



	Date Adopted	Review Date
Policy	Aut 2024	Aut 2026
Procedure		
Information		

Curriculum Policy

Policy Review and Monitoring

This policy is due to be reviewed at the time stated, unless circumstances determine that this policy needs to be reviewed at an earlier time.

Curriculum Policy

Contents

Introduction

At Bryncethin Primary School our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

Our Motto and Vision Statement

Believing is Achieving / Credur i Lwyddo

Our school provides a safe and stimulating learning environment where every child matters. We encourage and help our learners to become ambitious, capable and confident learners that can flourish. We teach and support the development of skills, core values and wellbeing ready for learners to play a full part in life and work.

Curriculum Aims

To make our vision a reality for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work and life
- build high expectations and enable all learners to achieve their full potential
- offer a broad and balanced education, which enables our learners to make links between the different Areas of Learning and Experience (AoLEs) and apply their learning to new situations and to more complex issues
- support progression along a continuum of learning
- support our learners' health and well-being, including their mental health and well-being
- support our learners' development of knowledge that is the foundation of being an informed citizen
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship
- support our learners to critically engage with a range of information and to assess its value and validity

- enable our learners to develop an understanding of their rights and the rights of others.
- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleague

Curriculum Structure and Design

The Four Purposes

Our curriculum is designed so that all our learners will be supported to develop the [four purposes](#), which are the government defined aspiration for all learners in Wales. These are for all learners to become:

ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find and are ready to learn throughout their lives

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly • express ideas and emotions through different media
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society

The four purposes are the starting point for all decisions around curriculum design our curriculum is planned in a way that supports our learners to make progress toward them.

Integral Skills

The four purposes are also underpinned by integral skills which will be developed through a wide range of teaching and learning within our curriculum. These are defined as:

Creativity and innovation

Our curriculum will be designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas
- link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions
- be able to identify opportunities and communicate their strategies

This will support our learners to create different types of value.

Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to

- ask meaningful questions, and to evaluate information, evidence and situations
- analyse and justify possible solutions, recognising potential issues and problems
- become objective in their decision-making, identifying and developing arguments
- be able to propose solutions which generate different types of value

Personal effectiveness

Our curriculum will be designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent
- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments
- evaluate their learning and mistakes, helping them to identify areas for development; become responsible and reliable
- be able to identify and recognise different types of value and then use that value.

Planning and organising

Our curriculum will be designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:

- set goals, make decisions and monitor interim results (where developmentally appropriate);
- reflect and adapt, as well as manage time, people and resources. • check for accuracy and be able create different types of value.
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

Areas of Learning and Experience (AoLEs)

Our school curriculum is designed to ensure that learning and teaching encompasses all six Areas of Learning and Experience (AoLEs).

These are:

- [Expressive Arts](#) (including former subject disciplines of Music, Media, Art, Drama, Dance)
- [Health & Wellbeing](#) (including former subject disciplines of PE, PSE)
- [Humanities](#) (including former subject disciplines of Geography, History, R.E.)
- [Languages, Literacy and Communication](#) (including former subject disciplines of English and Welsh)
- [Mathematics and Numeracy](#) (including former subject discipline of Mathematics)
- [Science & Technology](#) (including former subject disciplines of Biology, Physics, Chemistry, Design Technology and ICT)

All six AoLEs have equal status within our curriculum. At Maes yr Haul Primary, we have set out the following vision statements for each of these Areas of Learning and Experience as follows:

Languages, Literacy and Communication

Pupils' abilities are developed through a programme of speaking, listening, reading and writing activities and they are encouraged to express themselves confidently and clearly. They will also be taught to listen carefully and to recall and represent important features of an argument, presentation or programme.

In reading, pupils are encouraged to become enthusiastic, independent and reflective readers. We use Oxford Reading Tree as our home reading scheme with Floppy's Phonics used within the Foundation Phase and Key Stage 2 to develop phonological awareness.

Pupils are also given opportunities to write for varied purposes and different audiences. Spelling and punctuation are developed gradually in the context of children's writing. The children are given varied opportunities across the curriculum to practice various genres of writing. Children are given the opportunity to write for a range of purposes and different audiences. Handwriting is taught throughout the school. All children are encouraged to take a pride in the presentation of their work.

At Bryncethin Primary School education provision promotes learners' bilingual skills and reflects the language and culture of Wales. The term 'Cwricwlwm Cymreig' is used to identify those aspects of the curriculum that are unique to Wales. This 'Welsh dimension' of the curriculum is developed through a Welsh ethos within the school, through the selection of appropriate subject content and through the learning of Welsh. It is compulsory that Welsh is taught as a second language throughout the school and is assessed at the end of the Key Stage Two. The use of incidental Welsh is encouraged throughout the school day.

Mathematics

We want our children to be able to solve problems, communicate mathematically and use their numeracy skills to reason and solve problems. We are proud to be a White Rose Maths' school and through this fun, practical and thorough scheme we can ensure our learners have a broad and balanced mathematical education that prepares them for the wider world.

Through this Area of Learning and Experience, children will learn about number, algebra, statistics and probability. We understand the importance of knowledge and competence in number is fundamental to children's confidence and participation in the world around them.

We believe that money management is vital for all and as a result we offer an authentic financial management opportunities and experiences through a range of relatable activities.

