Ysgol Tŷ Monmouth Policy

Humanities

POLICY STATEMENT

- Articles 12, 13 and 17 of the United Nations Convention on the Rights of the Child states Pupils have the right to participation, freedom of expression and information.
- Ysgol Tŷ Monmouth aims to inspire Pupils to develop their interest in their world, and the wider world around them. Pupils will have the opportunity to learn about important issues that faced the world in the past, present and future issues, be encouraged to consider a variety of perspectives and solutions; and develop compassion and a sense of belonging to their own unique community.

Document Control			
Policy Code:	EE4Z	Policy Owner:	Abbie Heard
Version:	26.10_v1.08	Policy Author(s):	Rhuanedd Deroy-Jones Natasha Smith
Date ratified:	October 2026		
Review Frequency:	2 Years		
Next review date:	October 2028	Ratifying Committee:	PRG

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
September 2026	V1.08	Anne Stephens	Quality Cycle Review
September 2025	V1.07	Anne Stephens	Quality Cycle Review
November 2024	V1.06	Anne Stephens	Quality Cycle Review

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1. Scope

1.1 Introduction



1.1.1 The Humanities area of learning experience seeks to encourage Pupils to develop their knowledge and understanding about the world around them. We want our Pupils to become ethical, informed citizens of Wales and the world. Pupils are encouraged to engage with the most important issues facing humanity, including sustainability and social change.

1.1.2 Planning of the Humanities curriculum will consider the statements of what matters, alongside Pupils own learning profile and needs. The statements are:

- Enquiry, exploration, and investigation inspire curiosity about the world, its past, present, and future.
- Events and human experiences are complex, and are perceived, interpreted, and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity; and can take considered and ethical action.

1.1.3 This is reflected in the curriculum maps which form the long-term overview for planning and assessment, whilst providing opportunities for Pupil's to deepen their knowledge and skills through set stages (attend, engage, explore, consolidate and apply)

1.1.4 Each pupil's starting point is identified accurately at the start of their placement and is reviewed through a continuous assessment approach. Pupils will move from noticing, identifying and responding towards comparing, explaining, questioning, applying and reflecting, according to their level of need and readiness.

1.2 Aims and Objectives

1.2.1 At Ysgol Tŷ Monmouth we have high expectations and recognise Pupils will achieve the following aims: at a level appropriate to their development.

- To develop their understanding of Cynefin through the study of heritage and place.
- To develop curiosity and a strong sense of ethics and compassion through investigation and exploration.
- To develop a sense of belonging.
- To develop an understanding of time through the sequencing of events.

- To develop an understanding of the circular nature of life and apply this to solutions for sustainability.
- To recognise and understand the impact of local and global variances (for example food, population, agriculture, and ethnicity).
- To develop a sense of self and understand that everyone has human rights.
- To explore the local community, its people and the natural world and environment.
- To enquire and communicate about their own experiences, and the experiences of others in the local and wider community.
- To understand the current issues facing the local community, and global communities.
- To develop viewpoints and solutions for the issues facing personal, local, and global communities.
- To encompass history, geography, religious education, business studies and social studies, and understand the value of each.
- To learn in a holistic, integrated, and interdisciplinary approach.
- To explore the past, present and future, including the role of Pupils as citizens in Wales and the wider world.
- To understand cause and effect / consequence of human interactions, and our interaction with the world around us.
- To understand key concepts related to a range of religions and other spiritual systems.
- To provide opportunities for Pupils to objectively reflect on their rights, values, and views.
- To encourage an inquisitive approach to evidence and enquiry.
- To communicate information through discussion and debate.

1.2.2 In order to achieve these aims structured planning allows Pupils to experience a wide range of experiences and opportunities. This could include, but is not restricted to:

- Discuss beliefs, values and moral choices in supported ways
- Use maps, artefacts, photographs, stories and digital media
- Experience Welsh heritage, national identity and cultural diversity
- Explore local areas of interest to understand past events, cultures, and the natural world; and engage with present cultural and religious communities.

- Complete projects involving enquiry and investigation across a range of eras, cultures, and environments.
- Participate in collaborative discussions and debate.
- Use multi-sensory exploration of a variety of objects and texts.
- Experience multi-sensory exposure to a range of music, food, and other cultural references.
- Explore specific eras, and similarities and differences through time to relate to our lives in Wales today.
- Participate in work-related experience and social enterprise, for example through environmental projects or library monitors.

12.3 These experiences will support Pupils at Ysgol Tŷ Monmouth to:

- Develop a sense of identity and pride in themselves.
- Think, express and act for themselves.
- Develop positive values and citizenship.
- Develop confidence, self-esteem, and independence.
- Be ethically informed citizens, with an inclusive attitude toward others.
- Understand and value their own skills and preferences.
- Develop social and communication skills.
- Be responsible and knowledgeable toward and about the world around them.
- Be able to co-operate, share and interact with others, in a range of situations.
- Extend experiences beyond school, into the local community and wider world.
- Understand how their personal skills and qualities are useful in the world of work, and own communities.
- Participate in a wide range of roles in preparation for adult life.

2. Cross-Curricular Responsibilities

2.1 Literacy

2.1.1 Pupils will have a range of opportunities to develop confidence and ability with their oracy and general communication, through discussions, debates, and QA sessions. Pupils will be supported to adapt their language according to their audience and develop subject-appropriate vocabulary. Pupils will have the opportunity to explore a range of fiction and non-fiction texts to explore culture, places, and concepts within the framework of Humanities.

2.1.2 Pupils will develop fine motor skills through a multi-sensory exploration of objects and artefacts. At the next level, Pupils will begin to make marks, letters, and words to express their ideas about their learning. This will develop into more structured presentation of information where appropriate.

2.2 Numeracy

2.2.1 Key to the area of Humanities is the concept of sequence, time, and scale. Pupils will have the opportunity to develop a greater understanding of these concepts by studying a variety of eras, natural cycles, and sustainability. Pupils will be able to apply data handling by comparing populations, environments, and cultural norms. When exploring the environment (field trips), Pupils will have the opportunity to explore directions and maps which will involve co-ordinates, scale, and direction.

2.3 Digital Competence

2.3.1 Within the area of Humanities there is a wide range of opportunities to research and investigate. Pupils will have the opportunity to look for, use and evaluate appropriate digital information (including maps and archives). Pupils may also explore the history of the digital age, where appropriate.

3. Integral Skills

3.1 Creativity and Innovation

3.1.1 Pupils will be encouraged to use their imagination to step back in time, or into a different culture through opportunities for role play and storytelling. Pupils will have the opportunity to present their work creatively and develop their own ideas for a better future. Pupils will be encouraged to develop flexibility in their thinking, to show openness to difference, equality, and diversity.

3.2 Critical thinking and problem-solving:

3.2.1 Pupils will gain knowledge about issues facing them and the world, in the past, present and future. They will be encouraged to analyse trends and develop solutions to problems, to create a better future. Through project work, Pupils will have the opportunity to gather evidence and structure their work objectively and factually.

3.3 Personal Effectiveness:

3.3.1 Integral to the study of Humanities is the understanding of self, humanity, and interactions in the world. By exploring diversity and citizenship Pupils will gain the necessary skills to be able to communicate with a range of people, to be active contributors and work in a team. With growing communication skills, Pupils will be able to express themselves using a greater range of strategies.

3.4 Planning and Organisation

3.4.1 In order to structure debates and evidence, Pupils will develop an understanding of how to structure their work by setting goals, asking questions, and using evidence to inform conclusions to their viewpoint.

4. Monitoring and Review

4.1 Review

4.1.1 The success of the Humanities curriculum may be measured in the following ways:

- Increased confidence in Pupils to share information and opinions.
- Increase in the success rate of individual learning goals.
- Termly showcase of Pupil's development.
- Small steps progress as evidenced via Motional, B squared and other relevant assessment tools.
- Observation of positive Pupil behaviour and interaction.

The implementation of this policy will be monitored through:

- learning walks and classroom observation
- planning scrutiny
- work scrutiny and evidence review
- Pupil voice, where accessible
- discussions with team members and support teams
- analysis of assessment information and progression evidence
- review of visits, fieldwork and enrichment opportunities
- moderation of standards and progress across learning stages

4.2 Legislative Framework

4.2.1 This policy has been drawn up with regard to:

- The Curriculum and Assessment Act (Wales) 2021
- ALN Code of Practice Wales 2021
- United Nations Convention on the Rights of the Child 1989
- Education Act 2002
- Human Rights Act 1988
- Equality Act 2010