



Curriculum Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3 & 29 (CRC)

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1. Curriculum definition

“A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.”

(Welsh Government, Curriculum for Wales, 2020)

The curriculum is the interaction between the teacher and the learner and, as such, transmits attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery. 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.

Ysgol Gymraeg Pontybrenin’s curriculum aims to educate all of its pupils to their maximum potential. Our aim is to equip our pupils with the knowledge, skills and experience they require to prepare for the challenges and demands the face in a world that is changing rapidly.

2. Introduction

Everyone at Ysgol Gymraeg Pontybrenin is committed to providing a happy, caring and friendly environment, because happy children make engaged learners who will become fully equipped with the skills to achieve in life. This happiness is accomplished within a stimulating, bilingual environment, where the Welsh language, our heritage and culture, are at the forefront of everything we do as a school. We promote the highest standards of achievement by all pupils regardless of ability, religion, ethnicity or gender.

Our pupils’ enthusiasm for learning is continually nurtured, as is their pride in their achievements and in our school community. Individual efforts are valued and celebrated in an atmosphere that encourages self and mutual respect. The curriculum at Ysgol Gymraeg Pontybrenin is based on the values, vision and ethos of the school. Through careful and considerate planning, a broad and balanced curriculum is provided to our learners by way of meaningful experiences to promote knowledge, skills and understanding across a short, medium and long-term period.

3. Values

The curriculum is a medium which enables the school to achieve its' objective of teaching children the information, skills and understanding they will need to lead a

fulfilling life. Underpinning this are our school values. At Ysgol Gymraeg Pontybrenin we make sure that our curriculum is designed to promote and embed these values into every pupil who comes under our care.

Fairness	To give every pupil the opportunity to develop to the best of his/her ability academically, socially, culturally and physically.
Welshness	To give every pupil the opportunity to master the skill of communicating in Welsh especially as a medium of learning.
Ethical	To encourage every pupil to contribute fully, according to his/her abilities, to the school community and the wider community, both locally and nationally.
Equality	Offer everyone equal opportunity without discrimination on the grounds of ability, sex, race or religion.

4. Vision

Ysgol Gymraeg Pontybrenin aims to offer the best standards in education which attempt to answer the needs of the individual in a supportive, happy and fully Welsh atmosphere. Every pupil is encouraged to develop self-respect as well as positive and responsible attitudes towards life in general. There is a strong work ethos in the school and the goal is to motivate every pupil to achieve the highest standards at all times. When fulfilling our vision, we must consider the following questions:

- What should we teach and why?
- How should we teach it?
- How will this support our learners to realise the four purposes?

In our school we want to foster a love for learning; crucially - through the medium of Welsh. The Welsh ethos in the school reflects the moral, spiritual and cultural inheritance of Wales and creates a framework for the life, work and mission of the school. This ethos is based on nondenominational Christian values which represent strong guidelines for the everyday life of the school. Every organisation which deals with children should at all times do their utmost to do their best for each child [Article 3 of the United Nations Convention on the Rights of the Child].

Pupils of Ysgol Gymraeg Pontybrenin are given the opportunity to thrive in a secure, positive and supportive environment. We want to help each and every one of our learners to live a healthy and confident life, showing care and compassion towards themselves and others. Our curriculum provides rich experiences and shapes ambitious, creative learners who make ethical decisions and embrace challenges. Developing these qualities equip our pupils for lifelong learning.

5. Curriculum aims

Ysgol Gymraeg Pontybrenin's curriculum:

- enables learners to develop in the way described in the four purposes
- is broad and balanced
- is suitable for learners of differing ages, abilities and aptitudes
- provides for appropriate progression for learners and includes a range of provision to ensure this

In order to comply with the legislative requirements of the framework we will ensure that our curriculum:

- contains the six areas of learning and experience
- encompasses the statements of what matters (as set out in the statements of what matters code)
- reflects the principles of progression set out in the progression code
- includes the mandatory curriculum elements
- encompasses the mandatory cross-curricular skills

