



Ysgol Bethania

Primary Curriculum Policy

Signed by:

_____	Headteacher	Date: _____
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Director/Proprietor

Date: 26/05/2026

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Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Curriculum intent](#)
4. [School ethos and aims](#)
5. [Organisation and planning](#)
6. [Remote learning](#)
7. [Subjects covered](#)
8. [PSHE](#)
9. [Reporting and assessment](#)
10. [Equal opportunities](#)
11. [Supporting pupils with ALN](#)
12. [Extra-curricular activities](#)
13. [Monitoring and review](#)

Statement of intent

At Ysgol Bethania, we value our pupils' education and aim to provide a broad and balanced curriculum accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence to the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental, and physical development of pupils at our school and of society.

This policy outlines our commitment to developing a well-rounded, robust, and bespoke curriculum, along with the procedures for its creation.

Intent, Implementation and Impact (Website Summary)

Intent

At Ysgol Bethania, our curriculum is designed with every child's learning, wellbeing and future success at its heart. We provide a broad, balanced and bespoke curriculum aligned to the Curriculum for Wales, so that all learners—including those with Additional Learning Needs (ALN) and English as an Additional Language (EAL)—can flourish. Through rich learning experiences across the six Areas of Learning and Experience, we nurture confident, capable learners who are kind, resilient, curious and ready for life beyond school.

- **Ambitious, capable learners** who develop strong literacy, numeracy, digital and communication skills.
- **Enterprising, creative contributors** who think imaginatively, solve problems and make meaningful connections across subjects.
- **Ethical, informed citizens** who respect diversity, understand values, and engage with contemporary Wales and the wider world.
- **Healthy, confident individuals** who build positive relationships, self-esteem and lifelong habits for physical and emotional wellbeing.

Implementation

We implement our curriculum through carefully planned teaching and learning that is responsive to pupils' needs and interests. Learning is sequenced through long-, medium- and short-term planning and is enriched by cross-curricular links, purposeful experiences and strong partnerships with families and the local community. Our small class sizes (no more than five pupils per class) enable high levels of support, challenge and personalisation.

- **Six Areas of Learning and Experience:** Expressive Arts; Health & Well-being; Humanities; Languages, Literacy & Communication; Mathematics & Numeracy; Science & Technology.

- **Welsh language and culture:** we promote “Accidental Welsh” to build confidence with everyday Welsh in a natural, inclusive way.
- **Inclusive pathways:** learners with complex needs access Engagement and Formal Curriculum approaches, including the Equals Semi-Formal and Formal Curriculum, personalised to individual strengths and next steps.
- **High-quality teaching:** lessons typically include an introduction and thinking time, a main teaching event and a plenary, using a range of approaches (discussion, modelling, practical tasks, structured teaching and appropriate assessment).
- **Wellbeing and relationships:** PSHE and RSE are woven through the curriculum, alongside four PSHE days per year focusing on safety, online safety, anti-bullying and healthy eating.
- **Assessment that supports learning:** termly informal assessment and, where possible, national assessments inform teaching, targets and support.
- **Enrichment:** trips, visits and extra-curricular opportunities build independence, confidence, teamwork and real-life application of learning.

Impact

Our curriculum helps pupils to make strong progress from their starting points and to develop the knowledge, skills and dispositions needed for the next stage of education and life. Pupils are supported to become increasingly independent, to communicate effectively, and to take pride in their achievements. Through a culture of high expectations, celebration and belonging, learners build confidence and are prepared to participate positively in their communities.

- Pupils **achieve to the best of their ability**, with learning adapted and personalised to remove barriers.
- Learners develop **secure foundations** in literacy, numeracy, communication and digital competence.
- Pupils show improved **wellbeing, resilience and positive relationships**, understanding how to stay safe and healthy.
- Children become **curious, reflective and critical thinkers**, able to apply learning across contexts.
- Pupils demonstrate **respect for diversity** and an understanding of values, fairness and inclusion.
- Learners are increasingly **ready for transition**, with the confidence and skills to engage successfully with future learning and life beyond school.

Legal framework

This policy is written with due regard to all relevant **Welsh** and **UK-wide** legislation and statutory guidance. It reflects the legal duties placed on schools in Wales regarding curriculum design, assessment, inclusion, safeguarding, equality, and additional learning needs.

The following form the statutory basis for the curriculum at Ysgol Bethania:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- ALN Code for Wales 2021
- Curriculum and Assessment (Wales) Act 2021
- Social Services and Well-being (Wales) Act 2014
- Education Act 1996 (Wales)

This policy operates in conjunction with the following school policies

- Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Relationships and Health Education Policy
- Additional Learning Needs (ALN) Policy

Roles and responsibilities

The proprietor is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders, and teachers with regard to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all, based on the needs of young people.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the proprietor on an annual basis.
- Implementing the curriculum is inclusive and accessible to all, based on the needs of young people. Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Receiving reports on the progress and attainment of pupils and reporting these results to the proprietor.
- Making any necessary adjustments to the curriculum where required.

- Keeping up to date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the ALNCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the ALNCO and TAs to ensure those in need receive additional support and a bespoke curriculum.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with ALN to the ALNCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The ALNCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out ALN assessments where necessary and ensuring pupils receive the additional help they need.

- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At this school, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum must be broad and balanced, and that it offers pupils opportunities to grow as individuals as well as learners. Our school values input from its pupils, parents, and the local community on the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Our classroom teaching is based on no more than five pupils per class.

