

BRACKLA PRIMARY SCHOOL



CURRICULUM POLICY

Date Adopted: 15.05.24	Chairperson: Mrs J Czajkowski (Chair of Governors)
Date of Renewal: May 2026	Headteacher: Mrs K John

Our approach to the introduction of the new Curriculum for Wales has been planned for with the inclusion of all our stakeholders. Together, we aim to create a curriculum that is bespoke to Brackla Primary School and reflects the context of our pupils and community.

Purpose

The mission Statement at Brackla Primary is:

'Hapus Ynghyd Dysgu o Hyd' 'Happy Together, Learning for Ever'

The concept of lifelong learning and the idea that both adults and pupils learn something new everyday has been at the forefront of our curriculum development to date and is vital for continued curriculum development. Learning is based on an atmosphere of mutual tolerance and respect, in which all learners feel valued as individuals and are actively involved in the learning process. Learning is a rewarding and enjoyable experience for everyone. Through our curriculum, we aim to equip learners with the skills, knowledge and enriching experiences to be able to make informed choices throughout their lifelong learning journey.

Our Vision for Teaching and Learning at Brackla Primary School

The Aims of Curriculum for Wales at Brackla Primary School

A new curriculum has been developed for settings and schools across Wales. At Brackla Primary School we have developed a purposeful curriculum. The curriculum development model by Henna Dave (University of Stirling) was used to support the process along with guidance from Curriculum for Wales online documentation and support and guidance from Central South Consortium. The curriculum at Brackla Primary School aims to be:

- **Authentic:** offering our pupils real-life learning experiences taking into account Welsh values and culture;
- **Inquiry-based:** allowing pupils to discover and form their own opinions through research and experimentation;
- **Responsive:** relevant to the needs of today but also equipping all pupils with the knowledge, skills and dispositions needed for their futures;
- **Inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every pupils and taking account of their views;
- **Ambitious:** embodying high expectations and setting no limits on achievement and challenge for each individual pupil;

- **Empowering:** developing resilience and competences which will allow pupils to engage confidently with challenges;
- **Progressive:** enabling continuity and flow of skills and knowledge which combine new and prior learning together;
- **Engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging tasks and activities.

The Four Purposes

At Brackla Primary, our curriculum and our vision have both been designed and developed by all stakeholders to ensure all of our pupils are supported as they progress towards the four purposes.

In addition, the four purposes are underpinned by integral skills which are developed through a varied range of teaching and learning strategies and approaches that support the curriculum at Brackla Primary School. The teaching and learning strategies and approaches that are used at Brackla Primary have been designed and developed using the Pedagogical Principles as a starting point.

Areas of Learning and Experience

At Brackla Primary School, our curriculum has been designed in a way that ensures learning and teaching equally encompasses all six Areas of Learning and Experience (AoLE). Humanities, Science and Technology and Expressive Arts provide the major focus for each term's knowledge, skills and experiences.

Our purposeful curriculum provides opportunities for all our pupils to engage with and develop their understanding of the key concepts within all the Statements of What Matters. Our curriculum uses the Statements of What Matters to guide the selection of all the curriculum content. Specifically, they are used to:

- Select the range of knowledge, skills and experiences that will enable pupils to make sense of the 'big ideas' and 'key concepts' within each statement;
- Support pupils progression within knowledge, skills and experiences that will enable pupils to make sense of the 'big ideas' and 'key concepts' within each statement;
- Allow pupils to explore topics and ideas through different perspectives.

Descriptions of Learning

At Brackla Primary School, the Descriptions of Learning are one of the selection of planning tools used at the teacher's discretion. As our journey through our new curriculum develops we aim to gradually create a Brackla Primary continuum supported by a bank of Descriptions of Learning best suited to our cohort and community. This bespoke continuum will inform planning for a range of contexts for learning across progression steps to allow for depth and breadth across our curriculum.

Progression across the Curriculum

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 AoLE to inform our approach to progression. In addition we use the cluster produced progression maps to ensure clarity and parity between the primary school pupils as they enter our feeder secondary school, Brynteg Comprehensive. Progression maps provide staff with end of progression step goals and examples of expectations along with a bank of common experiences pupils across the cluster will take part in.

