

Curriculum Cymreig Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Policy for Curriculum Cymreig

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils' ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **“Education in Wales: Our national mission (2017)**. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Wales is a country rich in cultural diversity and heritage. The Curriculum Cymreig is an entitlement of all pupils in Wales to be made aware of the particular environment, traditions and culture in which they live.

The National Curriculum Orders for Music, History, Geography, Art and Welsh itself are unique to Wales in their content. Curriculum Cymreig gives all pupils the opportunity to apply their knowledge

and understanding of their historical, geographical, economic, musical and cultural environment to their work across the whole of the curriculum.

Curriculum Cymreig is the uniqueness which defines the character and ethos of the Welsh school environment and will be interpreted differently in every school in the Principality.

This policy should be read in conjunction with the following whole school policies:

- Welsh Second Language
- Equal Opportunities
- Race Equality
- Art, Music, Geography, History
- Display
- Music

Aims

Our aims for the implementation of the Curriculum Cymreig at Trinity Fields are that all pupils can experience and gain:

- a sense of place and heritage;
- a sense of being Welsh;
- a sense of pride in Wales;
- a better understanding of the creative and expressive arts that are unique to Wales and the particular area of Wales in which the pupils live;
- an awareness of the religious beliefs and practices of Wales and the Christian tradition of Church and Chapel;
- an appreciation of the Welsh Language and its use in everyday situations.

Teaching strategies

As with all areas of the curriculum, a wide range of teaching strategies will be employed to provide a rich source of experiences and activities. These will include:

- Visits to places of interest: St. Fagans, Cardiff Bay, Brecon Beacons Visitors Centre, Cafarthia Park, Welsh Heritage Coast etc.
- Visitors coming to talk to the pupils about their specialisms: Welsh artists, Assembly Members, Welsh MP etc.
- Local and national celebrations: Saint David's Day Eisteddfod (poetry, art, music, dance etc.) etc.

Every opportunity will be taken to value, celebrate and record pupils' involvement with the local community and activities associated with Welsh history, culture and language.

The emphasis in learning and teaching will be on first hand experiences, with particular emphasis given to visiting places of importance within the past and present culture of Wales and their relationship to other areas of the curriculum. Pupils are also given the opportunity to participate in residential work as and when appropriate

Use of the Welsh Language

The school has a Welsh Second Language co-ordinator who is also responsible for developing bilingualism and Curriculum Cymreig throughout the school. Welsh labels and accompanying symbols have been introduced across the school.

All staff are encouraged to use simple Welsh greetings, words of thanks, responses to registration etc. where appropriate. Staff are also encouraged to provide some Welsh input (with Sign-a-long) in school and class assemblies.

Opportunities are given wherever relevant to implement the Curriculum Cymreig in all curriculum areas.

School library

There is a range of Welsh picture and story books in the school library. Additional books and resources are available from the local libraries.

School Eisteddfod

All pupils take part in an annual Eisteddfod during the first week of March. These celebrations culminate in a concert and award ceremony on March 1st and include: Welsh Folk dancing, Welsh songs, the story of Saint David, tasting Welsh food and singing the Welsh National Anthem.

A wide variety of competitions are organised that include:

- Home school competitions
- Cookery
- Collage
- Painting
- Handwriting
- Poetry
- Drawing

At Trinity Fields we are proud of our Welsh heritage and we aim to provide every opportunity for all pupils to develop an awareness and pride in the fact that they are citizens of Wales.

Resources

The school has an extensive range of resources to support the teaching of Welsh 2nd Language, Bilingualism and the Curriculum Cymreig. Full details of these resources will be found in the school's Welsh Second Language Policy.

Curriculum Cymreig is promoted through all subjects, for example, Welsh Artists are used within the Art Scheme of Work, Welsh music and musicians in Music, as well as specific ASDAN modules exploring themes such as Our Culture and traditions etc.

Role of the headteacher

The headteacher will ensure that this policy is implemented and updated as necessary.

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

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| Signed | | Headteacher |
| Signed | | Chair of Governors |

This policy will be reviewed in line with the school's policy review cycle.

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.