



Curriculum for Wales Summary at Plasmarl Primary School



Plasmarl Primary School's curriculum has been co-constructed through engaging with stakeholders including the Pentrehafod Cluster of Schools and will meet the following requirements:

<p>Our Vision</p> <p>As a 'Trauma Informed School', our vision at Plasmarl is to provide an inclusive, safe and happy learning environment. We are committed to delivering an exciting and authentic curriculum, which is influenced by our learners. We have high expectations of our pupils and celebrate their progress and achievements. We aim to equip our learners with the skills they need to become: ambitious and capable, enterprising and creative, ethical and informed, healthy and confident.</p>	<p>Areas of Learning and Experience</p> <p>Our curriculum will provide learning experiences through the 6 AoLEs of:</p> <ul style="list-style-type: none">• Languages, Literacy and Communication• Expressive Arts• Science and Technology• Humanities• Maths and Numeracy• Health and Wellbeing
<p>Our Values</p> <p>Plasmarl promotes the following values throughout the curriculum and these values help establish a positive school ethos. The values are Friendship, co-operation, happiness, responsibility, love, respect, kindness and honesty.</p>	
<p>The Four Purposes</p> <p>The four purposes are the starting point and aspiration for our school curriculum design.</p> <p>Our school aims to support our learners to become:</p> <ul style="list-style-type: none">• 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	<p>What Matters</p> <p>Plasmarl's curriculum will provide pupils with rich experiences and opportunities to develop their skills, knowledge and understanding which are found in the 27 statements of what matters and in line with the Statements of What Matters Code.</p>

<p>Learning, Progression and Assessment</p> <p>Our curriculum will support learning through designing learning opportunities that draw upon the pedagogical principles.</p> <p>Our curriculum, supported by effective teaching and learning enables learners to make meaningful progress. Over time, our learners will develop and improve their skills and knowledge. Our curriculum focuses on understanding what it means to make progress in a given Area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions and is informed by the Progression Code. This in turn supports our approach to assessment, the purpose of which is to inform planning for future learning. Assessment will be embedded as an intrinsic part of learning and teaching.</p> <p>All learners will be assessed on entry to the school.</p>	<p>Inclusivity</p> <p>Plasmarl's curriculum will raise the aspirations for all learners. As a school we have considered how all learners will be supported to realise the four purposes and to make progress. We consistently consider our ALN provision and how we will meet the needs of different groups of learners. Universal provision forms the foundation for all other provision within the school.</p> <p>UNCRC/UNCPRD</p> <p>Our school will promote knowledge and understanding of Part 1 of the UNCRC, and of the UNCRPD, among those who provide teaching and learning.</p>
<p>Cross Curricular Skills</p> <p>Plasmarl's curriculum will develop the mandatory cross-curricular skills of literacy, numeracy and digital competence. Our curriculum will enable learners to develop competence and capability in these skills and to extend and apply them across all Areas. Learners will be given opportunities across the curriculum to:</p> <ul style="list-style-type: none"> • 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 <p>We aim for learners to be able to transfer these skills to the world of work – enabling them to adapt and thrive in the modern world.</p>	<p>Relationships and Sexuality Education (RSE)</p> <p>Plasmarl's curriculum includes the themes that are set out in the RSE Code. The inclusion of this is mandatory and has a positive role to support pupils to realise the four purposes. The content is set within the context of broad and inter-linked learning strands, namely:</p> <ul style="list-style-type: none"> • Relationships and identity • Sexual health and wellbeing • Empowerment, safety and respect <p>Much of the RSE Code centres around helping learners to form and maintain a range of relationships and based on mutual trust and respect. These relationships are critical to the development of emotional well-being, resilience and empathy.</p>
<p>Careers and Work- Related Education</p> <p>Our curriculum will incorporate careers and work related experiences for all of our learners.</p>	<p>Welsh and English</p> <p>As an English medium school learning will take place in Welsh as a second language and throughout the school.</p>

<p>Religion, Values and Ethics(RVE)</p> <p>Religion, values and ethics (RVE) is a statutory requirement of Curriculum for Wales and is mandatory for all learners from ages 3 to 16.</p> <p>Pupils will have opportunities to explore all RVE concepts and will learn the importance of RVE's relationship with other aspects of life , society and the world.</p> <p>RVE in the curriculum is not about making learners religious or non-religious. Its teaching, therefore, must promote openness, impartiality and respect for others through an objective, critical and pluralistic approach.</p> <p>There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales</p> <p>As RVE is a locally determined subject, the agreed syllabus specifies what should be taught in RVE within the local authority and our curriculum will reflect this guidance.</p>	<p>2022-2023 Learning Themes and Topics</p> <table border="1"> <tr> <td data-bbox="1129 271 1590 350">Lower Phase (Nursery/Reception/Years 1 & 2)</td><td data-bbox="1590 271 2039 350">Autumn: Same but Different (H & WB) Spring: The World in our Hands (Hum.) Summer: Curious Scientists (S & T)</td></tr> <tr> <td data-bbox="1129 350 1590 462">Upper Phase (Years 3/4/5 &6)</td><td data-bbox="1590 350 2039 462">Autumn: Same but Different (H & WB) Spring: The World in our Hands (Hum.) Summer: Curious Scientists (S & T)</td></tr> </table> <p>2023-2024 Learning Themes and Topics</p> <table border="1"> <tr> <td data-bbox="1129 581 1590 660">Lower Phase (Nursery/Reception/Years 1 & 2)</td><td data-bbox="1590 581 2039 660">Autumn: Me and my Brain (RSE)</td></tr> <tr> <td data-bbox="1129 660 1590 700">Upper Phase (Years 3/4/5 &6)</td><td data-bbox="1590 660 2039 700">Autumn: Me and my Brain (RSE)</td></tr> </table> <p><i>*The remaining learning themes and topics are to be confirmed</i></p>	Lower Phase (Nursery/Reception/Years 1 & 2)	Autumn: Same but Different (H & WB) Spring: The World in our Hands (Hum.) Summer: Curious Scientists (S & T)	Upper Phase (Years 3/4/5 &6)	Autumn: Same but Different (H & WB) Spring: The World in our Hands (Hum.) Summer: Curious Scientists (S & T)	Lower Phase (Nursery/Reception/Years 1 & 2)	Autumn: Me and my Brain (RSE)	Upper Phase (Years 3/4/5 &6)	Autumn: Me and my Brain (RSE)
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<p>Review and Refinement</p> <p>Plasmarl's school curriculum will be kept under review in order to respond to the outputs of professional inquiry, the changing needs of learners and social contexts and needs. The reviews will take into account the views of stakeholders. We will publish a summary of our curriculum and revise the summary if changes to our curriculum are made.</p>	<p>Headteacher: L. Saunders Deputy HT: N.Morgan Chair of Governors: C. Goulding Review Date: September 2024</p> 								