



monmouthshire
sir fynwy



Cysgod
Y Coed

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Curriculum Policy

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2	July 2026	Jake Parkinson	Updated name Updated curriculum offer Updated enrichment / physical education offer

Associated documents

Developing our curriculum

When planning, designing and implementing our learner centred curriculum we collaborate with a range of stakeholders as appropriate including:

- learners and parents / carers;
- practitioners from the learners' previous, present and prospective schools and settings;
- the PRS Management Committee;
- the Local Authority and its commissioned providers.

Our person-centred approach places the learner at the centre at every stage of learning and of all decisions. One Page Profiles record progress, next steps, aspirations and pathways. Our approach is trauma-informed and rooted in restorative practice, which we know underpins sound pedagogy.

Aims

Our curriculum is designed to support our learners in overcoming those barriers that are preventing them from accessing mainstream provision and from participating fully in education. It is a learner centred curriculum that has high expectations and aspirations for each pupil. It is based on our unwavering belief that everyone has the ability to fulfil their potential and achieve great things. It is rooted in our understanding that what we become and achieve comes from engaging teaching, resilience, hard work and fantastic support.

Our curriculum is pupil centred. Our curriculum planning, design and implementation focuses on the following elements:

- nurturing and strengthening the health and well-being of each learner;
- systematic collaboration between learner, parents/carers, mainstream school and a range of providers;
- access to an inclusive curriculum that focuses on the individual needs of each learner;
- supporting the reintegration or transition of learners receiving our provision into mainstream or specialist provision, and/or enabling them to progress towards further education, training or the world of work.

The curriculum embraces the Curriculum for Wales and is specifically designed to meet the needs of our Cysgod y Coed community. The curriculum is planned to support and meet the needs of learners' mental, emotional, physical and social well-being. Learners who are not content, safe and secure will not learn effectively: well-being is a critical enabler of learning.

It promotes the spiritual, moral, social and cultural development of our learners and allows them to appreciate human creativity and achievement.

Our curriculum represents, celebrates, and values the rich diversity and inclusivity within our communities. It fully caters for the needs of learners for which English is not their first language and for learners with additional learning needs.

The important skills of speaking, listening, literacy and numeracy and digital competency are promoted throughout the curriculum at all key stages.

Four Purposes

The four purposes are at the forefront of the formal and informal curriculum offer. Skills and subject content, chosen from Areas of Learning and Experience (AoLE), are decided based on the learner and the promotion and embedding of these purposes and underpinning integral skills.

All learners within Cysgod y Coed (CyC) are challenged to become: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors;

ethical, informed citizens of Wales and the world; healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Breadth and Balance

Our CyC curriculum makes provision for learning and teaching that encompasses the Health and Wellbeing Area of learning and experience; as well as the mandatory RSE Code that is delivered at a developmentally appropriate level and develops the mandatory cross-curricular skills; in addition, and where reasonably possible and appropriate to do so, for learning and teaching in the other five areas of learning and experience.

Our Curriculum is rooted in:

Health and Wellbeing

The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It supports learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

What matters in this Area has been expressed in five statements which support and complement one another and should not be viewed in isolation. In order to achieve this holistic approach, teachers should seek to draw across all five statements when planning activities. Together they contribute to realising the four purposes of the curriculum.

Effective realisation of the vision described in this Area is fundamental to developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Learners can also be supported to become ethical, informed citizens of Wales and the world by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become enterprising, creative contributors ready to play a full part in life and work.

Relationships and Sexuality Education

RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

Schools and settings have an important role to play in creating safe and empowering environments that support learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, or sex, *gender* or sexuality.

Cross-curricular responsibilities

The new curriculum has three cross-curricular responsibilities: Literacy, Numeracy, and Digital Competency. Our curriculum brings together personalised learning so that learners can learn and develop these skills in authentic contexts. Cross-curricular rich tasks are planned and delivered to develop these skills.

Clear training is provided for staff to ensure the necessary joined up approach.

1. Literacy

Literacy is a priority skill; all learners need an understanding of written and spoken language to interpret the world around them. The PRS utilises many methodologies in addition to discreet Literacy and English lessons, and cross-curricular rich tasks and approaches. These include reading programmes, personalised interventions and opportunities to read for pleasure. Class teachers and teaching assistants read carefully chosen texts to the learners.

