



## Curriculum Policy (TYYCUR)

### **Curriculum definition**

Our school curriculum encompasses everything our learners experience in pursuit of the four purposes. It includes not only what we teach but also how and why we teach it.

### **Vision**

In creating our curriculum vision for Ton-Yr-Ywen, we considered:

- Our school vision.
- Welsh Government statutory expectations.
- Cluster developments.

### **Curriculum Aims**

To realise our vision for our learners, our curriculum will:

- Enable learners to achieve 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, linking different areas of learning and applying knowledge to new situations and complex issues.
- Support progression along a continuum of learning.
- Promote learners' health and well-being, including mental health.
- Develop knowledge foundational to being informed citizens.

- Recognise learners' identities, languages, abilities, and backgrounds, providing necessary support.
- Reflect diverse perspectives, values, and identities of our locality and Wales, and develop global understanding.
- Help learners understand contemporary Wales and future issues like well-being, sustainable development, and citizenship.
- Encourage critical engagement with information and assessment of its value and validity.
- Foster understanding of learners' rights and the rights of others.
- Be co-constructed with stakeholders (learners, families, the wider community, and cluster colleagues).

### **Curriculum Structure**

The four purposes are the aspiration for all learners in Wales. Our curriculum is designed to support learners in developing as:

- **Ambitious, capable learners** who:
  - Set high standards and enjoy challenges.
  - Build and apply knowledge in different contexts.
  - Enjoy solving problems and questioning.
  - Communicate effectively in Welsh and English.
  - Explain ideas and concepts.
  - Use numbers and interpret data effectively.
  - Use digital technologies creatively.
  - Undertake research and critically evaluate findings.
  - **Are ready for lifelong learning.**
- **Enterprising, creative contributors** who:
  - Apply knowledge and skills to create ideas and products.
  - Think creatively to solve problems.
  - Identify and seize opportunities.
  - Take measured risks.
  - Lead and collaborate effectively.
  - Express ideas and emotions through various media.
  - Contribute energy and skills for the benefit of others.
  - **Are ready to participate fully in life and work.**

- **Ethical, informed citizens** who:
  - Use evidence to form views.
  - Engage with contemporary issues based on knowledge and values.
  - Understand and exercise human and democratic responsibilities and rights.
  - Consider the impact of their actions.
  - Are knowledgeable about their culture, community, society, and the world.
  - Respect the needs and rights of others.
  - Commit to sustainability.
  - **Are ready to be citizens of Wales and the world.**
- **Healthy, confident individuals** who:
  - Have secure values and are developing spiritual and ethical beliefs.
  - Build mental and emotional well-being through confidence, resilience, and empathy.
  - Apply knowledge of diet and exercise to daily life.
  - Know how to find information and support for safety and well-being.
  - Participate in physical activity.
  - Make informed lifestyle decisions and manage risk.
  - Have confidence in performance.
  - Form positive, respectful relationships.
  - Overcome challenges.
  - Manage everyday life independently.
  - **Are ready to lead fulfilling lives as valued members of society.**

The four purposes guide all curriculum design decisions, ensuring our learners make progress towards them.

### **Integral Skills**

The four purposes are underpinned by integral skills developed through diverse teaching and learning experiences:

- **Creativity and Innovation**
  - Encourage curiosity and idea generation.
  - Connect experiences, knowledge, and skills to explore solutions.
  - Identify opportunities and communicate strategies.

- **Planning and Organising**

- Set goals, make decisions, and monitor progress.
- Reflect, adapt, and manage time, people, and resources.
- Ensure accuracy and create value.
- Appreciate sustainable development and technological advances.
- Meet the demands of uncertain situations.
- Generate and evaluate creative ideas.
- Build resilience and manage well-being.
- Work effectively with others, valuing diverse contributions.

### **Areas of Learning and Experience (AoLEs)**

Our school curriculum is designed to ensure comprehensive learning and teaching across all six Areas of Learning and Experience:

- Languages, Literacy and Communication
- Maths and Numeracy
- Science and Technology
- Health and Wellbeing
- Expressive Arts
- Humanities

Our curriculum provides opportunities for learners to engage with and understand key concepts within all the statements of what matters. These statements guide the selection of curriculum content by:

- Selecting experiences, knowledge, and skills that help learners understand the 'big ideas' and key principles within each statement.
- Supporting learners' progression within these 'big ideas' and principles, enabling them to develop a sophisticated understanding and application.
- Allowing learners to explore topics and ideas through different lenses, ensuring a coherent understanding of a range of information.

### **Descriptions of Learning**

We use descriptions of learning as a planning tool to inform the wide range of knowledge, skills, and experiences within our curriculum. These descriptions help plan for a range of learning contexts across progression steps, creating depth and breadth. They are not used to create stand-alone tasks, activities, assessment tasks, or interim reports for judging learners' outcomes at specific points.

## Progression

Progression in learning involves increasing depth, sophistication, engagement, and learner control, rather than merely covering content. It is not linear, and learners progress in different ways. Progression is central to our curriculum design, and we use the principles of progression for each Area to inform our approach.

## Curriculum Overview (Appendix 2)

We have collaborated with our cluster of schools to develop macro concepts underpinning our five contexts for learning:

- Identity and diversity
- Impact of technology
- Peace and conflict
- Environmental change
- Physical and mental health

## Planning Process

Contexts for learning are developed collaboratively to ensure progression across the curriculum. Mid-term plans map out the learning for each context (**Appendix 3**). Weekly planning grids detail the learning for each week (**Appendix 4**). Context overviews are shared with the community via class pages on the school website (**Appendix 5**).

## Mandatory Curriculum Elements

- **Relationships and Sexuality Education (RSE)** RSE is planned using the RSE Code and is developmentally appropriate, inclusive, and pluralistic.
- **Religion, Values and Ethics (RVE)** RVE is mandatory for all learners aged 3-16 and is part of the Humanities AoLE. It reflects the main Christian traditions in Wales and the teachings of other principal religions, as well as non-religious philosophical convictions. There is no right to withdraw from RVE. See the RVE policy for more information.

## Cross-Curricular Skills

The mandatory cross-curricular skills of literacy, numeracy, and digital competence are essential for accessing knowledge and the breadth of our curriculum. These skills are transferable to the world of work, enabling learners to adapt and thrive. Our curriculum is designed to develop competence and capability in these skills across all Areas.

Learners will have opportunities to:

- Develop listening, reading, speaking, and writing skills.
- Use numbers and solve problems in real-life situations.
- Be confident users of various technologies to function, communicate, and make sense of the world.

We use the Literacy, Numeracy, and Digital Competency Frameworks to guide our approach to developing these skills.

### **Cross-Cutting Themes**

- **Relationships and Sexuality Education (RSE)** Our curriculum makes authentic and meaningful links between learning within a particular Area and the RSE Code. There is no right to withdraw from RSE. See the RSE policy for more information.
- **Human Rights** Learning about human rights empowers learners as rights-holders, enabling them to critically examine their attitudes and behaviours and develop skills to be ethically-informed citizens. Our curriculum includes opportunities to:
  - Learn about human rights, including the UNCRC\* and UNCRPD\*\*.
  - Learn through human rights, developing values, attitudes, and behaviours that reflect human rights.
  - Learn for human rights, motivating social action and active citizenship.
- **Diversity** Our curriculum recognizes and celebrates the diversity within our school community and society. It aims to develop learners' empathy, compassion, understanding, and equity, regardless of characteristics such as sex, gender, race, religion, age, disability, and sexuality. Opportunities are provided to:
  - Develop empathy and compassion.
  - Celebrate diverse backgrounds, values, and characteristics.
  - Develop personal values and identity.
  - Understand 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 inspire 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 the ability to communicate in Welsh is important.

\* - *United Nations Convention on Rights of a Child*

\*\* - *United Nations Convention on the Rights of Persons with Disabilities*

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- 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's diverse linguistic heritage and culture, and its connections with the rest of the world.

*\*Cynefin – the sense that we all have multiple pasts of which we can only be partly aware.*

- 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.

### **Curriculum 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.

**Policy last updated and agreed by governors: 5<sup>th</sup> December 2024**



## Appendices

### Appendix 1 Curriculum for Wales Structure

4 Purposes					
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		

  

Integral Skills			
Critical thinking & problem solving	Creativity & Innovation	Planning & organisation	Personal effectiveness

  

Areas of Learning & Experience					
Languages, Literacy & Communication	Maths & Numeracy	Science & Technology	Health & Wellbeing	Humanities	Expressive Arts

<b>Mandatory elements</b>			
<b>English</b>	<b>Welsh</b>	<b>Relationships &amp; sexuality education</b>	<b>Religion, Values &amp; ethics</b>

<b>Cross curricular skills</b>		
<b>Literacy</b>	<b>Numeracy</b>	<b>Digital Competence</b>

<b>Cross Cutting themes</b>				
<b>Relationships &amp; sexuality education</b>	<b>Human rights education &amp; UNCRC</b>	<b>Diversity</b>	<b>Careers &amp; Work-related experiences</b>	<b>Local, national &amp; international contexts</b>

## Appendix 2 Ton-Yr-Ywen Whole School Curriculum Overview

Golden Threads	Health and Wellbeing					
	Language, Literacy and Communication			Maths and Numeracy		
Cross Cutting Themes	Careers and Work Related Experiences, Human Rights, Local, National and International contexts, RSE, Diversity					
Macro Concept	Identity (Getting to know you)	Identity and Diversity	Impact of Technology	Peace and Conflict	Environmental Change	Physical and Mental Health
Term	A1	A1/A2	S1	S2	SU1	SU2
Suggested Micro Concepts	Memories Experiences Relationships A sense of Self Beliefs (Political Ethical and religious) Belonging Cynefin Inclusion Equity Respect Difference Culture Rights and Responsibilities		Invention Discovery Innovation Security Economics Ethics Health & Disease	Democracy Decisions Actions Disagreements Resolution Power Relationships Rights and Responsibilities	Sustainability Eco Systems Climate change Cynefin Survival Evolution Change Rights and Responsibilities	Feelings Resilience Empathy Decisions Social Influence Risk Taking Rights and Responsibilities Cynefin Health & Disease
Non-Negotiables	Book / OPP 2 weeks	Christmas	Eisteddfod preparations	Eisteddfod	Sports day	Year 6 end of year performance

<b>Suggested AoLE Drivers</b>	Humanities (RVE,RSE, History, Geography) Sci Tech (Science -Biology/ DNA genetics) Expressive Arts (Music, Dance, Drama, art)	Sci Tech (Tech) Computer science (scientific advancements) Expressive Arts (Music, Art, Dance, Digital, Film) Hum (History)	Humanities (History, Geography, Social Studies RSE, RVE,) Expressive Arts	Humanities (Geography) Sci Tech (Sci -Biology Chemistry, Physics)	Expressive Arts (Music, Art, Drama, Dance) Sci Tech (Social Media, Technology for health)
<b>Context for Learning Title</b>					
<b>N</b>					
<b>R</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>Literacy rich text that will support the learning (at least 1 a term)</b>					

<b>N</b>						
<b>R</b>						
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						

**Appendix 3 - Mid Term Plan**



**Mid Term Context Planning**

**Term:**

**Context Title:**

**Year Group:**

Four Purposes			
<p><b>Ambitious, Capable Learners who:</b> 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.</p>	<p><b>Enterprising, Creative Contributors who:</b> 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.</p>	<p><b>Ethical, Informed Citizens who:</b> 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.</p>	<p><b>Healthy, Confident Individuals who:</b> 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.</p>

<p>Can communicate effectively in different forms and settings, using both Welsh and English.</p> <p>Can explain the ideas and concepts they are learning about.</p> <p>Can use number effectively in different contexts.</p> <p>Understand how to interpret data and apply mathematical concepts.</p> <p>Use digital technologies creatively to communicate, find and analyse information.</p> <p>Undertake research and <u>evaluate critically</u> what they find and are ready to learn throughout their lives.</p>	<p>Express ideas and emotions through different media.</p> <p>Give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.</p>	<p>Understand and consider the impact of their actions when making choices and acting.</p> <p>Are knowledgeable about their culture, community, society and the world, now and in the past.</p> <p>Respect the needs and rights of others, as a member of a diverse society.</p> <p>Show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.</p>	<p>Know how to find the information and support to keep safe and well.</p> <p>Take part in physical activity.</p> <p>Take measured decisions about lifestyle and manage risk.</p> <p>Have the confidence to participate in performance.</p> <p>Form positive relationships based upon trust and mutual respect.</p> <p>Face and overcome challenges.</p> <p>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.</p>
<p><b>End Result/Demonstrating Learning</b></p>	<p><b>Launch/Engage</b></p>	<p><b>Trips/Visits/Community Links</b></p>	<p><b>Welsh Dimension/Diversity</b></p>
<p><b>Key Concepts</b></p>		<p><b>Key Questions</b></p>	
<p><b>Pupil Voice Ideas for Learning</b></p>			

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**What Matters Statements (*highlight the ones which drive the context - 4/5 maximum*)**

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Humanities</b>	<b>Science &amp; Technology</b>
EA WM 1 - Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	HW WM1 - Developing physical health and well-being has lifelong benefits.	HU WM1 - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	ST WM1 - Being curious and searching for answers is essential to understanding and predicting phenomena.
EA WM2 - Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	HW WM2 - How we process and respond to our experiences affects our mental health and emotional well-being.	HU WM2 - Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	ST WM2 - Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
EA WM3 - Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	HW WM3 - Our decision-making impacts on the quality of our lives and the lives of others.	HU WM3 - Our natural world is diverse and dynamic, influenced by physical processes and human actions.	ST WM3 - The world around us is full of living things which depend on each other for survival.



	HW WM4 - How we engage with social influences shapes who we are and our health and well-being.	HU WM4 - Human societies are complex and diverse, and are shaped by human actions and beliefs.	ST WM4 - Matter and the way it behaves defines our universe and shapes our lives.
	HW WM5 - Healthy relationships are fundamental to our well-being.	HU WM5 - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	ST WM5 - Forces and energy provide a foundation for understanding our universe.
			ST WM6 - Computation is the foundation for our digital world.

Literacy Skills	Numeracy Skills	DCF Skills
<b>Listening</b>	<b>Understanding the Number system</b>	<b>Citizenship</b>
<ul style="list-style-type: none"> <li>● Listening for Meaning</li> <li>● Developing vocabulary</li> <li>● Listening for meaning</li> <li>● Listening as part of a collaborative task</li> </ul>	<ul style="list-style-type: none"> <li>● The number system</li> <li>● Relationships within the number system (fractions, decimals, percentages)</li> <li>● Calculation</li> <li>● Financial literacy</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, image and reputation</li> <li>● Health and Wellbeing</li> <li>● Digital rights, licensing and ownership</li> <li>● Online behaviour and cyberbullying</li> </ul>
<b>Reading</b>	<b>Geometry - shape, space &amp; position, measurement</b>	<b>Interacting &amp; Collaborating</b>
<ul style="list-style-type: none"> <li>● Phonological and phonemic awareness</li> <li>● Reading strategies</li> <li>● Understanding response and analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Measurement</li> <li>● Shape &amp; space</li> <li>● Position</li> <li>● Angle</li> </ul>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> <li>● Storing and sharing</li> </ul>
<b>Speaking</b>	<b>Statistics - data, probability</b>	<b>Producing</b>
<ul style="list-style-type: none"> <li>● Clarity and vocabulary</li> <li>● Purpose</li> <li>● Collaborative talk</li> <li>● Questioning</li> </ul>	<ul style="list-style-type: none"> <li>● Collecting data</li> <li>● Representing data</li> <li>● Interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>● Sourcing, searching &amp; planning digital context</li> <li>● Creating digital content</li> <li>● Evaluating and improving digital content</li> </ul>
<b>Writing</b>		<b>Data &amp; Computational Thinking</b>
<ul style="list-style-type: none"> <li>● Vocabulary, spelling &amp; grammar</li> <li>● Connectives and syntax</li> <li>● Punctuation</li> <li>● Planning &amp; organising for different purposes, audiences &amp; context</li> <li>● Proofreading, editing &amp; improving</li> </ul>		<ul style="list-style-type: none"> <li>● Problem solving and modelling</li> <li>● Data and information literacy</li> </ul>

## Weekly Breakdown

<b>AOLE</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>LLC English</b>							
<b>LLC Welsh MFL</b>							
<b>Mathematics &amp; Numeracy</b>							
<b>Health &amp; Wellbeing (NUTS)</b>							
<b>Humanities (NUTS)</b>							
<b>Expressive Arts (NUTS)</b>							
<b>Sci &amp; Tech (NUTS)</b>							
<b>5 Cross-Cutting</b>							

<b>Themes (RSE, Human Rights, Diversity, Careers, Local, National, Interna tional)</b>							
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#### Appendix 4 - Weekly Planning Grid

#### Week Beginning :-

Implications for Teaching and Learning (Evaluation of previous learning)

5 cross-cutting themes				
Local National and International Contexts	Careers and Work-Related Experiences	Human Rights	Diversity	RSE
•	•	•	•	

Learning Objectives WALT / NUTS	Differentiated Activities (to meet all needs, e.g. MAT, EAL, ALN) OSCA	Resources/ Key Vocab
<b>Language, Literacy and Communication</b>		

LLC - Welsh			
Maths and Numeracy			
Science & Technology	Humanities	Health and Wellbeing	Expressive Arts

**Appendix 5 - Context overview for sharing on our website**



Year group:

Term:

Context for Learning:

Languages, Literacy and Communication	Maths and Numeracy	Expressive Arts
Humanities	Science and Technology	Health and Wellbeing
Cross Cutting Themes	Applied Literacy / Numeracy Skills (LNF)	Digital Skills Framework (DCF)