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

- empower our learners to achieve the four purposes and prepare them for continuous learning, work, and life
- establish high expectations and empower all learners to reach their full potential
- provide a comprehensive and balanced education that allows our learners to connect different areas of knowledge and experience, and apply their learning to new situations and more complex issues
- facilitate progression along a continuous learning path
- support our learners' health and well-being, including their mental health and overall well-being
- foster our learners' development of the knowledge essential for becoming informed citizens
- acknowledge our learners' identities, languages, abilities, and backgrounds, and provide the tailored support they may need based on their individual circumstances
- reflect the diversity of perspectives, values, and identities that shape our locality and Wales, and cultivate an understanding of the wider world
- empower our learners to understand the realities of growing up in modern-day Wales and to grasp the significance of future-oriented issues such as well-being, sustainable development, and citizenship

- assist our learners in critically engaging with various information sources and evaluating their credibility and worth
- empower our learners to cultivate an understanding of their own rights as well as the rights of others
- be collaboratively developed with input from our stakeholders, including learners, families, the wider community, and our colleagues within the cluster

6. Curriculum Structure and Design

The Four Purposes

The four purposes are the aspiration for all learners in Wales. Ysgol Gymraeg Pontybrenin's curriculum is designed so that all our learners will be supported to develop as:

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.**

At our school we will enable all learners to develop towards the four purposes of the curriculum - the starting point and aspiration for every child and young person in Wales.

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. The integral skills in the curriculum for are crucial for learners to navigate and succeed in today's complex world, fostering their ability to analyse, express ideas effectively, work together, and innovate. The integral skills are as follows:

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.

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
- create 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.

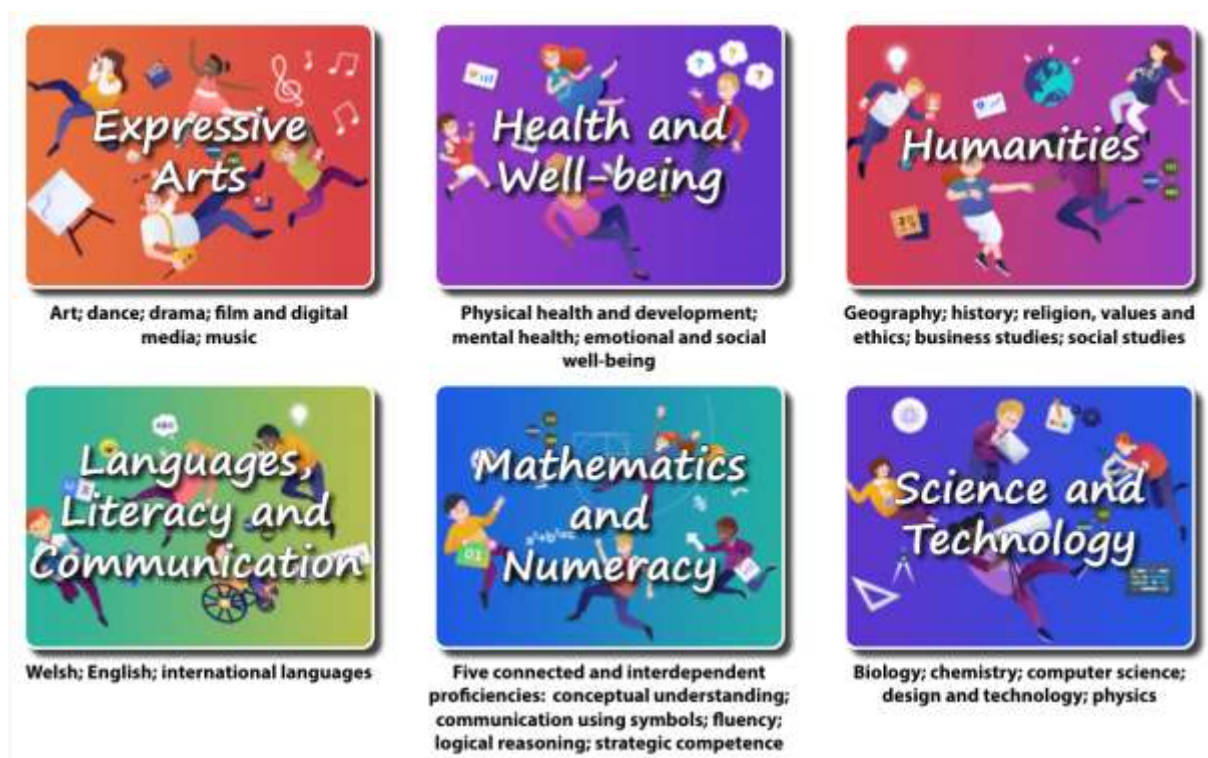
Planning and organising

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 (AoLE)