Personalised interventions are offered to identified learners as required. These are planned with clear targets and success criteria and designed with the learners.

2. Numeracy

Within CyC learners are taught the numerical skills needed to tackle real world problems by applying numerical reasoning and mathematical procedures. In addition to discreet Numeracy and Mathematics lessons, additional interventions are offered to identified learners who are not making the required progress.

3. Digital Competency

Within CyC many learners learn using ICT. This provides them with the hardware and, on occasions, the software skills that enable the confident, creative, and critical use of technologies and systems.

We believe it is a skill for life to be able to use the internet safely and be able to communicate responsibly. E-Safety is planned through class discussions and our Online Safety programme. Opportunities for learners to develop their digital skills are planned across the curriculum to enhance this learning. This cross-curricular approach allows the development of the following Digital Competency skills:

- Critical thinking and problem-solving – Marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.
- Planning and organisation – Implementing solutions, executing ideas, and monitoring and reflecting on results.
- Creativity and innovation – Generating ideas, openness, and courage to explore ideas and express opinions.
- Personal effectiveness – Reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Where appropriate, our curriculum includes learning and teaching in all six Areas of Learning and Experience.

The six Areas of Learning and Experience bring together familiar disciplines and encourage strong and meaningful links across them. The Curriculum for Wales guidance promotes collaboration and inter-disciplinary planning, learning and teaching, both within and across Areas. This will enable learners to build connections across their learning and combine different experiences, knowledge and skills.

Learning across CyC is context-centred and staff use their knowledge of pupils' progression, skills and current attainment, as well as their understanding of the interests of the child, to ensure that service-wide plans can be tailored to individual learners and groups of learners. This helps us to incorporate pupil voice into the planning. Staff within our school use service-wide plans to develop bespoke lessons, activities and experiences to address the 'What Matters' statements and, where reasonably possible and appropriate to do so, across the areas of learning and experience.

The six areas of learning and experience are:

Expressive Arts

Exploring art, dance, drama, film and digital media, and music.

Humanities

Learning about the world, society and events in the past and present. Exploring the challenges and opportunities that face us, and the actions we can take to safeguard the world and its people in the future.

Science and Technology

Understanding the importance of science and technology. Learning about design and engineering, living things, matter, forces and energy, and how computers work.

Mathematics and Numeracy

Understanding numbers. Using symbols in maths Exploring shapes and measurement. Learning about statistics and probability.

Languages, Literacy and Communication

Learning about languages. Understanding and using Welsh, English and other languages. Communicating in spoken, written or visual form. Studying and creating literature. This could include poetry, drama, film, fiction and non-fiction.

Health and Well-being

Learning how to look after your body and your mental health including your emotional well-being. Learning about healthy relationships and healthy eating. Understanding how to make good decisions and deal with influences.

Statements of What Matters

The 'Curriculum for Wales' guidance sets out the twenty-seven statements of what matters across the six areas of learning and experience. Within our PRS the 'What Matters' statements allow for the personalisation of learning across the range of AOLEs.

Our learning experiences

Cooking Skills

Students across our service thoroughly enjoy the cooking experiences they have each week. We have a specialised cooking room on site with a cooking lead, who ensures students get a balance between studying Food Preparation and Nutrition, and the practical element of cooking. As part of their work with food, students are taught how to cook and apply the principles of nutrition and healthy eating whilst instilling a love of cooking. Learning how to cook is a crucial life skill that enables learners to feed themselves and their future families affordably and well. For our KS4 learners, the skills acquired are put towards a Level 2 Cooking Skills qualification.

Enrichment Curriculum and Physical Education

Many of our EOTAS learners also can access our MonLife provision, with activities provided tailored to their needs. These are accessed at the Gilwern Outdoor Education centre or at other centres.

We use our grant funding to ensure our learners can access to a gym membership through MonLife, which forms part of their curriculum provision.

We also use grant funding to provide appropriate enrichment activities such as Dragon's Rugby sessions, to widen their participation in physical activities. 'Wellbeing Wednesdays' are also a vehicle for this.

Qualifications and Exams

The Year 10 and 11 curriculum is builds on the R to Year 9 curriculum and allows learners to achieve GCSEs, Entry Level Pathways qualifications, BTECs and other vocational qualifications.

