



The Lewis School/Yr Ysgol Lewis Curriculum Policy/Polisi Cwricwlwm 2026-2027

Signed (Chair of Governors)	
Signed (Headteacher)	
Reviewed (date)	July 2026
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The Lewis School Curriculum Policy

Rationale

At The Lewis School, our mission is simple: to ensure every pupil has the best possible chance in life. We achieve this by providing an education that delivers academic success, health, and well-being, preparing learners for the challenges, opportunities, and responsibilities of adult life.

We foster an environment built on high expectations, care, support, challenge, and respect, celebrating the uniqueness of every individual. Together, we create a thriving community through our shared commitment.

At The Lewis School we offer a curriculum that:

- Provides pupils with the opportunity to be ambitious capable learners, enterprising creative contributors, ethically informed citizens and healthy confident individuals who are ready to lead fulfilling lives as valued members of society;
- Builds self-confidence and wellbeing;
- The six Areas bring together familiar disciplines. Those individual disciplines play an important role, especially as learners progress and begin to specialize. Our curriculum promotes collaboration and cross-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;
- Is aspirational for all;
- Authentic;
- Is relevant and accessible to all;
- Motivates all pupils to want to learn in school and beyond.
- Facilitates pupils acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and become Learning Fit and considerate members of the community.

- All subjects will emphasize the teaching, learning, assessment for learning and progression in cross curricular skills.
- Makes provision for learning and teaching that encompasses each of the Areas, including the mandatory elements, including all the [statements of what matters](#).
- Learning and teaching includes the [RSE Code](#) and is developmentally appropriate for our pupils.
- Provides those learners moving from year 9 into year 10 with a choice of learning within each Area in line with the requirements of this framework guidance
- Provides appropriate progression which must be in accordance with the principles of progression set out in the Progression Code.
- Makes ongoing assessments arrangements to support learner progression throughout the school year. This more sophisticated understanding allows pupils to value how their learning contributes to these ideas and why it is important, rather than simply being able to recall isolated facts without understanding the context. This progression should be supported by a variety of assessment approaches which enable the pupil and the practitioner to understand where a learner is and what they need to do next.

Legislation & guidance

[The Curriculum and Assessment \(Wales\) Act 2021](#) (the Act) established the Curriculum for Wales in law. The Act makes provision about progression and assessment in connection with the curriculum for 3 to 16 year olds.

The Act sets out the four purposes of the curriculum in law. It also sets out the following mandatory elements which, with the exception of English, span the 3 to 16 learning continuum:

- the cross-curricular skills of literacy, numeracy and digital competence
- the names of the areas of learning and experience (Areas)
- relationships and sexuality education (RSE)
- religion, values and ethics (RVE)
- Welsh

The Act requires that three Codes form the basis of curriculum and assessment arrangements in every school. The Codes are:

- **the statements of what matters Code**
- **the progression Code**
- **the relationships and sexuality education Code**

Relationship and Sexuality Education Code (RSE)

This Code is issued under section 8 of the Act. The RSE Code is set out and signposted in the [RSE section](#) of the Framework guidance. Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16. Teaching and learning in RSE is supported by a whole-school approach to RSE and this is critical in supporting learners' well-being. Learning and teaching encompasses the mandatory element of RSE, across all Areas of Learning Experience, where appropriate. However, RSE is largely taught in PSE lessons.

RSE encompasses the knowledge, skills, dispositions and values that will empower learners to:

- support their health and well-being
- develop healthy, safe and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships
- navigate and make sense of how relationships, sex, gender and sexuality shape their own and other people's identities and lives
- understand and support their rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives and advocate for these

RSE in the curriculum focuses on three broad strands:

- **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

Children's rights

The development of the curriculum also contributes to our goals as a nation as set out in the [Well-being of Future Generations \(Wales\) Act 2015](#). The Act also requires them to apply the sustainable development principle which includes adopting ways of working which will help to further sustainable development. It is also an important vehicle for embedding the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) in the experience of learning and teaching for our children and young people and for giving them an understanding of their rights.

One of the Welsh Ministers' well-being objectives is: 'supporting young people to make the most of their potential.' Our approach to curriculum reform contributes to achieving that objective and, through that, maximising our contribution to the well-being goals.

The Health & Wellbeing (AoLE) curriculum and the approach to health and wellbeing is at the heart of our curriculum.

Religion, Values & Ethics Code (RVE)

The guidance on [RVE](#) contained within the Humanities Area is statutory and published under section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act) and is part of the school curriculum.