Mandatory Curriculum Elements

The curriculum at Brackla Primary School includes: Welsh, English, Relationships and Sexual Education, Religion Values and Ethics, Literacy, Numeracy and Digital Competence.

Welsh and English teaching and learning takes place every day across all the AoLEs. In addition Welsh and English skills, knowledge and experiences will be delivered discreetly in planned and delivered focused tasks. At Brackla Primary School we use the Central South Continuum of Welsh language patterns and vocabulary to support our curriculum.

Relationships and Sexuality Education (RSE)

Relationships and Sexuality Education within the curriculum at Brackla Primary is planned and designed with our cluster schools to ensure it is developmentally appropriate, inclusive and pluralistic. The RSE curriculum at Brackla Primary is delivered through an implicit cross curricular approach. ([RSE AT BPS](#))

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all learners and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE at Brackla Primary reflects that the religious traditions in Wales are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. 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 Locally Agreed Syllabus. The RVE curriculum at Brackla Primary is delivered through an implicit cross curricular approach.

Cross-curricular skills (Literacy, Numeracy and Digital Competence)

At Brackla Primary the mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for pupils to be able to access knowledge. They enable pupils to access the breadth of our curriculum, equipping them with the lifelong skills to realize the four purposes. These are skills that can be transferred to the world of work, enabling our pupils to adapt and thrive 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, pupils 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.

Cross Cutting Themes at Brackla Primary School

Human Rights

Learning about human rights empowers pupils as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others. Our curriculum implicitly incorporates opportunities for our pupils 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 United Nations Convention on the Rights of the Child (UNCRC) and United Nations Convention on the Rights of Persons with Disabilities (UNCRPD);

- learn through human rights which supports our pupils to develop values, attitudes and behaviours that reflect human rights;
- learn about human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

The Brackla Primary School curriculum recognises and celebrates the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our pupils to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our pupils 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 pupils 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.

A progression map of Diversity across our purposeful curriculum has been produced and is used for planning and progression mapping.

Careers and Work-Related Experiences (CWRE)

At Brackla Primary School, learning about CWRE is fundamental to developing skills for work and life. Our curriculum incorporates opportunities for CWRE that inspires our pupils 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.

A progression map of CWRE across our purposeful curriculum has been produced and is used for planning and progression mapping.

Local, National and Global contexts

Local, national and global contexts provide key perspectives for our pupils and are important in supporting them to realise the four purposes. Our curriculum incorporates opportunities for pupils to:

- develop learning through a range of places and events of significance;
- make links with the local community and organisations;
- 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.

Pupil Voice

Pupils have been included at all stages of the curriculum development process. Their contribution to the topics/themes and purposes for learning have been fundamental during the development of the three year cycle.

Pupil voice is an integral part of the planning process. All pupils take part in a termly 'launch day' prior to the new topic. Ideas are gathered and pupils are encouraged to suggest links to prior learning, resources needed, location, whether it may be an independent or focussed task.

Every week in Progression Step One (PS1) and Two (PS2) and fortnightly in Progression Step Three (PS3), pupils put forward ideas that may be used as part of enhanced provision (My Time PS1&2, Topicastic PS3) or focussed tasks. They are encouraged to think about the purpose (learning objective) of the tasks suggested.

Accessible to All

Through the design of our curriculum and the understanding that Universal Provision in each classroom is the fundamental to securing a broad and balanced learning environment for each pupil. In addition we ensure it:

- is suitable for each pupil's age, ability and aptitude;
- takes account of each pupil's additional learning needs (ALN);
- secures broad and balanced learning and teaching for each pupil.

Pupil Assessment and Progression

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our pupils to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our pupils and parents and carers are important. Progression in learning is a process of increasing depth, sophistication, engagement and pupil control, rather than of covering a body of content. Progression is not linear and different pupils are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey. We will assess all pupils across the continuum based on the progression articulated in our curriculum as detailed on the cluster progression maps and against planned learning intentions.

Individual pupil's assessment and progression is evaluated termly. Senior leaders and teaching staff use data, observations and Assessment for Learning (AFL) information to inform the next steps and targets. Parent/carer input is then gathered and targets shared during the subsequent parent/carer teacher meetings.

Monitoring and Review

This policy will be reviewed by the Senior Management Team and Governing Body every two years or earlier if deemed necessary.