



Hywel Dda Curriculum Policy

2023-2024

Introduction

- Our Curriculum Policy has been developed through our journey to embed the Curriculum for Wales, which became statutory in September 2022-23.
- For 2023-2024, we will be further developing our curriculum to be meaningful, purposeful and authentic for our pupils, to really make a difference in their lives and to enable them to be their best.
- Our "curriculum" includes our assessment and our pedagogy – and therefore this policy links to the Teaching and Learning Policy and Assessment Policy, and cannot be read in isolation.
- Our curriculum ensures it enables to children to develop the knowledge and skills in the mandatory 27 What Matters Statements, along with the cross-curricular responsibilities, to ensure a broad and balanced curriculum.

Curriculum Vision

In Hywel Dda, our curriculum is everything our pupils and wider community learn and experience in and through our school.

Our vision is for a curriculum which creates irresistible learning through an exciting and engaging range of contexts and experiences which develop in our pupils the life-long values, attributes, skills and knowledge they need to thrive in their communities – at home, in Ely and Caerau, in Cardiff, Wales and the World.

Our vision is for a curriculum which celebrates diversity and enables every pupil to develop their talents and achieve their potential.

We want a curriculum which

A school and curriculum which enables pupils to thrive and be their best selves:

- ❖ Flexible and dynamic – can change and adapt to meet the needs of the pupils
- ❖ Relevant
- ❖ Purpose driven
- ❖ Is learning focused – it makes learning happen
- ❖ Develops good values and ethics

Considerations for our curriculum

When designing and reviewing our curriculum, we have been asking:

- What do our pupils need from our curriculum in order to THRIVE?
- What IMPACT does the curriculum need to have on our pupils – short and long term?

Our pupils almost exclusively live in Ely and Caerau, in the west of Cardiff. We have 69% of pupils entitled to free school meals and 86% of our families live in areas in the 10% most deprived parts of Wales.

Therefore, we want a curriculum which gives the pupils new experiences, a desire to see the wider world, ambitions for a productive future, and values which lead them to be their best selves.

What do we mean by “our curriculum”?

By “our curriculum” we mean everything the children learn and experience within and through Hywel Dda. Whether it’s in classrooms and in lesson times, or when out and about on visits, or when in the corridors, when interacting, at playtimes and lunchtimes, in assembly – our pupils need to be always learning.

Designing the curriculum – ensuring progression

Designing our curriculum has been a collaborative journey, and continues to be. We have worked as a whole staff, as progress-step teams, as AoLE teams, and as year group teams. We have consulted with pupils, governors and parents.

The principles of progression for each AoLE have been vital in this design and this continues to be an area we are revisiting and reviewing the curriculum against.

We are also continuing to work with CSCJES and the cluster to develop our shared understanding of progression, standards and experiences the pupils in our area need as they move through a 3-16 curriculum. Last year's focus was on the integral skills and this year is progression in writing.

Our curriculum
needs to be:

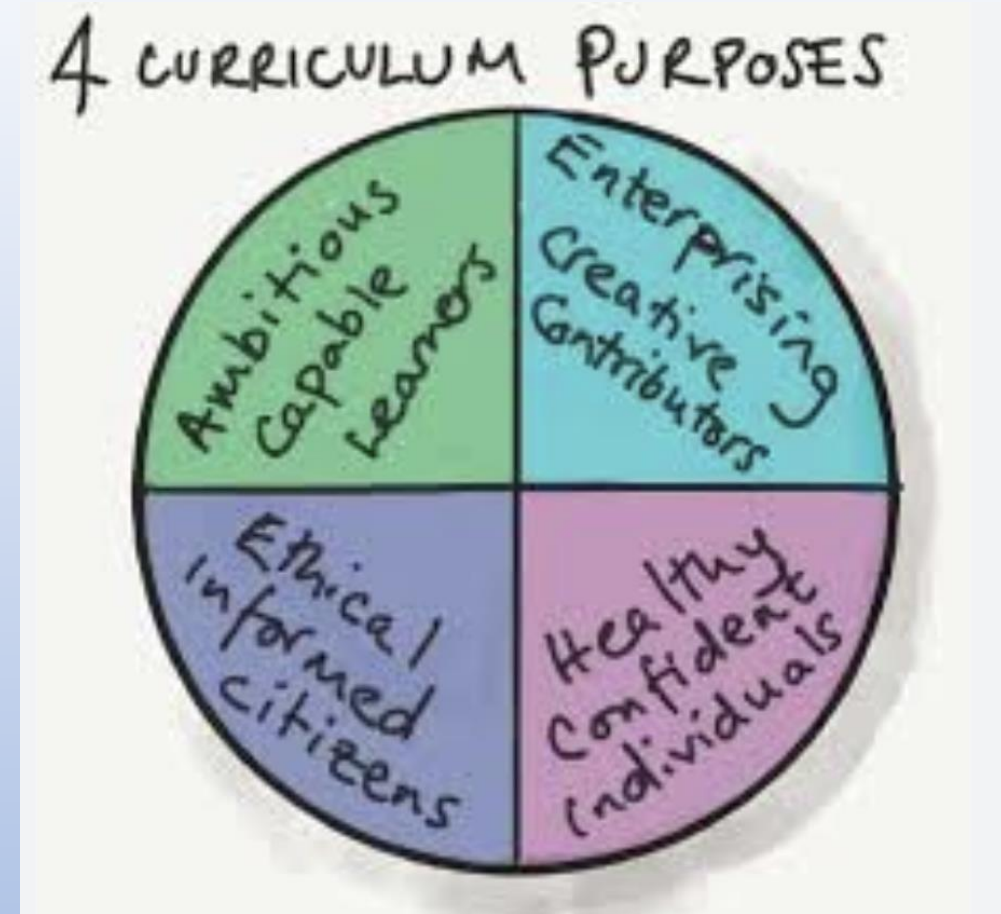


And must continually
enable the pupils to
develop towards the
Four Purposes.

The Four Purposes

The starting point for the curriculum at Hywel Dda is the Four Purposes, and what these mean for our pupils as they progress through their educational journey.

The mid-term planning for each context for learning explains the way it enables the pupils to further develop towards the four purposes. Further, we develop wider curricular experiences which enable the four purposes to be realised and become reality for our pupils.



Our curriculum is arranged into some discretely-taught areas and some which are taught through cross-curricular contexts.

Usually taught through a context

- Expressive Arts
- Language, Literacy and Communication
- Humanities
- Science and Technology

Usually taught discretely

- Health and Wellbeing, including PE
- Welsh and International languages section of LLC
- Mathematical development

Contexts for Learning

Contexts for Learning are designed to be broad and enable a wide range of experiences, learning and skills. Each year group has 4-5 contexts a year.

Contexts generally start with a Stunning Start to introduce the context, engage pupils and activate learning. This may be a trip, a theme day, some sort of exploration, a visitor – staff have many ideas.

Contexts usually end with a Fantastic Finish, which generally gives the pupils an opportunity to demonstrate, publish or show their learning.

There are also some whole-school focus weeks or contexts – including Welsh fortnight (leading to St David's Day) and Wellbeing Weeks.

Further, there are a range of theme days as well, often fitting in with national days, such as World Book Day, Roald Dahl Day, Show Racism the Red Card Day.

Progression Step 1

Nursery and Reception Year A	Nursery and Reception Year B
It's A Bear's Life	
Dinosaur Adventures	
Mini Beast Madness	

Progression Step 2

Year 1	Year 2	Year 3
Down on the Farm No place like Home African Adventure Beside the Seaside	Up, Up and Away Toy Story Zoom to the Moon 999 What's your emergency?	This is Me Wonderful Wales Romans World of Water

Progression Step 3

Year 4	Year 5	Year 6
History of Sport Chocolate Rainforests Recycling	Victorian Ely Our Living Planet Lights, Camera action	Conflict (World War 2) Human Body Global Issues

Cross Curricular Responsibilities

The 3 cross-curricular responsibilities are mandatory in law. They are:

- Literacy
- Numeracy
- Digital Competency

At Hywel Dda these are developed, practised and applied across the curriculum and throughout the learning environment.

Over the next few years we are seeking to further develop these across the curriculum, especially numeracy and digital competency, as part of our ongoing journey to raise standards and develop our curriculum.

Integral skills

Literacy, Language and Communication

A range of planned learning takes place in order for pupils to develop these vital skills: speaking and writing / listening and reading.

High quality whole-class texts form the basis for many of the contexts for learning in KS2, with Reading Reconsidered strategies used to ensure a range of reading skills are employed through the whole-class text. This also aims for them to develop a love of books and other literature. In KS2, Writing and oracy are taught through our read-write-perform structure.

In the Foundation Phase, writing and oracy are taught through the Talk for Writing strategies. Our Reading Strategy explains the expectations for the teaching of reading and reading skills, and must be followed in each class.

Speaking is developed continually in both formal/planned activities and throughout each day. Welsh is taught across the school progressively, with daily “helpwr heddiw” short-burst sessions alongside 1 focused longer lesson each week.

The International Language chosen by our pupils is British Sign Language, and currently our Language Lingo pupil-voice group is leading this with new phrases introduced by them.

Expressive Arts

We know our pupils love to be creative, especially in art and digital media.

We are working with a range of partners to develop both the children's experiences, plus teachers' knowledge and skills, to further develop the Expressive Arts. For example, Year 5 work with the Welsh National Opera to develop singing and Year 3 are working with the National Music Service to learn to play the pBUzz.

We will continue to develop all the expressive arts until our pupils are experience all areas to a high and engaging level.

Humanities

The humanities area of learning includes geography, history, RVE (religion, values and ethics), and social studies and business studies as the pupils get older.

The knowledge and skills of the humanities should all be developed through an enquiry-based approach, which is made clear in the first What Matters Statements.

Most year groups have a context for learning which is based on a historical theme. We are careful though to not teach a part of history in total isolation, but to use it to ask big questions and link to life and society today.

Geography is also a lead area for a context for learning on most year groups, where pupils learn about the human and natural world, their differences and similarities, and the impacts of different changes in the world.

In RVE, big questions are asked in PS3, following learning factually about the lives of people from different religions in our locality in PS2, which includes visiting different places of worship and celebrating different festivals.

Mathematical Development

Mathematical Development is taught discretely, in daily maths lessons which follow our Maths Strategy.

Maths is a priority this year, whilst we move away from the Big Maths scheme to maths based on the principles and progression of the curriculum for Wales in Maths, using a range of resources and visuals (C-P-A Concrete, Pictorial, Abstract) to deepen understanding and learning to a level where pupils have mastered skills and can apply them in a range of situations.

We are working towards a Calculations Policy, so that we will have clear progression and consistency of approaches in teaching and learning in maths.

Science and Technology

Teaching of the Science and Technology curriculum can vary between being linked to contexts for learning, or where there is not a clear and meaningful link, it can be taught discretely.

We aim for science and technology to be taught through an enquiry-based approach, with pupils planning, carrying out and evaluating investigations throughout. We aim for it to be practical and experiential.

The computation element of this AoLE is developing this year, but is likely to be a SIP focus in the near future to ensure very good staff knowledge in order for good progression to be secured for all pupils.

Health and Wellbeing

The Health and Wellbeing curriculum is very broad at Hywel Dda and is experienced and learned in a variety of ways.

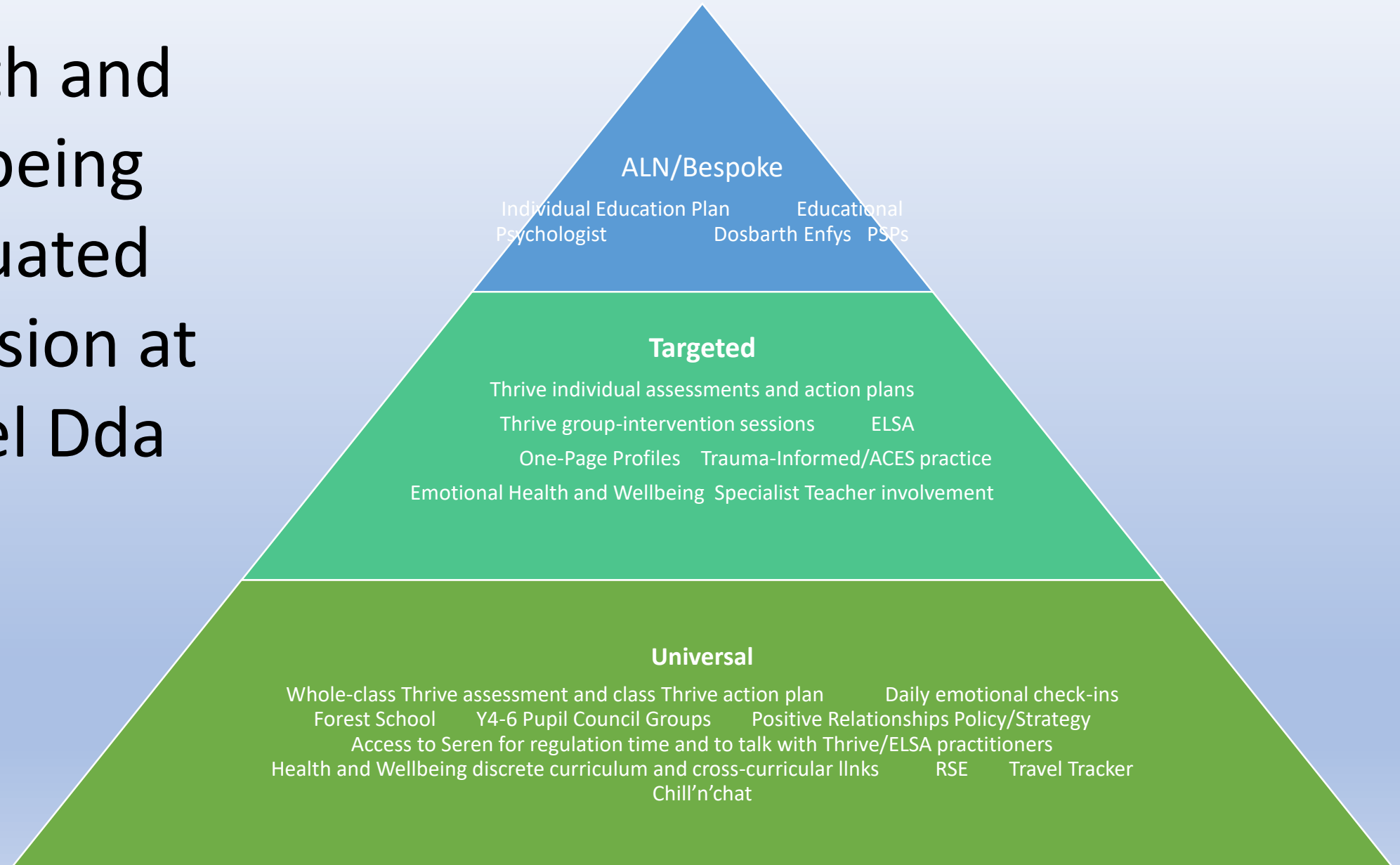
There are fortnightly Health and Wellbeing lessons which cover a wide range of aspects of emotional and mental health, physical health, healthy relationships, keeping safe, diversity, global/local/national issues and citizenship.

There is a specific RSE (Relationships and Sexuality Education) programme which is fully aligned to the RSE Code.

The pupil-voice opportunities which all Years 4-6 pupils are part of through pupil councils are also part of the Health and Wellbeing AoLE, as are the taking of responsibilities around the school.

For some pupils, the health and wellbeing curriculum needs to expand further to meet pupils' needs. The health and wellbeing provision at Hywel Dda is shown overleaf.

Health and Wellbeing graduated provision at Hywel Dda



Relationships and Sexuality Education (RSE)

The new RSE code establishes, in law, the requirements which all pupils should be taught by specific stages in their education. Our RSE curriculum is mapped in accordance with this code, with progression through age-appropriate learning.

More than anything else, the focus of our RSE curriculum is based on recognising and developing healthy relationships , which we believe is the most important area of RSE for primary school pupils, especially when we are in a locality where there is a higher occurrence of domestic violence, single-parent families and child protection.