

# St Brides Major CW Primary School



*Love Learning for Life*  
*Caru Dysgu am Oes*

## Curriculum Policy

## Aims

*'With Christian values at our core, we nurture tolerance, confidence and compassion within a safe and happy school community. We challenge our children to become future guardians of the world and achieve their full potential'.* School Vision statement

At St Brides C/W Primary School our mission statement is 'Love Learning for Life'. We believe that every learner has talents and skills which we aim to identify and nurture. All pupils, irrespective of race, gender or ability have the right to access a curriculum which is broad, balanced, relevant and coherent, and meets statutory requirements. This policy provides an overarching framework which translates that belief into effective teaching and learning so that every learner reaches their potential.

The new curriculum and assessment arrangements for Wales will be mandatory from September 2022. A key principle of the new curriculum is that it must be appropriate to every learner in every classroom. The new curriculum replaces the existing key stages with 'progression steps', and will be organised into six Areas of Learning and Experience (AOLEs).

The curriculum is underpinned by four purposes which form 'the starting point and aspiration for every child and young person in Wales'. (Welsh Government, 2020). The aim of a school's curriculum is to support its learners to become:

- Ambitious, capable learners;
- Enterprising, creative contributors;
- Ethical, informed citizens;
- Healthy, confident individuals.

## Areas of learning

The curriculum will be organised into areas of learning and experience. These areas will provide rich contexts for developing the four purposes, be internally coherent, employ distinctive ways of thinking, and have an identifiable core of disciplinary or instrumental knowledge.

The six areas of learning and experience are:

### ➤ **Expressive arts**

The Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its own discrete body of knowledge and body of skills, it is recognised that together they share the creative process.

### ➤ **Health and well-being**

The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate

how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

➤ **Humanities**

The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

➤ **Languages, Literacy and Communication**

The Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.

➤ **Mathematics and Numeracy**

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience.

➤ **Science and Technology**

The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area of Learning and Experience (Area) will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

St Brides has designed a curriculum which incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements. These allow learners to:

- consider local, national and international contexts
- develop understanding of relationships and sexuality education, human rights education, diversity, and careers and work-related experiences

### **Cross Curricular Skills**

Knowledge, skills and experiences within literacy, numeracy and digital competence drive all learning. These are taught discretely and the pupils then apply their learning across other areas of the curriculum using a topic based approach.

The Literacy and Numeracy Framework and the Digital Competency Frameworks are curriculum planning tools that ensure all teachers embed literacy, numeracy and digital competency skills in their teaching.

## **Cross-cutting themes**

### **Relationships and sexuality education (RSE)**

Relationships and sexuality education (RSE) is a mandatory requirement in the Curriculum for Wales framework for all learners from ages 3 to 16. RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE.

### **Human rights**

The Curriculum and Assessment (Wales) Act 2021 (the Act) provides that schools and settings must promote knowledge and understanding of the two conventions (United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention of the Rights of Persons with Disabilities (UNCRPD) among those who provide learning and teaching in respect of their school or setting's curriculum. This means, for example, that school leaders must make sure that practitioners and other school staff providing learning and teaching gain knowledge and understanding of human rights, as set out by these two conventions.

### **Diversity**

In designing a curriculum, we have incorporated opportunities for 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**

Our curriculum should enable learners to gain experiences related to work and careers, developing knowledge of the breadth of opportunities available to them throughout their lives

### **Local, national and international contexts**

The local, national and international contexts provide key perspectives for learners and are of particular importance in supporting learners to realise the four purposes. They help learners make sense of the skills and knowledge they are developing by making connections with surroundings, experiences and events they may be more familiar with.

## **Teaching of the curriculum**

Pedagogy is at the heart of our curriculum. In designing our curriculum we have considered the pedagogical approaches we need to employ to support learners in realising the four purposes.

- All teaching and learning will be underpinned by the pedagogical principles within the Curriculum for Wales.
- Children and young people will be given opportunities to learn from expertise and experience from outside the school to promote an understanding of the workplace and the benefits of lifelong learning.

- Cornerstones and Taith 360 planning and assessment will be used to ensure coverage of the curriculum knowledge, skills and experiences and through topics the areas of learning will be planned for enriching learning experiences.

### **Curriculum Enrichment Experiences**

At St Brides C/W Primary we enhance the curriculum offer through a range of enrichment experiences:

- Enterprise Week
- Eco/Sustainability Day
- Pupil parliament
- School trips including residentials
- A range of visitors
- Extra- curricular activities
- Opportunities to perform in front of an audience
- Artists in residence
- Specialist music provision

### **Religion, Values and Ethics (RVE)**

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16.

We use a bespoke Religious Education scheme that blends with the Welsh Curriculum and the school's particular context or "cynefin".

At St Brides we use Understanding Christianity to deliver the RE curriculum alongside additional units and resources. This content is derived from the Church in Wales agreed syllabus.

### **Health and Wellbeing**

At St Brides C/W Primary we recognise that our children need to experience social, emotional and physical well-being to thrive and engage successfully with their education.

The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning. At St Brides we ensure learning and teaching in this Area is both underpinned and supported by our whole-school approach to well-being.

### **Bilingualism**

Pupils are encouraged to use the Welsh language throughout the curriculum areas. They respond to instructions in Welsh and reply to the teachers in age-appropriate manner. Pupils

are also encouraged to use Welsh with their peer groups to reinforce learning and to make Welsh a natural part of the day. The school is working through the three levels of accreditation within the WG funded Siarter Iaith scheme which aims to promote the Welsh language, to develop a Welsh ethos and encourage pupils to improve their social use of Welsh. Helpwr Heddiw sessions are also part of our curriculum.

### **Additional Learning Needs (ALN)**

The school's ALNCo works closely with all class teachers and teaching assistants to ensure that pupils who have additional learning needs can access the curriculum and ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential.

### **Homework**

See ARRT Policy.

### **Parents and the Curriculum**

Principles of co-construction are set out in WG guidance ([shared ways of working](#)). These principles require learners, teachers, governors, parents and carers, and the local community to be involved in the process of design.

At St Brides we recognise parents and carers have an important role to play in their child's education. Parents will be asked to support learning by:

- Listening to their child read
- Being involved in home/school projects
- Attending parents' evenings to receive an update on their child's progress
- Informing the school of any issues which could affect their child's progress
- Attending curriculum and induction meetings
- Supporting the school with the process of curriculum design.

Curriculum letters are given to parents each term and can be found on the school website.

'Regular communication between schools and settings and parents/carers is vital for learners to progress along the learning continuum.' (WG, 2020)

As a school we will communicate termly with parent/carers in a way that engages them in their children's learning journey, and will enable them to understand how their child is progressing and how best to support their learning.

### **Review**

The school monitors the effectiveness of the teaching and learning of the curriculum using a variety of approaches including lesson observations, listening to learners, and scrutiny of pupils' work.

The provision of an effective curriculum which is regularly monitored and reviewed ensures that all learners are challenged and equipped as 21st century learners with the skills and flexibility to function in a rapidly changing society.

## **Diversity**

At St Brides C/W Primary School, we recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences and as such, seek to reflect this in all of our school policies. We are committed to creating a curriculum which enables our learners to celebrate the diverse nature of all societies. This promotes equality, inclusion, social cohesion and a feeling of being valued.

In designing our curriculum, we have incorporated 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

At our school, we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community and this is reflected in the content of each policy.

The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, role models and opportunities that challenge stereotyped thinking.

<b>Monitoring and Review</b>	
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