

Article 28: You have the right to a good quality education. You should be encouraged to go to the highest level you can.

Article 29: Your education should help you develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Blaenymaes Primary School



Curriculum Policy

Approved by Governing Body on	Date: September 2024
Signed by Chair of Governors: A. Charles	
Signed by Head Teacher : K.Lecrass	
To be reviewed annually	September 2025

At Blaenymaes Primary School, our school vision and mission statement is 'Planting Seeds of Inspiration to Bloom and Grow'. It shows our commitment to offer authentic learning opportunities and experiences which maximise every child's potential, whatever their potential may be. We place great emphasis on supporting well-being and developing positive attitudes and relationships between all members of the school community to enable the children to achieve their very best.



**Our Vision and Mission statement for
Blaenymaes Primary School**

"Planting seeds of inspiration to bloom and grow"

Blaenymaes Primary School is a happy, welcoming school that is committed to providing a friendly, safe and nurturing learning environment for all. As a Rights Respecting, Restorative Practice School, with core values, we embrace diversity and celebrate individual learning journeys, supporting all talents and abilities.

Our curriculum provision is built around the 50 things of Blaenymaes – memorable experiences where children learn through authentic and purposeful opportunities.

Our mission is to:

- Nurture ambitious capable learners who:
 - Can achieve their full potential
 - Can celebrate their own success and that of others
 - Are resilient
 - Are problem solvers
 - Have a voice
- Support healthy confident individuals who:
 - Can form positive and respectful relationships
 - Feel supported in their rights
 - Feel safe and secure
 - Have pride and confidence in themselves
- Inspire ethical informed citizens who:
 - Feel pride in their community
 - Respect diversity
 - Can make decisions
 - Ask questions
 - Embrace the cultures of Wales and the wider world
- Celebrate enterprising, creative contributors who:
 - Take risks
 - Enjoy a challenge
 - Work as a team
 - Recognise and develop their talents
- Achieve success:
 - Through reflection and evaluation
 - Through continuous professional development.
 - By working collaboratively with families, the school community and wider organisations

We aspire to support everyone on their journey in fostering a love of lifelong learning.

ARTICLE 12 **ARTICLE 13** **ARTICLE 28** **ARTICLE 29**

UNCRC

At Blaenymaes Primary, our curriculum is co-constructed with the pupils and stakeholders, with the UN Convention on the Rights of the Child (UNCRC), Restorative Practice and our Core values at the heart.

Our curriculum on a page was developed as part of our vision to highlight all the key aspects of a child's learning journey through school.

The Roots of the curriculum



The roots of our curriculum:

- Providing a secure and nurturing environment to allow all learners to thrive
- Promoting well-being and developing high self-esteem and confidence.
- To ensure the delivery of the skills, knowledge and experience described in the 'What Matters' statements of the CfW
- Ensure that the curriculum is planned through progression steps for individual pupils needs with universal provision available for all when required
- Provides opportunities for all learners 'to bloom and grow', acknowledging the needs of the individual
- Encourages learners to be reflective through assessment for learning strategies
- Promoting a growth mind-set; to take measured risk and develop resilience
- Encourages empathy towards others
- Developing positive attitudes and behaviour, including self-regulation.
- Developing co-operation and collaboration
- Our 7 school core values



- Principles of progression -

The principles of progression explain the ways in which learners make progress in their learning and contribute to the four purposes. Progression in learning is supported by the 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. As a result, the progression steps can only broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