The Curriculum for Wales organizes learning into six areas of learning and experience (AoLE), providing a comprehensive framework for education. Each AoLE encompasses a range of subjects and disciplines, fostering holistic development and equipping learners with essential knowledge and skills for life. At Ysgol Gymraeg Pontybrenin we will ensure that pupils receive a variety of experiences in all six areas of learning and experience. Each of the areas of learning and experience is designed to support learners to realise the four purposes of the curriculum.



The six areas enable learners to build connections across their learning and combine different experiences, knowledge and skills. Each area includes 'what matters statements'; these are the 'big ideas' and key concepts for the curriculum. This is the national framework and helps ensure the same core learning and consistency of approach in curriculum design across settings and schools. All areas have equal status within our curriculum.

Statements of What Matter

The statements of what matter can be described as the 'big ideas' and key principles in each area. There are 27 statements of what matter in the Curriculum for Wales framework. These ensure a level of consistency in curriculum design across settings and schools, as learners must develop an understanding of all statements.

In order to be successful in achieving the vision of the four purposes, Ysgol Gymraeg Pontybrenin's learners must be supported to make connections within and across each of the six areas of learning and experience. In turn, this process will lead to deeper knowledge and a more sophisticated understanding as learners progress along the learning continuum. In order to effectively deliver this holistic curriculum, collaboration and comprehensive school-wide planning are indispensable. 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 matter.

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.	

Y Celfyddydau Mynegiannol YHSB1 Mae archwilio'r celfyddydau mynegiannol yn hanfodol er mwyn dyfnhau sgiliau a gwybodaeth gelfyddydol, ac mae'n galluogi dysgwyr i ddod yn unigolion chwifrydig a chreadigol.	Y Celfyddydau Mynegiannol YHSB2 Mae ymateb a myfyrio, fel artist ac fel cynulleidfia, yn rhan hanfodol o ddysgu yn y celfyddydau mynegiannol.	Y Celfyddydau Mynegiannol YHSB3 Mae creu yn cyfuno sgiliau a gwybodaeth, gan dynnu ar y synhwyrau, ystyrdolaeth a dychymyg.	Y Dyniaethau YHSB1 Mae ymholi, archwilio ac ymchwilio yn ysbrydoli chwifrydded am y byd, ei offennol, ei bresennol a'i ddylfodol.
Y Dyniaethau YHSB2 Mae digwyddiadau a phroffadau dynol yn gymhleth a châr eu hamgylfydd, eu dehongli a'u cynrychioli mewn gwahanol ffyrdd.	Y Dyniaethau YHSB3 Mae ein byd naturiol yn amrywiol a deinameg, wedi'i ddylawadu gan brosesau a gweithredoedd dynol.	Y Dyniaethau YHSB4 Mae cymdeithasau dynol yn gymhleth ac yn amrywiol, ac maen nhw'n cael eu llywio gan weithredoedd a chredoau pobl.	Y Dyniaethau YHSB5 Mae dinasyddion gwybodol, hunanymwbyddol yn mynd i'r afael â'r heriau a'r cyfleoedd sy'n wynebu dynoliaeth, ac yn gallu cynryngi camau ystyrlon ac egwyddorol.
Iechyd a Lles YHSB1 Mae datblygu iechyd a lles y corff yn arwain at fuddiannau gyddol oes.	Iechyd a Lles YHSB2 Mae'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddyn nhw yn effeithio ar ein hiechyd meddal a'n lles emosiynol.	Iechyd a Lles YHSB3 Mae'r ffordd rydym yn gwneud penderfyniadau yn effeithio ar ansawdd ein bywydau ni a bywydau eraill.	Iechyd a Lles YHSB4 Mae'r ffordd rydym yn ymwneud â dylanwadau cymdeithasol yn siapio prwy ydyn ni, ac yn effeithio ar ein hiechyd a'n lles.
Iechyd a Lles YHSB5 Mae cydberthnasau iach yn hanfodol ar gyfer ein lles.	Ieithoedd, Llythrennedd a Chyfathrebu YHSB1 Mae ieithoedd yn ein cysylltu â'n gilydd.	Ieithoedd, Llythrennedd a Chyfathrebu YHSB2 Mae deall ieithoedd yn allweddol i ddeall y byd o'n hamgylch.	Ieithoedd, Llythrennedd a Chyfathrebu YHSB3 Mae mynegi ein hunain drwy ieithoedd yn allweddol i gyfathrebu.
Ieithoedd, Llythrennedd a Chyfathrebu YHSB4 Mae llenyddiaeth yn tanio'r dychymyg ac yn ysbrydoli creadigrwydd.	Mathemateg a Rhifedd YHSB1 Defnyddir y system rif i gynrychioli a chymharu'r perthnasoedd rhwng rhifau a meintiau.	Mathemateg a Rhifedd YHSB2 Mae algebra yn defnyddio systemau symbolau i fynegi strwythur perthnasoedd mathemategol.	Mathemateg a Rhifedd YHSB3 Mae geometreg yn canolbwyntio ar berthnasoedd sy'n ymwneud â siâp, gofod a safle, ac mae mesur yn canolbwyntio ar feintoli ffenomena yn y byd ffisegol.
Mathemateg a Rhifedd YHSB4 Mae ystadegau yn cynrychioli data, mae tebygolrwydd yn modelu siawes, ac mae'r ddau yn cefnogi casgliadau a phenderfyniadau gwybodol.	Gwyddoniaeth a Thechnoleg YHSB1 Mae bod yn chwifrydig a chwilio am atebion yn hanfodol i ddeall a rhagfynegi ffenomenau.	Gwyddoniaeth a Thechnoleg YHSB2 Mae meddyffrwyd dylunio a pheirianteg yn cynnig ffyrdd technegol a chreadigol i ddiwallu anghenion a dymuniadau cymdeithas.	Gwyddoniaeth a Thechnoleg YHSB3 Mae'r byd o'n cyfnewid yn llawn pethau byw sy'n dibynnu ar ei gilydd i oroesi.
Gwyddoniaeth a Thechnoleg YHSB4 Mae mater, a'r ffordd y mae'n ymddwyn, yn diffinio ein bydysawd ac yn ffurfio ein bywydau.	Gwyddoniaeth a Thechnoleg YHSB5 Mae grymoedd ac egni yn gosod sail i ddeall ein bydysawd.	Gwyddoniaeth a Thechnoleg YHSB6 Mae cyfrifiadau yn gosod sail i'n byd digidol.	

D.S. Dyma gipolwg ar benawdau'r datganiadau Yr Hyn Sy'n Bwysig. Dylid darllen y 27 datganiad Yr Hyn sy'n Bwysig yn eu cyfanrwydd i'w deall yn llawn.

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

- select the range of experiences, knowledge and skills 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 matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each area by ensuring that content helps learners to develop a coherent understanding of a range of information.

Descriptions of Learning

Progression steps are part of the descriptions of learning. They describe how learning should progress within each statement of what matters across the learning continuum. They broadly correspond to expectation at ages 5, 8, 11, 14 and 16. Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning.

At Ysgol Gymraeg Pontybrenin, we use the descriptions of learning as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum. Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our 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. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the principles of progression for each area to inform our approach to progression.

Pedagogy is a central element of a school curriculum. Whilst designing our curriculum, we have considered the pedagogical approaches we need to support our learners in order to achieve the four purposes. Equally, assessment plays a crucial role in the learning process. At Ysgol Gymraeg Pontybrenin, we will strive to support all learners to make progress across their own learning continuum. Assessment will be embedded as an intrinsic part of teaching and learning.

Five principles underpin progression across all areas. Progression in learning should always be at the heart of curriculum design rather than starting with a theme and fitting the learning to it. The five principles below are taken directly from the framework:

- increasing effectiveness
- increasing breadth and depth of knowledge
- deepening understanding of the ideas and disciplines within the areas
- refinement and growing sophistication in the use and application of skills
- making connections and transferring learning into new contexts

Working in regular collaboration with our cluster schools has in turn allowed us at Ysgol Gymraeg Pontybrenin to develop a shared understanding of how learners should progress and how knowledge, skills and experiences should contribute to this. Whilst ensuring that progress within the curriculum is appropriate; this has allowed us to collaborate with other local schools and learn from one another.

Mandatory Curriculum Elements

Relationships and Sexuality Education

As a school we value the importance of helping our learners to understand how to form and maintain an array of healthy relationships. Not only does this contribute to the emotional well-being of our pupils but also contributes towards their development of empathy and resilience. We are a school that promotes respect and diversity, both of which require an understanding and an appreciation of rights, health, equality and fairness. Relationships and sexuality education plays a significant role in the education of our learners and it is an essential component to achieving the four purposes.

Relationships and sexuality education (RSE) within our curriculum is planned using the RSE Code and is designed in a way that is developmentally appropriate, inclusive and pluralistic. For more information, see our RSE Policy.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16. 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 syllabus set by the City and County of Swansea's Education Authority. There is no right to withdraw from RVE.

Cross-curricular skills

Effective teaching and learning consistently emphasise the importance of cross-curricular skills such as literacy, numeracy, and digital competence, offering opportunities to practice them. We believe these essential skills are crucial for learners to access knowledge and fully engage with our curriculum. They provide learners with lifelong abilities that support the four educational purposes. Moreover, these transferable skills prepare students for the workforce, enabling them to adapt and succeed 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. See above for a further explanation of RSE within Ysgol Gymraeg Pontybrenin's curriculum.

Human Rights

At Ysgol Gymraeg Pontybrenin we believe that learning about human rights empowers learners as rights-holders. It allows them to consider their attitudes and behaviours from a critical angle and develop the skills needed to become ethically informed citizens of Wales and the world. This education enables them to advocate for their own 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

It is important that our curriculum recognises and celebrates the diversity that exists within our school community and across society as a whole. Our curriculum aims to teach our learners how to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity. 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)

It is important to us at Ysgol Gymraeg Pontybrenin to prepare our learners for life beyond the world of education. We believe that learning about CWRE is fundamental to developing skills for work and life. Our curriculum provides 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

These experiences help build upon our learners' knowledge of the breadth of opportunities that will be available to them throughout their lives, ultimately helping them make informed decisions about their career paths.

Local, national and international contexts

We want our learners to develop an understanding of the world around them, from their own local community to their national identity and the wider world. 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'. *Cynefin* is a special word in the Welsh language, summarised 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." Learning about our 'cynefin' allows our learners to make sincere, meaningful connections with their immediate surroundings. 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.

7. Learning and Teaching

Teaching and learning exist in separate entities. Encountering information is not the same as understanding, remembering or applying it. While the stages are inextricably linked, they are separate processes. This must be reflected in the

lesson, as how we teach will determine how much our children learn. At Ysgol Gymraeg Pontybrenin, an array of grouping approaches is used to organise teaching and learning. Learning can display itself in whole-class, group and individual work. We value the benefit of partnership and cooperation during the learning process. When children collaborate, our aim is to provide them with opportunities to do so collectively, in pairs or in small groups.

We are passionate about delivering high-quality teaching that makes learning challenging, engaging and rewarding for every child. As part of our curriculum, staff set challenging goals and targets which help each pupil work towards reaching their full potential. We wish to equip our students with the skills, knowledge and experience necessary to achieve the four purposes.

8. Curriculum Summary

Our school curriculum is suitable for all learners and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners in our school. Our school curriculum is broad and balanced and includes learning opportunities within and across all of the areas of learning and experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accordance with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.

We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and achieving our school vision. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision. It is essential to allow for adaptation and change to truly take advantage of the flexibility of the new Curriculum. We will work within our school, across the cluster and in partnership with governors, the regional consortia and the local authority to further develop a shared understanding of progression and to ensure a high-quality continuum of learning for all.

Policy Adoption

Date of Review by Governing Body: 25/6/24

Date Endorsed and ratified by Full Governing Body: 25/6/24

Chair of Governors Signature: