

Polisi Iaith Gymraeg ac Ethos Cymreig

Welsh Language and Ethos Policy



Ysgol 3-19 Brenin Harri'r VIII King Henry VIII 3-19 School

We believe in the limitless capacity for everyone to achieve great things.

Effective from: April 2026

Approved by Governors: April 2026

Next Review Due: April 2028

1. Introduction

King Henry VIII 3–19 School is committed to promoting the Welsh language, culture and identity across all stages of learning. We recognise our responsibility to nurture ethical, informed citizens of Wales and the world, in line with the Curriculum for Wales and national priorities including Cymraeg 2050. This policy supports our aim that every learner develops a strong sense of belonging and confidence as a bilingual citizen.

2. Aims

- Develop confident bilingual learners able to use Welsh for real purposes.
- Promote a strong sense of Welsh identity, culture and heritage.
- Ensure Welsh is visible, audible and embedded across school life.
- Provide a curriculum enriched by Welsh history, literature and contemporary culture.
- Support all learners—regardless of background—to develop Welsh language skills.
- Continue to contribute to the growth of Welsh speakers in Monmouthshire
- Contribute to the goal of one million Welsh speakers by 2050.

3. Welsh Across the Curriculum

- The Welsh dimension and sense of cynefin are embedded across all Areas of Learning and Experience.
- Teachers integrate Welsh culture, local history and identity into learning.
- Opportunities for linguistic connections between Welsh, English and international languages are included.
- Curriculum plans reflect Wales' landscapes, stories, diversity and values.

Lower Phase (Reception – Year 4)

- Welsh embedded through daily routines, greetings, songs and storytelling.
- Early development of Welsh oracy, basic reading and writing.
- Cultural experiences include St. David's Day, Shwmae Day and local heritage links.

Middle Phase (Years 5-8)

- Progressive development of Welsh literacy and oracy.
- Integration of Welsh themes across AoLEs.
- Participation in Eisteddfodau, Urdd activities and local cultural visits.

Upper Phase (Years 9-11)

- All learners study full GCSE Welsh course.
- Study of Welsh literature, film and contemporary culture.
- Welsh Baccalaureate themes linked to Wales, Europe and the world.

Senior Phase

- Welsh used within Welsh Baccalaureate and community projects.
- Opportunities to engage with Welsh speakers, local organisations and cultural events.

4. Creating a Welsh Ethos

- Bilingual signage across key areas of the school.
- Use of incidental Welsh by staff in daily interactions through our non-negotiable Welsh phrases, use of Welsh language placemats and Welsh word of the week.
- Active encouragement of pupils to develop their Welsh language skills in both lessons and wider school activities.
- Welsh phrases and cultural elements included in assemblies.
- Bilingual communication where practical.
- Welsh cultural celebrations such as Eisteddfodau and Urdd participation.
- Welsh language ambassadors promote confidence and usage across the school.
- Use of Criw Cymraeg to develop pupil led strategies to promote Welsh Language and culture.
- Specific subjects such as PE, Drama, Music and Technology become a focus for the embedding of instructions in Welsh.

5. Roles and Responsibilities

- SLT: Strategic oversight of Welsh language development.
- Welsh Department: Lead teaching, assessment and resource development.
- All Staff: Promote positive attitudes and embed incidental Welsh.
- Governors: Monitor implementation and impact of policy.

6. Inclusion

- The school ensures Welsh language learning is accessible to all learners, with appropriate support for ALN learners, pupils from diverse backgrounds, and latecomers who may require individual pathways.

7. Monitoring and Evaluation

- Learning walks monitoring visibility and audibility of Welsh.
- Lesson observations referencing Welsh language use.
- Departmental evaluation and assessment data.
- Pupil voice and feedback on cultural experiences.