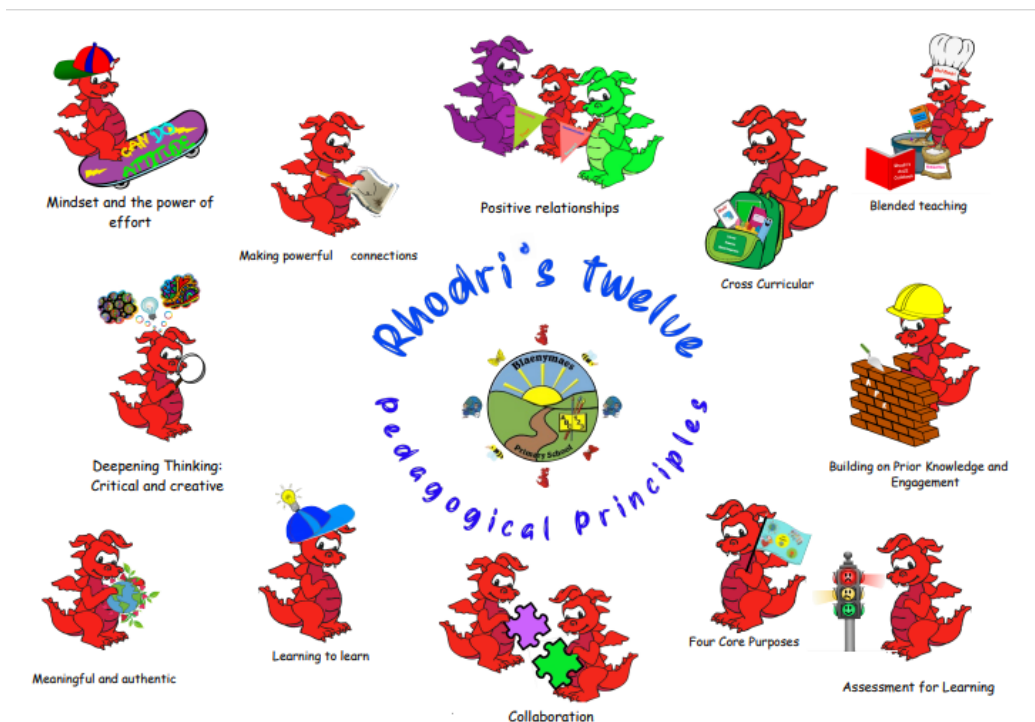
The principles of progression and the descriptions of learning guide our curriculum, enable us to track learners' progress and allows practitioners to plan learning and teaching. The principles of progression ensure that our pupils are:

- Increasing their breadth/depth of knowledge
- Refining/growing their sophistication in using skills
- Increasing effectiveness as a learner
- Deepening their understanding of ideas/disciplines
- Making connections/transferring learning into new contexts

The curriculum at Blaenymaes Primary is carefully planned and differentiated to meet the needs of all pupils across the school, including those with Additional Learning Needs and more able and talented pupils.

- **Pedagogical Principles**

At Blaenymaes Primary, our curriculum design takes into consideration the twelve pedagogical principles:



“To be clear, the recommendations of this review do not an emphasis on any particular teaching approaches; decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves” (Donaldson, 2018)

Rhodri's four purposes




In Blaenymaes we ensure that **all** pupils have access to a curriculum driven by the four purposes and the principles underpinning every Area of Learning and Experience (AoLE) of the Curriculum for Wales (CfW)



The Curriculum for Wales has been developed to fulfil four purposes which aims to support pupils who are, or will become:

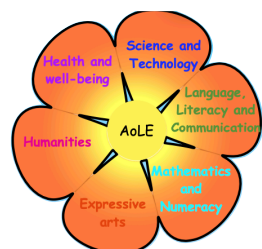
- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The four purposes are represented by Rhodri the Dragon, our school mascot.

Pupils develop their understanding of the four purposes through interactive displays with child friendly four purpose statements in class, which pupils collaboratively discuss and annotate throughout topics. At the end of a topic, pupils will work with their teacher to self-reflect on the four purposes and use Rhodri's stickers to identify where they have been ambitious and capable learners; enterprising and creative contributors; ethically informed citizens and healthy confident individuals.

Ambitious, capable learners who:	
<ul style="list-style-type: none"> • 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:	

<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • 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. 	