Careers and work related experiences (CWRE)

The guidance for CWRE is statutory and is issued under section 71 of the Act. CWRE is included in the curriculum, where appropriate, to create an authentic context to learning across all Areas of Learning. It is also included in the PSE curriculum and implemented with a range of people and organisations, including Careers Wales, local businesses and digital platforms to develop student's understanding of different careers/sectors and inspire students along their learning/life journey.

An overview of the curriculum

Key Stage 3

Year 7 & 8

In year 7, there are 27 mandatory statements of what matters in the Curriculum Framework. The process of exploring and revisiting these statements enables learners to develop ever deeper knowledge over the learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area.

There are mandatory **principles of progression** for the curriculum as a whole and for each individual Area. These articulate the ways in which learners make progress in their learning and contribute to the **four purposes**. This means that progression is embedded in learning and teaching.

Progression is further supported by **descriptions of learning** which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression.

These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it will differ.

Together, the principles of progression and the descriptions of learning are intended to guide the development of a curriculum which reflects appropriate progression.

Learners' progress can then be identified through assessment, and allows practitioners to plan learning and teaching.

They are also designed to be considered through a range of contexts. Learning should bring together through experiences a breadth of knowledge and skills, allowing the learners to use and apply them in new and challenging contexts. Assessment is key to supporting 'deep' learning and should be used to identify whether learners need to consolidate their learning, whether further support is needed and the next steps for learners' progress.

Grouping

Year 7 & 8 students are banded into 3 groups. Each band is divided into 3 classes based on ability (National tests and teacher assessments), forming a top, middle and bottom ability group within each of the three bands. Each class experiences a broad and balanced curriculum, across all areas of learning experience. English, maths and science are also banded based on ability. DT is taught as a carousel to ensure pupils experiences all areas of design, technology, food and engineering.

Areas of Learning Experience:

- **Languages & Literacy**-English, Welsh & French
- **Mathematics & Numeracy**
- **Health & Wellbeing**-Physical Education & PSE
- **Expressive arts**-Art, Music and Drama
- **Science & Technology**- Science, Design Technology, Textiles, Food, Engineering and Digital Media
- **Humanities**-Geography, History & RVE

Year 9

Year 9 students are banded into 3 groups. Each band is divided into 3 classes based on ability, forming a top, middle and bottom ability group within each of the three bands. English, maths and science are set within each of the three bands to provide appropriate support and challenge. Pupils can therefore be in different sets across these subjects, but will remain in the same bands. DT is taught as a carousel to ensure pupils experience all areas of design, technology, food and engineering.

All pupils in Year 9 are taught:

Areas of Learning Experience:

- **Languages & Literacy**-English, Welsh & French
- **Mathematics & Numeracy**
- **Health & Wellbeing**-Physical Education & PSE
- **Expressive arts**-Art, Music and Drama

- **Science & Technology**- Science, Design Technology, Textiles, Food, Engineering and Digital Media
- **Humanities**-Geography, History & RVE

Grouping

Students are banded into groups based on their ability. Mathematics, science and English are set.

Year 10 & 11-Learner Entitlement

As part of our statutory curriculum policy for Key Stage 4 (Years 10–11), our school commits to delivering the 14–16 Learner Entitlement, ensuring every Year 10 and 11 learner benefits from a broad, balanced and individualized educational experiences, aligned with the four purposes of the Curriculum for Wales. They will engage in:

- **Reflection & Post-16 Planning** – Dedicated curriculum time supports learners to evaluate their strengths, identify areas for improvement, and plan next steps confidently, with structured careers and work-related guidance.
- **Ambitious Literacy & Numeracy Qualifications** – Everyone will pursue challenging qualifications in literacy and numeracy to equip them for successful progression post-16.
- **Breadth of Qualifications** – Learners can choose from a wide range of GCSE, vocational, and skills-based qualifications (Foundation to Level 2), ensuring both depth and diversity in their studies, including collaboration with external partners if it broadens learning options.
- **Wider Learning Across All Areas** – Opportunities beyond formal qualifications—such as expressive arts, science, languages, and independent study—ensure holistic development in all Areas and mandatory elements (RSE, RVE), fostering transferable skills, knowledge, and dispositions across disciplines.

This entitlement is a core element of our 3–16 continuum and ensures that, by age 16, every learner can clearly communicate their achievements, progression, and readiness for further education, training, or employment.

Year 10 pupils are banded into 3 bands that run across the year group. These bands are based on ability. The year 10 classes run from top ability (Y) to the class needing the most academic support (Y2). Band 1 consists of 4 classes, band 2-4 classes and band 3 contains 3 classes. Year 10 pupils are set in English, maths, science. Pupils can therefore be in different sets across these subjects, but will remain in the same bands.

At KS4 all pupils will study/follow:

KS4 Year 10 2026-2027 Central GCSE/Vocational Qualifications			
Subject	Qualification	Size of course/Max Points	Curriculum Hours
English Language & Literature	Level 1/2 GCSE	2 118 points	7
Mathematics & Numeracy	Level 1/2 GCSE	2 118 points	7
The Sciences-Double Award & Integrated Science-Single	Level 1/2 GCSE	2/1 118 points or 58 points	8
PSE Certificate (2027 final start year)	Level 2 Agored	1 46 points	1
Core Cymraeg/Welsh	Level 1/2 GCSE	1 58 points	4
Wales, Europe & the World Certificate (2027 final start year)	Level 2 Agored	1 46 points	4
Skills Challenge Certificate (2026 final start year)	Level 1/2 GCSE	1 58 points	4
RVE-Exploring Worldviews Certificate (2027 final start year)	Level 2 Agored	1 46 points	1

Pupils will pick:

- **3 option subjects**
- and experience physical education lessons

Vocational Option courses:

KS4 Proposed Option Vocational Course Offer 2026-2027						
Subject	Qualification	Number of points	Subject	Qualification	Number of points	
First Award in Engineering (2026 final start year)	L1/L2 BTEC	58 points	Extended Certificate Public Services (Team Building & Personal Development in the Community) (2027 final start year)	Level 2 BTEC	92 points	
Vocational Award Hospitality & Catering (2026 final start year)	WJEC	58 points	Vocational Award in Sport & Coaching Principles	L1/L2 WJEC	58 points	
Extended Certificate in ICT (2026 final start year)	Level 2 TLM	92 points				
Music Technology	BTEC	58 points				
Extended Certificate-PSE (2027 final start year)	Agored-Level 2	92 points				
Financial Literacy (2027 final start years)	L1/L2 TLM	58 points				

GCSE Option courses:

KS4 Proposed GCSE Option Course Offer 2026-2027						
Subject	Qualification	Number of points	Subject	Qualification	Number of points	
Art & Design old	L1/L2 GCSE	58 points	Geography	L1/L2 GCSE	58 points	
Business Studies	L1/L2 GCSE	58 points	Health & Social Care, & Childcare	L1/L2 GCSE	58 points	
Design & Technology	L1/L2 GCSE	58 points	History	L1/L2 GCSE	58 points	
Digital Technology	L1/L2 GCSE	58 points	Music	L1/L2 GCSE	58 points	
Computer Science	L1/L2 GCSE	58 points	Photography	L1/L2 GCSE	58 points	
Digital Media & Film	L1/L2 GCSE	58 points	Physical Education & Health	L1/L2 GCSE	58 points	
Drama	L1/L2 GCSE	58 points	Religious Studies	L1/L2 GCSE	58 points	
French	L1/L2 GCSE	58 points				

At Key Stage 4 setting continues in English, Mathematics and Science. The option groups are generally mixed ability. Pupils are banded into groups based on ability for all other subjects.

Key Stage 5

At Key Stage 5 pupils are guided in selecting their preferred option subjects. Pupils select options from the Consortia schools in the Upper Rhymney valley. Each subject has 8 hours. The subjects within the Consortium include:

A Level subjects: Mathematics, Music, Art/Photography, Chemistry, Biology, Product Design, English Literature, Health & Social Care, Geography, Physics, History, Law, Welsh, Religious Studies, Psychology, Digital Technology & Physical Education, Further Mathematics and Film Studies.

Vocational subjects: Public Services, Engineering, Music Technology, Health & Social Care, Sport, Business Studies, Medical Science and Criminology & Applied Science, Performing Arts

Advanced Welsh Baccalaureate Key Stage 4/5

All pupils in KS4 and KS5 study the Welsh Baccalaureate. The primary aim is to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills: **Communication, Numeracy, Digital Literacy, Planning and Organization, Creativity and Innovation, Critical Thinking and Problem Solving, and Personal Effectiveness.** The emphasis is on applied and purposeful learning and

to provide opportunities for assessment in a range of real life context through two Challenge Briefs and an Individual Project.

Personal Social Education

The school's Personal and Social Education (PSE) programme is now delivered through PSE lessons in Years 7-11 and the Skills challenge at Key Stage 4 & 5. The PSE programme covers a wide range of issues to prepare pupils for adult life. Outside agencies are also used to support and enhance the programme.

The PSE programme incorporates the RSE Code. Appropriate teaching materials are selected to match the needs and ages of the pupils.

Careers Wales is a key partner in the provision of careers education and guidance at KS3 and KS4/5. At KS3 students receive careers advice and guidance in preparation for KS4 option choices. At KS4 & 5, pupils receive general careers advice through classroom delivery, Careers Wales online and personalised advice from the Careers Adviser.