



EHS Curriculum Policy

Name of Policy / Procedure	Curriculum Policy
Issue date	September 2022
Review date	September 2025
GB committee responsible for the policy / procedure	Curriculum
Staff member responsible for writing, reviewing and updating the policy / procedure	LE
Person responsible for monitoring implementation of the policy / procedure	AS
Workload impact assessment (see below)	High

Teacher Workload Impact Assessment

High impact: Policy implemented by teachers on a daily / weekly basis
Medium impact: Policy implemented by teachers on a monthly / termly basis
Low impact: Policy implemented by teachers on an annual basis
n/a Policy is not implemented by teachers.



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Related Policies

The Curriculum Policy takes account of, and should be read in conjunction with, the following policies:

- Religion, Values and Ethics
- Relationships and Sexuality Education
- Careers and the World of Work
- Teaching and Learning

'A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.' (*CfW Guidance*)

Rationale: Why We Teach It

Elfed High School provides a curriculum which is balanced and broadly based. The curriculum includes timetabled activities and extracurricular experiences and activities which promote the spiritual, moral, cultural, mental and physical development of all its students and prepares them for the opportunities, responsibilities and experiences of adult life – so that they are 'ready to thrive in the wider world'.

Aims: Why We Teach It

The aim of our curriculum is to support all of our students to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

We will:

- Cater for the needs of individual children from all ethnic and social groups, including those with Additional Learning Needs
- Facilitate children's acquisition of knowledge, skills and experiences which will help them to progress

How We Design Our Curriculum

The Governing Body endorses the fundamental principles which must be applied to the curriculum. In this context the curriculum must have the following qualities:

'Freedom of choice should be underpinned by robust, evidence-based process of curriculum design, where the aim is always to help learners to realise the four purposes.' (CfW Guidance)

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- *Broad and balanced:* develops the whole child in realising the four purposes
- *Challenge:* the highest expectations on all students, of all abilities
- *Coherent mapping:* learning is well sequenced so students make excellent progress
- *Meaningful:* learning is made relevant to students and our context
- *Focused:* content focuses on What really Matters – depth not breadth
- *Authentic connections:* links across areas are meaningful and aid learning

It is the policy of the Governing Body that these four principles will apply to the formal education of every child. Every effort must be made to enable children with Additional Learning Needs to follow a curriculum based on these four principles.

What We Teach

Lower School (Years 7-9)

The Lower School curriculum complies with the requirements of the National Curriculum (2008) and Literacy and Numeracy Framework. In Year 7, students are following Curriculum for Wales. The school will formally adopt Curriculum for Wales from September 2023.

The Lower School curriculum consists of:

- Languages, Literacy and Communication: English, Welsh, French
- Mathematics and Numeracy: Maths
- Science and Technology: Science, Technology, Digital Technology
- Health and Well-being: Mindfulness, Well-being, Physical Education
- Expressive Arts: Art, Dance, Drama, Music
- Humanities: Geography, History, Religion, Values and Ethics

Upper School Curriculum (Years 10 and 11)

The school complies with the requirements of the Learning and Skills (Wales) Measure 2009 for learners aged 14-19 years, in addition to the National Curriculum (2008) at Key Stage 4.

In Upper School, the curriculum consists of

- Compulsory subjects: English, Welsh Second Language, mathematics, science and religious studies, physical education;
- Wider core offer: Careers, Financial Education, Equality and Diversity
- PSE (including sex education);
- a broad range of academic and vocational courses leading to external qualifications

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A small number of KS4 students undertake extended work placements organised by Careers Wales in Year 10 and 11. This provision is offered to students who require a learning pathway which is different from or additional to the differentiated curriculum available to all students.

Mandatory Cross-Curricular Skills

The curriculum enables learners to develop competence and capability in literacy, numeracy and digital competence and, where there are opportunities, to extend and apply them across all Areas. The development of these skills is the responsibility of all practitioners.

It is the belief of the Governing Body that these are opportunities to develop these skills are *meaningful* and developed through *authentic connections*.

Students are given opportunities across the curriculum 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

The Welsh Dimension and Cwricwlwm Cymreig

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners, helping learners to understand the distinctive quality of living and learning in Wales enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Delivery of the Curriculum

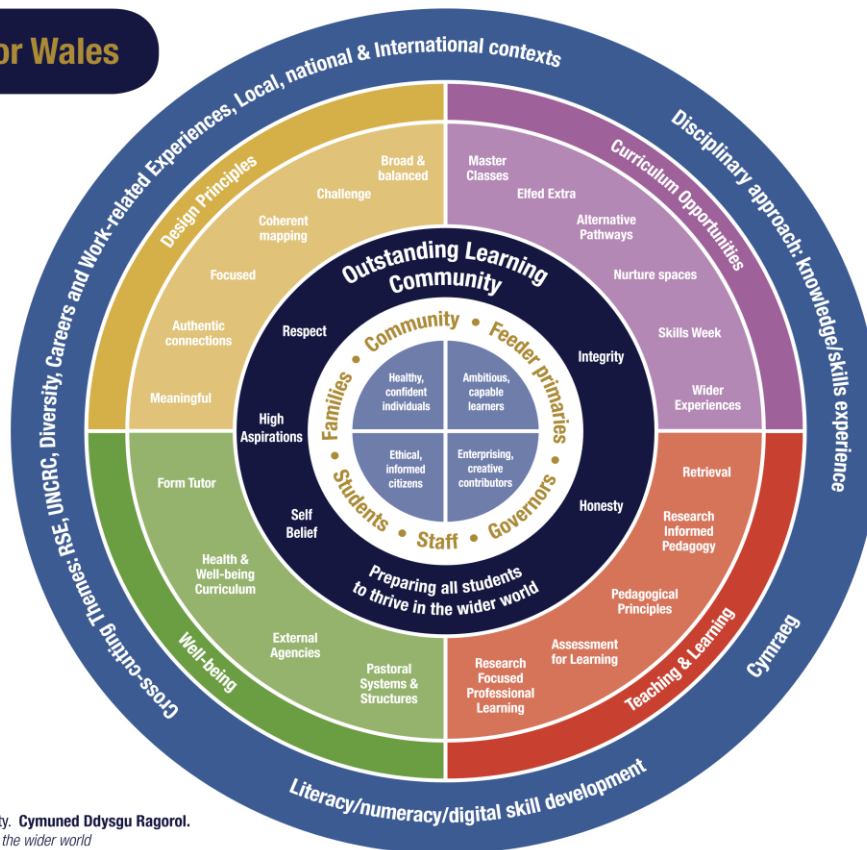
The Governing Body believes that a curricular policy based upon the principles and content outlined above should provide that range of learning experiences which will develop knowledge, skills and experiences which will prepare our students so that they are 'ready to thrive in the wider world'.

The school must produce detailed long and medium term plans that are in line with National Curriculum expectations and specification content. The leadership of the curriculum should be seen as a priority and support should be given to less experienced teachers in order that they may ensure its effective delivery.

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EHS Curriculum: Infographic

Curriculum for Wales



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 Preparing all students to thrive in the wider world

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