A full list of subjects available to our pupils is provided in [section 7](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama, design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- 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 particular 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;
- Fulfill all the requirements of the curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their thoughts on different topics.
- Enable pupils to develop their intellect, including their emotional development, ask questions, and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family, and peers.
- Enable our learners to realise the four purposes and equip them for ongoing learning, work, and life (ambitious and capable learners, enterprising, creative contributors, ethical, informed citizens, healthy and confident individuals, and are ready to lead fulfilling lives as valued members of society).

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy, and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Organisation and planning

The school's curriculum will be delivered over 190 days, with equal coverage throughout the school week.

Each school day will be split into two sessions and pupils will receive at least one break (lunch).

In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time when lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learned in the lesson and will address what will be covered in the next lesson.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g., visual, audio, and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g., using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role-playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering, and identifying** key themes within texts, dialogues, and films to help pupils coordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
- **Structured Teaching** – this involves breaking down complex tasks into smaller, more manageable steps. This approach can help learners with autism understand expectations and complete tasks successfully.

Teachers will plan lessons that are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g., by completing additional work beyond the academic level of their peers.

Teachers will plan lessons to accommodate pupils of mixed ability and make cross-curricular links where possible.

A full list of subjects covered in school is provided in [section 7](#) of this policy.

Teachers will give due consideration to pupils who require additional support with lesson planning and organisation.

Disadvantaged pupils and those with ALN and EAL will receive additional support, including dedicated time with TAs and access to specialist resources and equipment, as required.

TAs will be strategically deployed during lessons to assist pupils who require additional help while minimising disruptions where necessary.

Pupils with EAL will have the opportunity to develop their English skills throughout lessons, as needed.

Planning will be used to identify potential difficulties within the curriculum and to break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised to ensure pupils have full access to resources and equipment, providing a rich, varied learning environment that enables them to develop their skills and abilities.

Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy outlines how education will be delivered when pupils cannot attend school in person.

Areas of Learning

Our School Curriculum is designed to ensure learning and teaching that encompass all six areas of learning and experiences throughout the academic year; however, it will be adapted to meet pupils' needs.

The school will ensure every pupil has access to the following areas of learning :

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

Our school 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.	

Our Curriculum will include :

- ‘Accidental Welsh’ – This refers to our school creating a natural, low-pressure, everyday opportunity for children to use, recognise, and internalise Welsh across the school day, without formal teaching structures. It is a gentle and inclusive approach suitable for beginners and non-Welsh speakers.
- English
- RSE
- Religion, Values, and Ethics
- The cross-curricular skills (literacy, numeracy, and digital competence)
- Phonics
- Health and Wellbeing

Our school will ensure that pupils with complex needs, including those with autism, and those consistently working on a subject-specific learning path who, over time, are working at levels below age-related expectations, will access the Engagement and Formal Curriculum. At Ysgol Bethania, we use the Equals Semi-Formal and Formal Curriculum. This curriculum is open to personalisation. Pupils will have access to sensory and thematic approaches to learning, including:

Semi-Formal Curriculum

- Communication
- Independence
- Structured and Sensory Free Physical Well-Being
- Outdoor Learning
- The World Around Me

- Creativity and Aesthetics (Drama, Art, Music)
- Phonics

Formal Curriculum

- English
- Independence
- Mathematics
- Outdoor Schooling
- Physical Wellbeing
- Play and Leisure
- The world around us
- Phonics

Details on what is included in each subject's curriculum are provided in the subject-specific curriculum policy. All of these policies are accessible via the school website.

PSHE

Part of our curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

The schools will hold four PSHE days per year. Topics covered within these PSHE days are:

- Anti-bullying
- How to keep safe
- Online safety
- Healthy Eating

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

Reporting and assessment

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils, and pupils' parents.

Pupils will also complete national assessments when possible. The results of these assessments will be reported back to the headteacher, pupils, and their parents.

Assessment of pupils with EAL will take into account their age, length of time in the UK, prior education, and proficiency in other languages.

Special measures and a bespoke curriculum will be provided to pupils who require them, e.g., pupils with ALN, pupils who are ill, or pupils with conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

Equal opportunities

The school will not discriminate against, harass, or victimise any pupil, prospective pupil, or other members of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to discriminate on the basis of any of these characteristics will be disciplined in accordance with relevant school policies.

The school's curriculum will celebrate diversity, and the SLT is responsible for ensuring that it does not discriminate on any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

Supporting pupils with ALN

Pupils with ALN will receive the additional support and a bespoke curriculum they require, both academically and for their personal development, in line with the school's ALN Policy.

Pupils with ALN will work with TAs in smaller groups on lesson topics to ensure they do not fall behind their peers.

Pupils with ALN will not be discriminated against in any way, and they will have full access to the curriculum.

The progress of pupils with ALN will be monitored by teachers and reported to the ALNCO. The ALNCO will work closely with teachers to help them break down barriers to education for pupils with ALN.

Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils can participate in the available activities and trips. Wherever a pupil cannot participate, the trip or activity will be adapted to allow the pupil to take part.

Monitoring and review

This policy is reviewed annually by the headteacher and the proprietor.

Any changes to this policy will be communicated to all staff and relevant stakeholders.

The scheduled review date for this policy is 02/02/2027