BTEC Level 1 Vocational Studies

This qualification can achieved at an Award, Certificate or Diploma level, depending the number and level to which modules are completed.

The BTEC comprises of compulsory modules that promotes life skills and develops learners understanding of the opportunities available to them, either in further study or future employment.

There is an optional component of the BTEC Level 1 qualification in which learning takes placed in a very individualised way. Learners have the opportunity to choose modules that are meaningful to them and could provide vital experience for their life beyond school.

Sweet

The Sweet scheme provides our learners the opportunity to gain either a level 1 or level 2 BTEC in Personal Growth and Wellbeing, which can be equivalent to two GCSES. The Sweet PGW resource and qualification is everything students need to know about the world around them. It creates engaging conversations about big issues, develops life skills and promotes progression to further study and future employment. The PGW resource is a set of eight units, with each unit focusing on an essential area of learning. The units create engaging conversations about big issues, develop life skills and promote progression to further study and future employment.

BTEC Home Cooking

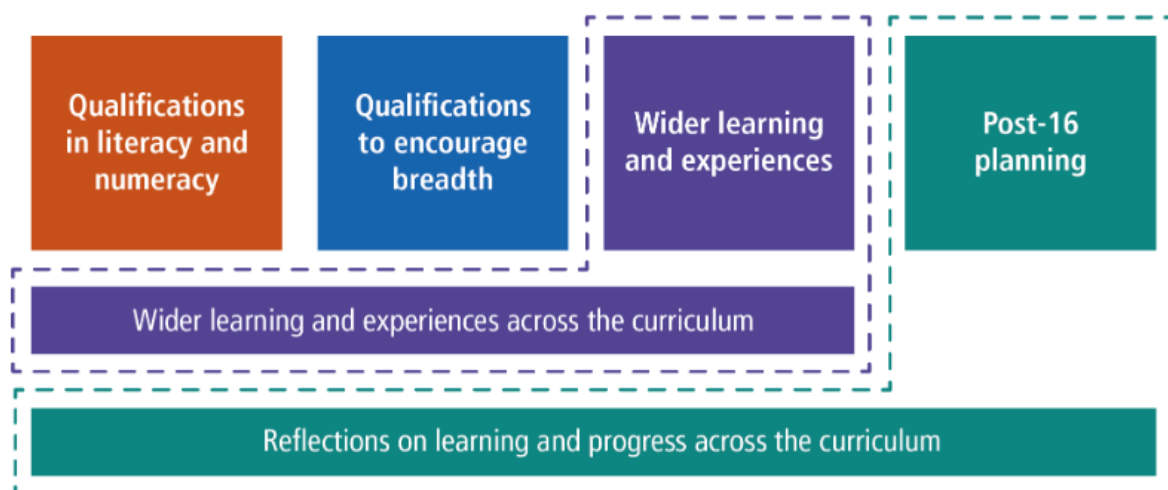
Having a firm understanding of a healthy lifestyle and diet can make a huge difference to learners within our service. By learning the benefits of a healthy lifestyle learners are more capable of making better choices to enable a longer, healthier life.

All learners within the PRS have access to cooking lessons, with the aim of them developing their cooking skills alongside learning to cook well balanced, healthy meals.

Our KS4 learners are offered the opportunity to complete a Level 2 Cooking skills qualifications. Throughout this qualification learners are taught a wide range of meals that are healthy and can be cooked on a budget.

Year 10 and 11 Curriculum and Qualifications

Our Year 10 and 11 curriculum is rooted in the four components of the learner entitlement



Curriculum Map – September 2026

Years R-9	Entry Level Pathways Level 1 Qualifications		Level 2 Qualifications	
Our KS3 Curriculum is rooted in the Health and Wellbeing AOLE. RSE is a core part of our offer	<i>LLC</i>	Entry Level English ESW Communication	<i>LLC</i>	GCSE English Language and Literature ESW Communication
	<i>Maths and Num</i>	Entry Level Maths	<i>Maths and Num</i>	GCSE Maths and Numeracy