We ensure our learners receive a balanced mathematical education that allows them to apply their knowledge and skills to a range of situations, throughout varied cross-curricular links in a range of learning opportunities.

Science & Technology

We aim to help the children increase their knowledge of the world and to develop the skills of observation, recording, analysis and interpretation through scientific investigations.

We provide children with opportunities to develop scientific investigation strategies fostering curiosity and critical evaluation. In Design Technology the children are actively involved in problem solving and finding practical solutions to problems.

We teach the correct handling of tools, materials and components to develop an awareness of Health and Safety factors to ensure that they work safely. Information Technology is used for a range of purposes across the curriculum.

Humanities

In Humanities we strive to enable learners to be inquisitive, curious and informed through an engaging curriculum that is challenging and progressive. The curriculum experiences will develop learner resilience and ambition and prepare them for lifelong learning in the five disciplines of history, geography, religion, values and ethics, business studies and social studies within Humanities.

In this area the children develop a knowledge of the world, people and places. Children are encouraged to engage with important issues including sustainability and social change, and to develop the skills necessary to interpret and articulate the past and the present.

Expressive Arts

We seek to empower learners to be innovative, creative and imaginative through an engaging curriculum that is challenging and progressive. The curriculum experiences will develop learner resilience and ambition and prepare them for lifelong learning.

The Expressive Arts Area of Learning and Experience centres on the five disciplines of art, dance, drama, film and digital media, and music. The children are given a range of opportunities to develop skills in these disciplines. In drama the children are given the opportunity to explore feelings and emotions and to help the children develop empathy skills.

Health and Well-Being

In Health and Wellbeing learners are taught and supported to be healthy, emotionally aware and ethically informed through an engaging curriculum that is challenging and progressive. The curriculum experiences will develop learner resilience and ambition and prepare them for lifelong learning in the key areas of health and wellbeing.

Health Education is generally taught through a topic approach such as healthy eating, the importance of exercise, conservation and pollution etc. Older children are taught about the importance of being able to make choices and sustain friendships.

Statements of What Matters (SoWM)

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the [statements of what matters](#).

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

Table above shows the titles of each Statement of What Matters.

Our curriculum uses the statements of what matters to guide the selection of all curriculum content. Specifically, they are used to:

- select the range of knowledge, skills and experiences that enable our learners to make sense of the 'big ideas' and key principles within each statement,
- support our learners' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matters,
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matters,
- help our learners to make sense of a range of knowledge, skills and experiences within each AoLE by ensuring that content helps learners to develop a coherent understanding of a range of information.

Descriptions of Learning (DoLs)

At Bryncethin Primary School, staff use the Curriculum for Wales [descriptions of learning](#) to aid long and medium-term planning and to support selection of a wide range of knowledge, skills and experiences within our curriculum. They also help to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum. They are not used to create stand-alone activities, assessments or to make judgements or report upon learners' outcomes at a particular point on the continuum.

Progression

[Progression](#) in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. When selecting the content of our curriculum and assessment, we use the [principles of progression](#) for each AoLE to inform our approach to progression. Progression in Mathematics and Numeracy also involves the development of five proficiencies which are connected and interdependent.



Shared Understanding of Progression

Schools throughout the Coleg Cymunedol Y Dderwen cluster have worked together to develop a '[Shared Understanding of Progression](#)'. This will help to achieve a greater level of consistency around key concepts, knowledge, skills and experiences throughout our schools, helping to further support transition for learners between schools and ensure that learner progress is maximised throughout their school journey.

Mandatory Curriculum Elements

Our curriculum includes the required mandatory elements:
Relationships and Sexuality Education (RSE)

Our curriculum provision for Relationships and Sexuality Education (RSE) takes account of the mandatory [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic, reflecting provisions of the Equality Act. This includes the three broad strands:

- Relationships and Identity
- Sexual Health & Well-being
- Empowerment, Safety and Respect

We adopt a whole-school approach to our provision for RSE, linking where appropriate and relevant to other areas of the curriculum. Our provision for RSE covers the requirements of the RSE Code for Phase 1 (from age 3) and Phase 2 (from age 7). We do not include teaching or activities designed to address content from Phase 3 of the RSE code. **Further information is included in our RSE policy.**

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching 10 and practices of the other principal religions represented in Wales.

It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the Bridgend Locally Agreed Syllabus. There is no right to withdraw from RVE.

Cross-curricular skills

We believe that the [mandatory cross-curricular skills](#) of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

We will use the [Literacy, Numeracy and Digital Competency Frameworks](#) to guide our approach to the development of the cross-curricular skills.

Cross-cutting Themes

Relationships and sexuality education (RSE) Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.

Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

develop empathy and compassion for others • celebrate diverse backgrounds, values and characteristics

- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the [four purposes](#).

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin*, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship

- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each.

A curriculum accessible to all

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- make arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

***Cynefin**

Our curriculum will instil our learners with a pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin.

This will allow learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

Communicating with parents and carers

When communicating and engaging with parents and carers, we share information about:

- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school 13 We share information about pupils' progress with parents and carers termly through a combination of face-to-face parent consultations and an end-of-year written report with contributions from pupils.

Transition

In accordance with the [2022 Transition Regulations](#) our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school

- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
 - achieve continuity of learning
 - support individual learner progression

Review, evaluation and revision

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy.