

Curriculum Policy

Polisi'r Cwricwlwm

Work Together – Play Together – Succeed Together

Gweithio, chwarae a llwyddo gyda'n gilydd

Policy Approved

Headteacher	Chair of Governors
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Date 20.1.2025	Date 20.1.2025

Curriculum definition

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It encompasses what we teach, how we teach it and importantly, why we teach it.

Whitchurch Primary School Vision, Values and Aims

Our vision, values and aims have been co-constructed with our school community and stakeholders and drives our school forward.

Our Vision Ein Gweledigaeth

At Whitchurch Primary School we aim to deliver a stimulating, exciting and challenging curriculum. We empower children to lead their learning, become independent thinkers and achieve high standards. We will develop learning attitudes that will stay with them for life.

Enterprising Creative Contributors



Ambitious Capable Learners

Ethical Informed Citizens



Healthy Confident Individuals

Our Values

Respect - We value children's rights

Achieve - We achieve the highest possible standards

Care - We care about ourselves, each other and our environment

Inspire - We inspire children to be independent and lead their own learning



Our Aims

We aim for us all, as learners to:

1. Feel safe and valued as part of a caring community
2. Be polite and courteous
3. To be able to think creatively, critically and independently
4. To be confident risk takers
5. To be like our learning heroes
6. To understand and respect diversity in our local and global community

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Curriculum aims

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

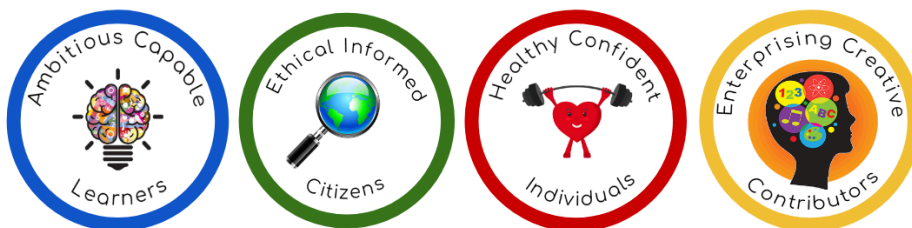
- enable our learners to realise the four purposes and equip them for ongoing learning, work and life;
- build high expectations and enable all learners to achieve their full potential;
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (AoLEs) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our learners' health and well-being, including their mental health and well-being;
- support our learners' development of knowledge that is the foundation of being an informed citizen;
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;
- support our learners to critically engage with a range of information and to assess its value and validity;
- enable our learners to develop an understanding of their rights and the rights of others as a Rights Respecting School;
- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleagues)

Curriculum structure and design

The four purposes

The four purposes are the aspiration for all learners in Wales.

Our curriculum is designed so that all our learners will be supported to develop as:



The descriptions of the four purposes can be found in greater detail in [Appendix 1](#).

'Our Learning Heroes'

The Whitchurch Learning Heroes develop the four purposes meaningfully in context. Through the learning behaviours of resilience, collaboration, independence and resourcefulness we encourage our pupils to ask questions, explore and solve problems. We value the learning process and develop independent, curious and critical thinkers.

<h3>Resilient Rhys</h3>  <ul style="list-style-type: none">● Perseverance - Stick At It● Managing Distractions● Facing My Fears● Noticing● Absorption	<h3>Collaborative Catrin</h3>  <ul style="list-style-type: none">● Listening● Working Together● Respecting Everyone● Empathy● Self-Awareness
<h3>Independent Ioan</h3>  <ul style="list-style-type: none">● Effort● Magic of Mistakes● Challenge Yourself● Responsibility● Reflect and Improve	<h3>Resourceful Rhian</h3>  <ul style="list-style-type: none">● 3B4Me● Curiosity● Questioning● Making Links● Reasoning

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. These four integral skills consist of:

Creativity and innovation

Our curriculum will develop our learners' creativity and innovation by supporting 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.

Critical thinking and problem-solving

Our curriculum will develop our learners' critical thinking through supporting 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.

Personal effectiveness

Our curriculum will provide opportunities to develop our learners' personal effectiveness by:

- developing emotional intelligence and awareness- helping them to become confident and independent;
- leading debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments;
- evaluating their learning and mistakes, helping them to identify areas for development;
- becoming responsible and reliable.

Planning and organising

Our curriculum develops learners' planning and organising skills through:

- setting their own goals and making decisions;
- reflecting and adapting on their work;
- checking for accuracy;
- developing an appreciation of sustainable development and the challenges facing our world (as age appropriate);
- developing an awareness of changes to technology;
- growing their awareness and adaptability to face challenges in an ever changing world and how these changes can also present opportunities for success;
- generating creative ideas and to critically evaluate ideas (age appropriate levels);
- building their resilience and developing strategies which will help them manage their well-being and help them to face challenges and problems;
- learning to work effectively with others, valuing the different contributions they and others make;
- developing their skills to recognise how themselves and others can play different roles within a team.

Areas of Learning and Experiences (AoLEs)

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas):

- [Expressive arts](#)
- [Health and well-being](#)
- [Humanities](#)
- [Languages, literacy and communication](#)
- [Mathematics and numeracy](#)
- [Science and technology](#)

All Areas have equal status within our curriculum.

Statements of What Matters

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the mandatory twenty-seven statements of what matter across the six AoLEs.

These can be found in **Appendix 2**.

Our curriculum uses the statements of what matters 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 and concepts within each statement.
- support our learners’ progression within the key principles and concepts and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matters.
- allow learners to explore inquiries and ideas through different lenses – the same concept or idea will be explored through different statements of what matters.
- 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.

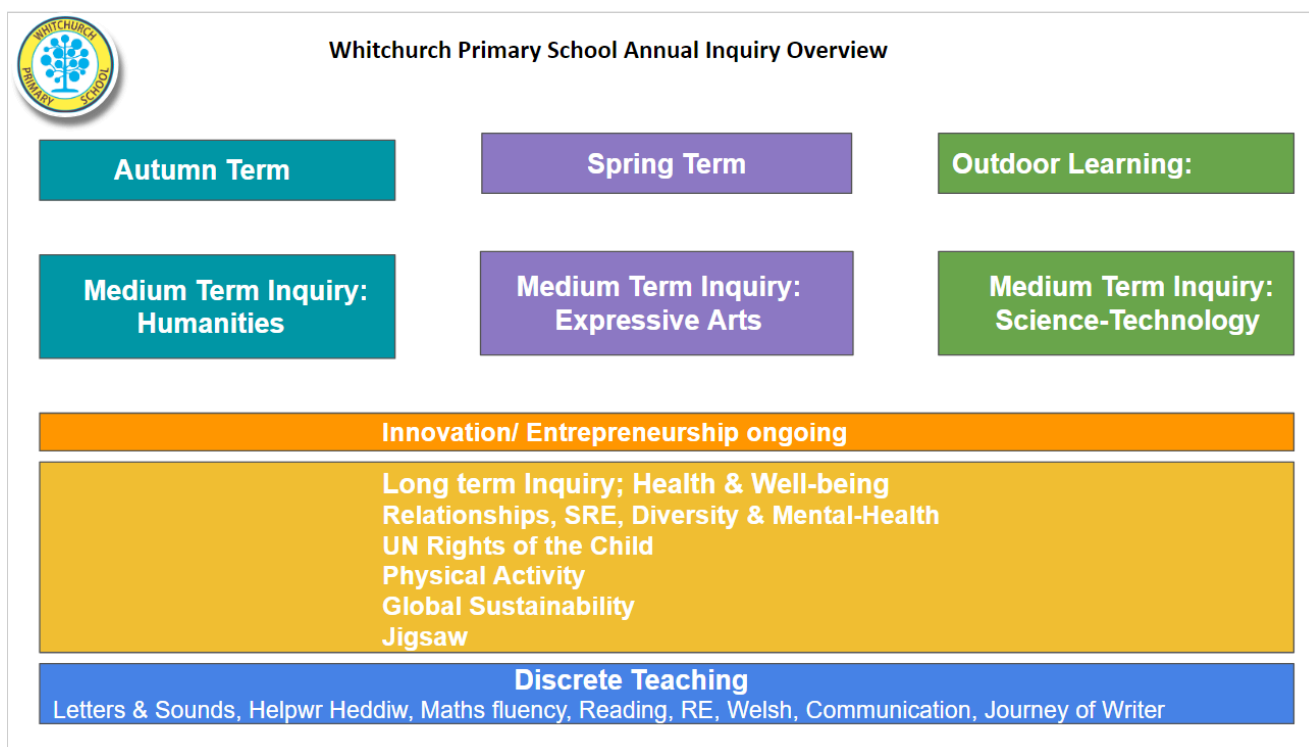
Descriptions of learning within the Statements of What Matters

At Whitchurch, we use the descriptions of learning as a planning tool to inform and guide 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 each progression step to create depth and breadth across our curriculum.

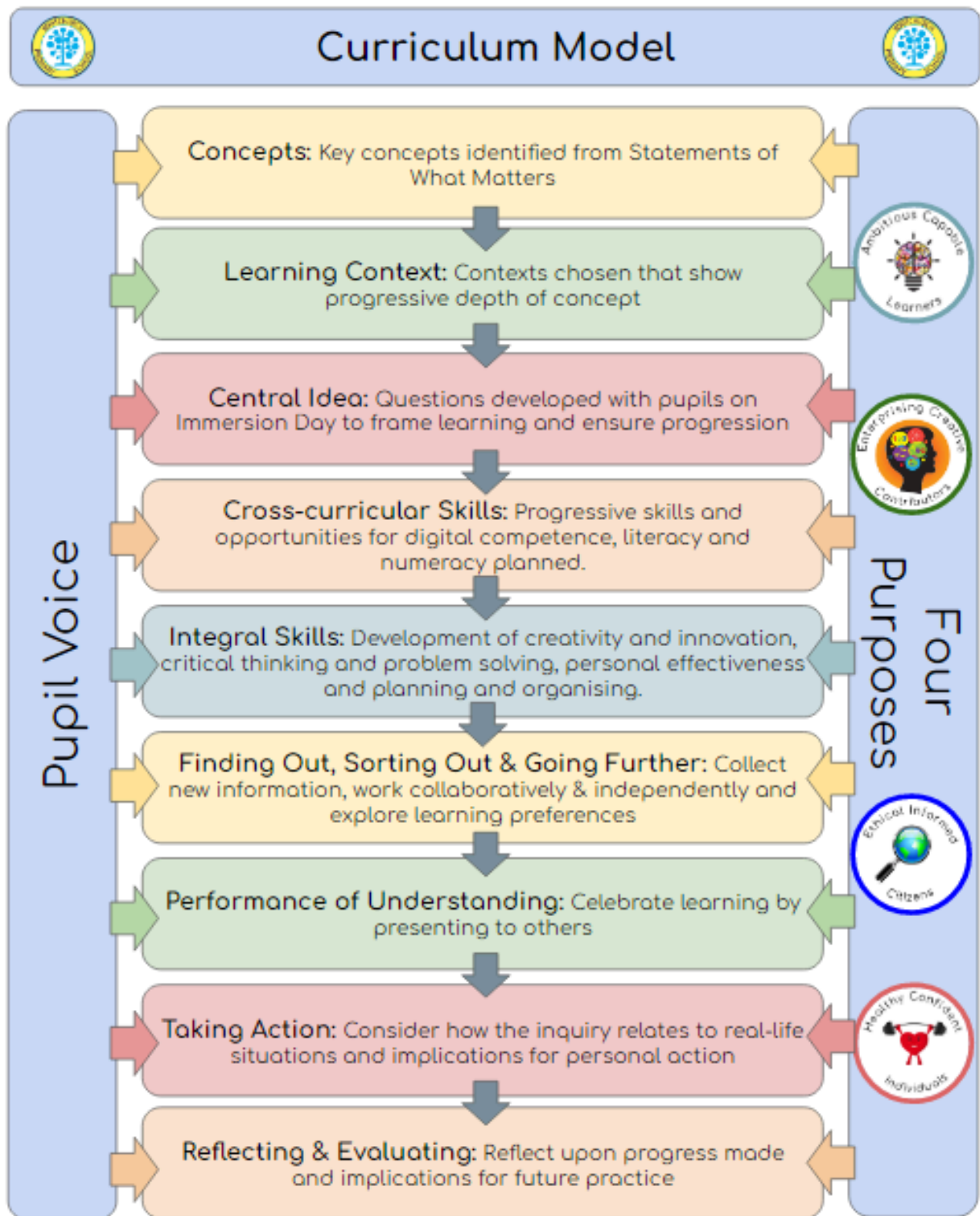
Our Curriculum Model

Our inquiry approach to our curriculum, alongside our Learning Heroes, also develops the four purposes meaningfully in context. We provide pupils with an authentic range of learning experiences and opportunities and develop pupils’ knowledge and skills through a progressive curriculum, that values pupil voice and encourages learners to make meaningful connections.

Over the school year, the inquiry approach will ensure all six AoLEs are taught in depth, along with all mandatory elements of the Curriculum for Wales. An example of this is:



Our Curriculum Model demonstrates how the inquiry process at Whitchurch fully embeds the four purposes and pupil voice in meaningful and authentic learning experiences to ensure progression across all progression steps.



The role of disciplines in our curriculum

In line with the principle of progression 'Deepening understanding of the ideas and disciplines within the Areas', as our learners progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each Area. To support this, as learners progress through our curriculum, there will be times when learners may receive discipline-specialist teaching, such as International Languages and music.

Equally, our approach to discipline-specialist curriculum design will still be underpinned by the principle of progression 'Making connections and transferring learning into new contexts' meaning that discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our whole curriculum where appropriate.

Mandatory curriculum elements

Relationships and sexuality education

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.

An overview of our [RSE policy](#) can be found here.

Religion, values and ethics

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while 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 Cardiff Locally Agreed Syllabus. There is no right to withdraw from RVE.

Cross-curricular skills

We believe that the mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum and equips them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables our learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Developing the cross-curricular skills is the responsibility of all practitioners across all Areas at our school.

Across our curriculum, our 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)

We believe that all Areas can contribute to learning in 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.

Human Rights

We believe that learning about human rights empowers our learners 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 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.
- raise awareness of children's rights and feel confident enough to use their voice.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. 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)

We believe that learning about CWRE is fundamental to developing skills for work and life. We provide these experiences through wider school enrichment events and opportunities, as well as wider community links and involvement through our inquiry learning.

Please see [Appendix 3](#) for further details.

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting our learners to realise the four purposes.

Please see **Appendix 4** for further details.

A curriculum accessible to all

Through the design of our curriculum, we ensure that our curriculum:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN) and talents (MAT), 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.

In WPS we value each child as a unique individual. We understand that every child has their own needs, and this is reflected through our inclusive curriculum, practice and vision.

We understand that a child's wellbeing is paramount and emotional needs must be met before a child is able to learn. Our inclusive approach is based on early identification, a multi-agency approach and ensuring that the child and their family remains at the centre of all decisions.

We embody the UNCRC and UNCRDisabilities to ensure that every child has their right to an Education.

Cynefin

Our curriculum will instil our learners with 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'. This will allow our 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.

Supporting Policies

Please refer to the following policies with regards to how we assess and monitor progress, our pedagogical approaches:

- Progression and Assessment policies
- Learning and Teaching policies
- Transition Plan
- Equality
- MAT

Curriculum Summary

In line with the mandatory requirement for schools to publish a summary of their curriculum, a copy of our curriculum summary can be found [here](#).

Curriculum review, evaluation and revision

It is the responsibility of the Governing Body and headteacher to keep our curriculum and assessment arrangements under review and revise them if they no longer comply with our curriculum policy.

The school's curriculum is defined as 'everything a learner experiences in pursuit of the four purposes'. Our school curriculum is under constant review to ensure that it is meeting the needs of both our learners and our vision. Throughout the school year we will undertake a variety of self evaluation activities to inform our understanding of the effectiveness of our curriculum and we will continuously adapt accordingly. We will work within our school, parents, our cluster and in partnership with governors and regional consortia to further develop a shared understanding of progression and to ensure a high quality continuum of learning for all.

Appendix 1:

The four purposes

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.**

The four purposes are the starting point for all decisions around curriculum design our curriculum is planned in a way that supports our learners to make progress toward them.

Appendix 2:

Languages, Literacy & Communication	Mathematics & Numeracy	Expressive Arts
WM1 Languages connect us.	WM1 The number system is used to represent and compare relationships between numbers and quantities.	WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
WM2 Understanding languages is key to understanding the world around us.	WM2 Algebra uses the symbol systems to express the structure of relationships	WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the Expressive Arts.
WM3 Expressing ourselves through languages is key to communication.	WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination
WM4 Literature fires imaginations and inspires creativity.	WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	

Science & Technology	Health & Well-being	Humanities
WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	WM1 Developing physical health and well-being has lifelong benefits.	WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	WM2 How we process and respond to our experiences affects our mental and emotional well-being.	WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
WM3 The world around us is full of living things which depend on each other for survival.	WM3 Our decision-making impacts on the quality of our lives and the lives of others.	WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.
WM4 Matter and the way it behaves defines our universe and shapes our lives.	WM4 How we engage with social influences shapes who we are and affects our health and well-being.	WM4 Human societies are complex and diverse, and are shaped by human actions and beliefs.
WM5 Forces and energy provide a foundation for understanding our universe.	WM5 Healthy relationships are fundamental to our well-being.	WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
WM6 Computation is the foundation of our digital world.		

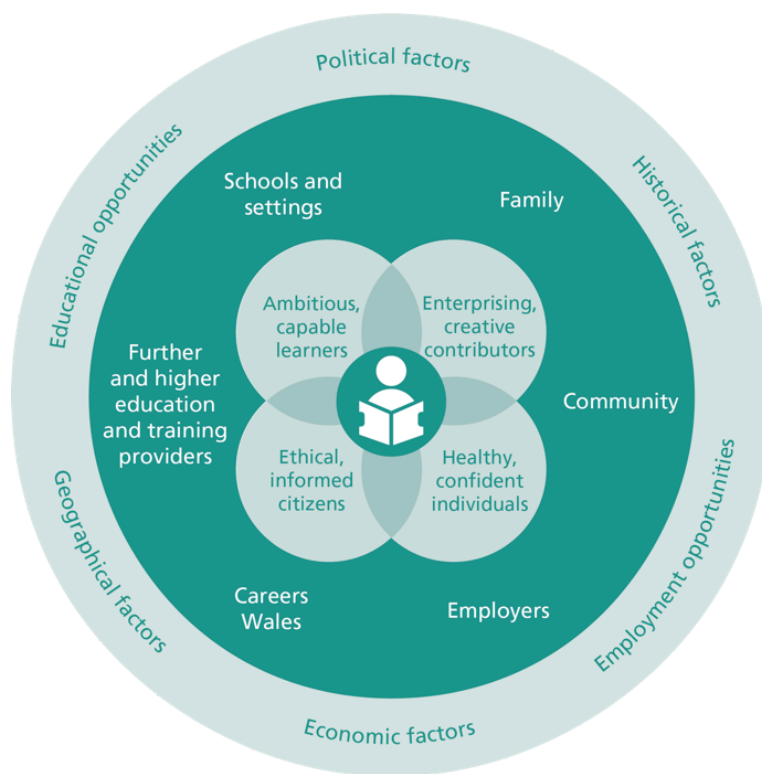
Appendix 3:

Careers and work-related experiences (CWRE)

Our curriculum incorporates 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

Our curriculum plans CWRE using these key considerations and influences to support the four purposes:



Appendix 4:

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting our learners to realise the four purposes.

Our curriculum incorporates opportunities for our 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