The Cross-Curricular skills, Four Purposes, Integral skills and wider AOLEs are mapped throughout each Unit		TLM Financial Literacy		TLM Financial Literacy
	<i>Sci and Tech</i>	Health and Social Care NCFE Entry Level Science Animal Care	<i>Sci and Tech</i>	Health and Social Care NCFE
	<i>Health and WB</i>	SWEET PGW BTEC Home Cooking BTEC Vocational Level 1 BTEC First in Sport	<i>Health and WB</i>	SWEET PGW BTEC Home Cooking
	<i>Humanities</i>	BTEC Vocational Level 1 Equality and Diversity	<i>Humanities</i>	Equality and Diversity
	<i>Expressive Arts</i>	Arts Award TBC	<i>Expressive Arts</i>	Arts Award TBC

The service uses AQA Awards to provide accreditations for learners who need support in

developing confidence in their academic progress

The service awaits further information regarding the Wave 3 qualifications from WJEC. Initial

analysis suggests that we will want to deliver:

Skills Suite

Animal Care (Foundation and VCSE) plus two further VCSE / Foundation courses, as well as

Foundation English, Maths and Science

Curriculum delivery

Within our settings, our universal and targeted provision ensures that we are responding to the needs of all learners. Teachers map the needs of all learners and highlight any additional interventions or strategies needed that enable children to enjoy their learning and make progress.

For some learners a more individual approach is needed to enable them to access their learning. If this is required the teacher, ALNCO, family, and when appropriate the child, will work together through a person-centred approach to identify the strategies that can be implemented to enable the pupil to make progress.

In the Monmouthshire PRS, we work with learners in smaller, more focused groups, when compared with mainstream educational settings. This allows the planning and teaching of the curriculum to be more individualised and tailored specifically to meet the needs of the learners.

For our EOTAS Medical learners many of our lessons are delivered online, again in small numbers when compared to mainstream education. This enables our learners to receive individualised learning specific to them and allow for progression.

Progression and Assessment

Our learners will be provided with regular verbal feedback about their learning and how they can continue to take this forward. Regular questioning in lessons will support our teachers in gauging the learning taking place, ensuring that any misconceptions are addressed. Peer discussions, group work and pupil voice will encourage our learners to support each other inside and outside of the classroom setting.

Three times each year, and on entry to the school – children will be assessed by class teachers or support staff to build a baseline picture of literacy and numeracy skills. Assessments will take place each half-term, to gauge pupils progress and provide learners with precise next steps for development.

We use NGRT, Star Maths and PASS three times each year; these tools enable teachers to forensically examine learners' areas of strengths and areas of development. Teachers use the results of this tool to plan meaningful sequences of work that focuses on learners' areas of development, giving the greatest opportunity for progress to be made. We use the GL assessment PT tests at the end of Year 9 to generate target grades and help us define pupil pathways in qualifications in Year 10.

To further aid progression, a One Page Profile (OPP) is developed for each pupil. In conjunction with the learners, family members and outside agencies staff, have the

opportunity to ascertain some vital information about how best to support, their life goals and what is important to the pupil.

Each learners OPP is completed within two weeks on entry and is regularly reviewed every half-term.

Curriculum review

The curriculum is continuously kept under review. Quality assurance processes such as book scrutiny activities, learning walks, lesson observations and pupil, staff and parent / carer voice activities, provide a basis for ensuring our curriculum maximises the potential of all our learners. Quality assurance reports are regularly submitted to the Management Committee by the Head of CyC, in order to provide additional strategic support and challenge to the leadership team.

In Years R to 9, learners have opportunity to influence their learning pathways with individual study topics and thematic based learning. Forums such as the Pupil Voice programmes individual mentoring sessions and pastoral support provide further opportunities for learners to communicate their views on the curriculum. All learners have a person-centred plan and where possible curriculum provision will be tailored to meeting individual needs and aspirations.

Parents / carers engage in reviewing pupil progress, and this provides opportunities for parents / carers to raise their views on our curriculum design. Opportunities may include parent/carers surveys, Parent/Carer consultations, Pastoral Support Plan (PSP) meetings, Individual Development Plan (IDP) review meetings.

This policy was approved by the Management Committee

Signed: ... *Lwile* ... Chair of the Management
Committee

Date:8th July 2026.....

Signed:J. Parkinson..... Head of Cysgod y Coed

Date:8th July 2026.....