Areas of Learning and Experience

The curriculum at Blaenymaes is broad and balanced. The structure of the curriculum and topic planning is based on six areas of learning and experience. These are:

• **Expressive Arts** Art, dance, drama, film and digital media and music.

- **Health and Well-being** Personal and social education, physical education and relationships and sexuality education.
- **Humanities** History, religious education and geography
- **Languages, Literacy and Communication** English, Welsh and international languages
- **Mathematics and Numeracy**

- **Science and Technology**

Science, design craft and technology and information communication technology.

A whole school topic overview ensures coverage of the What matters statements across the AOLEs

Planning for Learning

From Nursery to Year Six, our curriculum maps plot the long-term content covered in each Area of Learning and Experience (AoLE). Each term, staff and pupils use curriculum maps as a starting point to plan new and exciting learning activities. All teachers and staff use a variety of teaching styles to meet the needs of all learners.

Long term schemes ensure continuity and progression from year to year and are organised by the AoLE leaders into areas saved on Hwb. Schemes are 'broken down' into medium-term topic webs for each class and term. These provide opportunities for cross curricular links, educational visits/visitors and opportunities for depth/mastery. We use Curriculum for Wales what matters statements and progression steps, the National Literacy, National Numeracy Framework and the Digital Competency Framework to plan, set targets and assess progress pupil progress. Weekly plans identify opportunities for AFL, differentiation and cross curricular links.

For our curriculum to meet the needs of all learners, some pupils need additional support in readiness for learning. As part of our universal provision, children can access a range of intervention groups within the Rainbow Room which is run by the ALNCO and trained staff. Strong links are maintained between the classroom and the Rainbow Room and as part of equity for all, pupils access what they need when they need it.

Independent Learning and Missions

We encourage our pupils to become independent learners, and provide them with opportunities to apply their skills and knowledge independently across the curriculum. These opportunities are planned for collaboratively between staff and pupils through pupil voice and topic reflections. Missions give pupils the opportunity to practise skills they have been taught and to apply them to authentic contexts.

Assessment

At Blaenymaes, assessment, both summative (about the measurement of performance at a given point in time) and formative (the ongoing process of assessment for learning - AFL), is key to successful teaching and learning. On a daily basis, we place strong emphasis on formative assessment to inform next steps for our learners on their continuum and to ensure a holistic picture of every child's learning.

We have developed a pupil-focused assessment for learning toolkit, including peer and self - assessment strategies as well as adult feedback, such as verbal responses and marking that enables the pupils to understand the progress that they have made, as well helping to identify their next steps for development. Half termly pupil progress meetings with children and staff provide opportunities for discussing progress of individuals and groups of learners. Also specific

interventions can be identified. Our assessment lead plans the meetings and works with other members of staff such as our ALNCO to discuss progress and targets.

In line with the progression steps, teachers plan and assess a wide range of skills that the pupils experience in their learning. Area of Learning Experiences (AoLE) monitoring sheets are used to monitor coverage and progress.

Welsh Assembly Government have set the expectation that for all pupils ranging from Year 2 to Year 6 to undertake online personalised assessments for the below areas of learning:

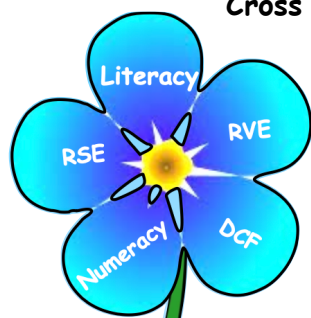
- English Reading
- Numeracy Procedural
- Numeracy Reasoning

Here at Blaenymaes, we also utilise GL Assessments as an assessment tool to identify progression in learning and inform practitioners future planning. This includes identifying progress in English Literacy and Maths, as well as various reading skills assessments and tools to help with pupils requiring additional support. Our PASS assessment supports the monitoring of pupil well-being in order to identify social and emotional interventions such as Thrive.

