
- *Education Act 1996 and the SEN Code of Practice for Wales*
- *Curriculum for Wales statutory guidance, including cross-cutting themes and Religion, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE) guidance*
- *Routes for Learning materials and supporting resources for pupils with profound and multiple learning difficulties*
- *Welsh Government guidance on person-centred practice and Individual Development Plans (IDPs)*

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Policy Review Record:

Policy Review		Signature	Signature
Date approved by Governors	15/11/2023	<i>Mr R. Blank</i> (Chair of Governors)	<i>Mr L. Lewis</i> (Headteacher)
Date Reviewed	16/12/2025	<i>Mr R. Blank</i> (Chair of Governors)	<i>Mr L. Lewis</i> (Headteacher)