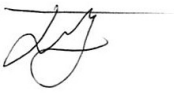
Curriculum Policy

	Signed	Date
Chair of Governors		03/11/26
Headteacher		03/11/26

This policy is a:	School Plan using LA & WG guidelines
This policy is a:	Statutory Policy
Policy / Document Leader:	Mrs L Tudge
Link Governor:	Dr B John
Key Personnel in Policy:	Headteacher
Published / located:	Website/ School Administration Office
Aims of Policy: • To outline the policy and provision for the school's curriculum.	
Review date	October 2026
Next review date	September 2028
Reviewed by	Policy committee

1. Policy Statement

At Penrhiwceibr Primary School, our curriculum is designed to support every learner to realise the four purposes of Curriculum for Wales and to embody our school motto, **"Caring, Growing and Succeeding Together."**

We believe that all children deserve a curriculum that is ambitious, engaging and relevant to their lives. Our curriculum reflects the unique context of our community whilst preparing learners to thrive as citizens of Wales and the wider world.

Our curriculum encompasses all experiences learners encounter during their time in school, including lessons, enrichment activities, educational visits, pupil leadership opportunities and wider experiences that contribute to their personal development.

The curriculum is continually reviewed and refined to ensure it remains responsive to learners' needs and aligned with national expectations.

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2. Vision

At Penrhiwceibr Primary School, we are committed to ensuring that every child feels valued, supported and inspired to achieve their full potential.

Our school motto, **"Caring, Growing and Succeeding Together"**, underpins all aspects of school life and reflects our commitment to creating a nurturing learning community where everyone can thrive.

Through our curriculum, we aim to develop learners who:

- are ambitious, capable learners, ready to learn throughout their lives
- are enterprising, creative contributors, ready to play a full part in life and work
- are ethical, informed citizens of Wales and the world
- are healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Our curriculum seeks to:

- provide rich, engaging and meaningful learning experiences
- promote high aspirations and achievement for all learners
- develop independence, resilience and confidence
- foster a strong sense of belonging within our school and community
- celebrate diversity and promote inclusion
- develop learners' understanding of their cynefin, Wales and the wider world
- encourage learners to become responsible and active citizens
- support learners to achieve their personal best academically, socially and emotionally

Behaviour Expectations

To support effective learning and positive relationships, we promote our behaviour expectations of being:

Positive, Polite and Safe

These expectations help create a respectful, nurturing and inclusive environment where all learners can flourish.

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3. Curriculum Design Principles

The curriculum has been designed around:

- The Four Purposes
- Progression across the 3-16 continuum
- The Statements of What Matter
- The Principles of Progression
- Learner wellbeing
- Equity and inclusion
- Authentic learning experiences
- Cynefin and community engagement

Learning is designed to develop knowledge, skills and understanding in meaningful and connected ways whilst ensuring sufficient depth within disciplines.

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4. Curriculum Structure

The Penrhiwceibr curriculum has been designed to meet the developmental needs of learners across the school and consists of two distinct approaches.

Nursery and Reception

In Nursery and Reception, learning is organised through a **seasonal, play-based curriculum** that reflects the developmental needs of our youngest learners.

Learning is carefully planned around:

- the principles of child development
- learner interests and curiosity
- meaningful first-hand experiences
- continuous and enhanced provision
- outdoor learning opportunities
- the Statements of What Matter within Curriculum for Wales

Through seasonal themes and experiences, learners develop their knowledge, skills and understanding across all Areas of Learning and Experience in an engaging and developmentally

appropriate way.

Learning in Nursery and Reception prioritises:

- belonging and wellbeing
- communication and language development
- early literacy and numeracy
- independence and resilience
- physical development
- creativity, exploration and play

Whilst Nursery and Reception do not follow the whole-school enquiry concepts, staff make links to wider school themes where these are meaningful and appropriate.

Years 1-6

From Year 1 onwards, learners engage in our concept-driven enquiry curriculum.

The curriculum combines:

Discrete Teaching

Certain aspects of the curriculum are taught explicitly to ensure systematic progression.

These include:

- Mathematics and Numeracy
- Languages, Literacy and Communication
- Welsh Language Development & Modern Foreign Language
- Digital Competence
- Physical Education
- Relationships and Sexuality Education (RSE)

This discrete provision ensures learners develop secure knowledge, skills and understanding that can be applied across the wider curriculum.

Concept-Driven Enquiry Learning

Our enquiry curriculum is built around six whole-school concepts delivered through a two-year cycle:

Year A	Year B
Identity & Belonging	Discovery
Change	Sustainability
Creativity	Power

Each concept is explored through a whole-school driving question and culminates in an authentic project outcome.

Examples include:

- exhibitions
- museums
- campaigns
- performances
- community projects
- presentations
- publications

Learners investigate concepts through all six Areas of Learning and Experience, making meaningful connections across disciplines whilst developing deeper conceptual understanding.

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5. Areas of Learning and Experience

The curriculum provides learners with learning across all six Areas of Learning and Experience:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

All Areas are valued equally.

Statements of What Matter are mapped across the two-year curriculum cycle to ensure breadth, balance and progression for all learners.

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6. Cross-Curricular Skills

The school ensures systematic development of the mandatory cross-curricular skills:

Literacy

Learners develop skills in:

- speaking and listening
- reading
- writing
- communication across contexts

Programmes and approaches include:

- systematic phonics provision
- guided reading
- writing for authentic purposes
- Voice 21 strategies
- Book Fizz approaches

Numeracy

Numeracy skills are developed through:

- daily mathematics lessons
- daily mental maths sessions
- authentic problem-solving opportunities

Digital Competence

Digital skills are developed progressively and applied across curriculum contexts through research, communication, creativity and problem solving.

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7. Welsh Language and Welsh Dimension

Developing confidence in Welsh and promoting Welsh identity is integral to our curriculum.

Learners experience Welsh daily through:

- Helpwr Heddiw
- classroom routines
- rich Welsh language experiences
- assemblies
- planned Welsh language progression

The curriculum promotes an authentic understanding of cynefin through exploration of:

- Penrhiwceibr
- the Rhondda Cynon Taff locality
- Wales and Welsh culture
- local history and heritage
- contemporary Wales

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8. Relationships and Sexuality Education (RSE)

RSE is a mandatory part of Curriculum for Wales.

At Penrhiwceibr Primary School, we deliver RSE through:

- the Jigsaw programme
- Health and Well-being learning
- assemblies
- planned curriculum experiences
- specialist support where appropriate

Learning is age-appropriate, inclusive and developmentally suitable.

Parents and carers are informed appropriately about RSE provision through the school's communication processes.

9. Religion, Values and Ethics (RVE)

RVE is delivered through the Humanities Area of Learning and Experience.

Learners explore:

- beliefs and worldviews
- religion and spirituality
- ethical decision-making
- values and identity
- diversity and inclusion

Learning reflects both religious and non-religious philosophical perspectives in line with Curriculum for Wales requirements.

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10. Inclusion and Equity

We believe all learners can make progress.

The curriculum is designed to:

- meet the needs of all learners
- remove barriers to learning
- support pupils with Additional Learning Needs
- provide appropriate support and challenge
- celebrate diversity
- promote equity and belonging

Reasonable adjustments and personalised approaches are used where necessary to support learners' progress.

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11. Learning and Teaching

Learning experiences at Penrhiwceibr Primary School are designed to be:

- engaging
- challenging
- inclusive
- purposeful
- authentic

Teaching promotes:

- enquiry
- creativity
- collaboration
- critical thinking
- problem solving
- learner voice
- independence

Learners are encouraged to take increasing ownership of their learning as they progress through the school.

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12. Assessment and Progression

Assessment is an integral part of learning and teaching.

Its primary purpose is to support learner progression.

Assessment information is used to:

- identify next steps in learning
- inform teaching
- provide appropriate support and challenge
- evaluate curriculum effectiveness

Teachers draw on a range of assessment approaches, including:

- day-to-day formative assessment
- observation
- discussion
- learner reflection
- feedback
- classroom assessments
- personalised assessments
- professional dialogue

Progress is understood as increasing depth, sophistication and independence rather than movement through levels.

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13. Pupil Voice

Learners contribute to curriculum design and evaluation through:

- class discussions
- pupil leadership groups
- surveys
- learning reviews
- curriculum evaluations

Where appropriate, learners influence elements of enquiry learning and project outcomes.

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14. Community and Partnerships

We recognise the importance of learning beyond the classroom.

The curriculum is enriched through partnerships with:

- families
- the local community
- cluster schools
- local organisations
- educational visits
- visitors and specialist providers

These experiences strengthen learners' understanding of their community and support the development of authentic learning opportunities.

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15. Monitoring, Evaluation and Review

The curriculum is reviewed regularly through:

- lesson observations
- learning walks
- book scrutiny
- pupil voice
- staff feedback
- assessment information
- self-evaluation processes

The Headteacher and Governing Body will review this policy at least every two years and sooner if required by changes to legislation or curriculum guidance.

Policy approved by the Governing Body of Penrhiwceibr Primary School