Monitoring

A quality assurance cycle has been developed to include a variety of monitoring systems such as book looks and learning walks which include staff, pupils and governors. This supports ongoing self-evaluation processes, celebrates success and informs the school improvement plan for future targets.

Cross curricular skills



Our pupils are provided with rich activities and experiences to help them bloom and grow across the curriculum. Our curriculum:

- Ensures pupils are supported to become independent, life- long learners
- Develops imagination, curiosity and creativity by offering a wide range of authentic experiences
- Ensures all pupils have access to the cross-curricular skills of literacy, numeracy (LNF) and digital competency (DC)

RVE

- Provides a daily act of collective worship
- Promotes equality of opportunity and respect for everyone regardless of beliefs, gender or ethnicity
- Supports pupils to foster a sense of identity through an appreciation of the locality and heritage of Wales

Relationships and Sexuality Education (RSE)

Ensures pupils are taught relationships and sexuality education

RSE plays a vital role in enhancing learners' well-being and safety and is mandatory in schools. At Blaenymaes Primary, we are developing our approach to teaching RSE, to help learners explore and discuss information and values about relationships and sexuality that they are already exposed to and often struggle to navigate for themselves. Our staff have a key role in encouraging RSE discussion and responding to learners' questions and needs. We strive to create a safe and empowering environment that builds upon learners' own learning and experiences while encouraging our learners to reflect and express their views and feelings on a range of RSE issues. The RSE curriculum at Blaenymaes is underpinned by a whole-school approach that supports, reinforces, and embeds developmentally appropriate learning around the following thematic areas:

• Rights and equity • Relationships • Sex, gender, and sexuality • Bodies and body image • Sexual health and well-being • Violence, safety, and support

The RSE curriculum aims to gradually empower learners to build the knowledge, skills, and ethical values for understanding how relationships, sex, gender, and sexuality shape their own and other people's lives. This includes the ability to recognise, understand and speak out about discrimination and violence and know how and where to seek support and advice on a range of RSE issues.

Integral skills:

• Critical thinking and problem solving • Planning and organisation • Creativity and Innovation
• Personal Effectiveness

As well as the cross-cutting themes:

• Local, national and international skills • Careers and work related experiences • Relationships and Sexuality Education • Human rights education and diversity



Pupil Voice and Rights of the Child

At Blaenymaes Primary we:

- Ensure that learners know their rights as set out in the UNCRC's 'Rights of the Child' so every child has a voice and has the opportunity to make decisions which affects them including committees, school council and curriculum planning
- Ensure that all pupils have a voice including our youngest pupils in Flying start and early years through planning in the moment.
- To provide opportunities for pupils to develop their skills and talents through the curriculum and extra-curricular activities

• Eco schools and Outdoor Learning

Blaenymaes is an Eco School, and the environment forms an important part of the curriculum. The Eco curriculum is based on ten main areas that are studied across the school. These are:

- Biodiversity
- Energy
- Global Citizenship
- Healthy living
- Litter
- Marine
- School grounds
- Transport
- Waste



Working with our Eco Committee and through medium and short-term plans, pupils have opportunities to respond to the issues and challenges that arise from these ten areas, considering how they have shaped our past and present and how they may shape our future.

Outdoor Learning is a broad term that includes discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities. outdoor learning activities are planned for within continuous provision, missions and topic work. Our Forest School Lead uses our vast school grounds to provide weekly Forest School sessions from Nursery to Year 6.

As a school we engage with wider organisations, such as, Swansea Community Farm, Pobl and Nature Days, to enhance pupils learning of environmental issues.

Cynefin, Welsh and the Siater Iaith

Our curriculum places great emphasis on the local area, or what it calls CYNEFIN. According to the new curriculum, CYNEFIN is defined as: "the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.

To understand Wales, Blaenymaes pupils develop an understanding Wales and its history. At Blaenymaes, we want to inspire children and young people to use Welsh in all aspects of their lives. The Siater Iaith is for everyone; all members of the school's community have a part to play - the school council, pupils, staff, parents, carers, governors, and the wider community. Together we will increase the social use of Welsh by children and young people.

Slot Drilio is an integral part of the Blaenymaes curriculum and pupils in each class learn Welsh patterns, phrases and idioms in relation to their age and development. These are learnt using Slot Drilio PowerPoints, stories, videos and a range of other activities. We are continuing work towards the assessment of the Silver Siater Iaith award.

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 during their time in school. The Blaenymaes curriculum content begins with the local community relevant to the child, and then focusses on national, and international contexts with teachers drawing from these contexts when teaching across the curriculum.

Careers and Work-Related Experiences

At Blaenymaes Primary, our curriculum encourages our pupils to learn about careers and work-related experiences, developing their knowledge of the breadth of opportunities available to them throughout their lives. This helps our pupils to understand the relationship between their learning in school and the world of work. At Blaenymaes Primary, the four purposes and the integral skills, creativity and innovation, critical thinking and problem solving, personal effectiveness and planning and organising, are central to preparing learners for careers and work. These support and encourage our pupils to develop their resilience, creativity and ambition, by solve problems, engage with different information and work independently. The school makes links with wider organisations, such as Swansea University, UWTSD, Bumbles of Honeywood and enterprise projects, to create purposeful contexts in which to experience these skills.

Human Rights Education and Diversity

Children and young people have 42 rights under the United Nations Convention on the Rights of the Child (UNCRC). These 42 rights give children and young people what they need to grow up happily, healthily and safely. In 2011 Wales became the first country in the UK to make the UNCRC part of its domestic law. The principles of a Children's Rights Approach are:

- Embedding children's rights - at Blaenymaes this means that all policies are underpinned by the UNCRC, and all our community know and understand about children's rights.
- Equality and Non-discrimination - at Blaenymaes we make sure that every child aspires to be the best they can be. This is encapsulated in our school Vision and Mission statements.
- Empowering children - At Blaenymaes pupils are actively involved in planning their curriculum.
- Participation - At Blaenymaes adults and pupils share the decision making and together drive policy and change.
- Accountability - Blaenymaes Primary School is held to account for how pupils experience their rights by the governing body and pupil committees. Pupils in Blaenymaes have the opportunity to become a member of a school council. The Rights of the Child are displayed and taught in all classrooms and are visible throughout the school. We have Year 6 Ambassadors who have specific jobs based around the curriculum, values or Rights. The Rights Respecting Ambassadors ensures that all classes know about and understand their rights.

The Blaenymaes curriculum incorporates 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.

Working in collaboration with our school governors and other stakeholders, we strive to provide our children with a progressive learning journey that reflects the four purposes, which is experiential, and skills driven to foster a love for knowledge and lifelong learning. Our children's well-being underpins the curriculum design, giving every learner the opportunity to become an independent thinker and learner, to be empathetic and become resilient. It respects and embraces diversity. Our curriculum is flexible and adaptable. It reflects and addresses, local, national and international events, promoting each learner as a Global Citizen who acts

responsibly to ensure that the planet becomes more peaceful, sustainable and a fairer place to live. The curriculum is relevant, purposeful, challenging and exciting. It will ensure our children are digitally literate and prepared for the challenges of living in an ever-advancing technological age. Accountability is the responsibility of all. The curriculum is taught by talented, well-trained individuals, who utilise their expertise and nurture the pupils' talents and talents of the whole school community to ensure high-quality learning experiences, where every pupil has the opportunity to bloom and grow.

Review

The Curriculum is reviewed annually by the Headteacher and the Senior Leadership Team. The date of next review is September 2024.

Conclusion

This policy should be read in conjunction with the National Curriculum orders 2008, the CfW 2022, the ALN Code of Practice, the school's ALN Policy, the Teaching and Learning Policy, and the six AoLE Policies.