Sketty Primary School
Curriculum for Learning Policy

September 2025

Article 6: Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.
Erthygl 6: Mae gan bob plentyn hawl i fyw. Dylai llywodraethau ofalu fod plant yn goroesi ac yn datblygu'n iach.

1. Vision and Mission Statements

At Sketty Primary, our curriculum is child-led and rooted in the principles of the UN Convention on the Rights of the Child (UNCRC). We are committed to providing every learner with a progressive, skills-driven journey that nurtures curiosity, creativity, and a lifelong love of learning.

Our curriculum is dynamic and responsive—shaped by local, national, and global contexts—and empowers each child to thrive as a confident, compassionate Global Citizen. It is inclusive, relevant, and engaging, fostering digital literacy and preparing learners for the challenges of an ever-evolving technological world.

Well-being is at the heart of our curriculum design. We champion diversity and neurodiversity, fostering a culture of collaboration, ensuring every child feels seen, supported, and valued. Through this culture of resilience and independence, we cultivate learners who are empowered to take ownership of their learning.

Our dedicated and skilled staff, in partnership with governors and wider community collaboration, deliver a high-quality educational experience. We invite parents/carers to be active partners in this journey—engaging, supporting, and celebrating learning every step of the way. Together, we shape a brighter future for our children ensuring that every child is inspired to become the best version of themselves epitomising our mission statement “Be the Best you can Be”.

“Come to the edge," he said.
"We can't, we're afraid!" they responded.
"Come to the edge," he said.
"We can't, We will fall!" they responded.
"Come to the edge," he said.
And so they came.
And he pushed them.
And they flew.”

The school mission statement is ‘Be the Best You Can Be’. It shows our commitment to maximise every child’s potential, whatever their potential may be. We place great emphasis on developing positive attitudes and

relationships between all members of the school community to enable the children to achieve their very best.

2. Purposes

At Sketty, the purposes of the curriculum are as follows:

- To provide a safe, secure and nurturing environment to allow all learners to thrive
- To ensure all pupils have access to a curriculum driven by the four purposes and the principles underpinning every Area of Learning and Experience (AoLE) of the Curriculum for Wales (CfW).
- To ensure the delivery of the skills, knowledge and experience described in the 'What Matters' statements of the CfW.
- To ensure that all pupils have access to the cross-curricular skills of literacy, numeracy (LNF) and digital competency (DC)
- To teach relationships and sexuality education.
- To teach pupils to become independent, life- long learners through authentic contexts
- To ensure that learners know their human rights as set out in UNCRC's 'Rights of the Child'.
- To provide a daily act of collective worship
- To provide opportunities for pupils to develop their skills and talent through the curriculum and extra-curriculum activities
- To develop positive attitudes and behaviour, including self-regulation.
- To promote well-being and develop high self-esteem and confidence.
- To ensure that every child has a voice and has the opportunity to make decisions which affects them including committees, school council and curriculum planning
- To develop co-operation and collaboration
- To promote equality of opportunity and respect for everyone regardless of beliefs, gender or ethnicity
- To provide opportunities for all learners 'to be the best they can be' acknowledging the needs of the individual
- To encourage learners to be reflective; to promote a growth mind-set; to take measured risk and develop resilience
- To foster a sense of identity through an appreciation of the locality and heritage of Wales
- To develop imagination, curiosity and creativity by offering a wide range of authentic experiences

What, How, Why?

As stated in the curriculum for Wales - A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

What	Detailed in the schools progression maps of AoLes **The New Curriculum**
How	Follow 12 pedagogical principles **12 Pedagogical Principals. Successful Futures.pdf**
Why	To ensure our learners become future citizens who are – **The four purposes** Ambitious and capable Enterprising and creative Ethical and informed Healthy and informed

3. Four Purposes

The four purposes are the starting point of our schools' teaching and learning and form our shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

The aim is to support our learners to become:

- 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.

At Sketty Primary school the four purposes are represented by Dewi the Dragon, our school mascot. Our Dewi's are a prominent feature of school life and displayed around the school, in every classroom and in our books. The children recognise the different Dewi's and what they stand for.

	**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 – What kind of person do we want to help you become?

Ambitious, capable learners

"I try my best and keep going, even when it's tricky!"

- You enjoy learning new things.
- You ask questions and try to solve problems.
- You don't give up when things are hard.

Enterprising, creative contributors

"I have great ideas and I like to share them!"

- You use your imagination.
- You try new things and think of clever ways to do them.
- You help make your school and community better.

Ethical, informed citizens

"I care about people, places, and the planet."

- You know what's right and wrong.
- You learn about Wales and the world.
- You respect others and help make fair choices.

Healthy, confident individuals

"I believe in myself and look after my body and mind."

- You feel good about who you are.
- You stay active and eat well.
- You talk about your feelings and ask for help when you need it

4. Six Areas of Learning

The curriculum at Sketty Primary is broad and balanced and organises learning around six areas of learning and experience. These are:

- Expressive Arts: Art, dance, drama, film and digital media and music
- Health and Well-being: Personal and social education, physical education and relationships and sexuality education.
- Humanities: History, religious education and geography
- Language, Literacy and Communication: English and Welsh

- Mathematics and Numeracy
- Science and Technology: Science, design craft and technology and information communication technology.

Each of the areas of learning and experience has been designed to support learners to realise the four purposes of the curriculum. They are intended to promote collaboration and cross-disciplinary school-level curriculum development and design.

At Sketty Primary school the six areas of learning are represented by Dewi the Dragon, our school mascot. Each of the areas of learning and experience has been designed to support learners to realise the four purposes of the curriculum. They are intended to promote collaboration and cross-disciplinary school-level curriculum development and design.

	**Health and Well-being:** The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being
	**Expressive Arts:** The Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its own discrete body of knowledge and body of skills, it is recognised that together they share the creative process
	**Humanities:** The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present

	**Languages, Literacy and Communication:** The Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature
	**Mathematics and Numeracy:** Progression in the Mathematics and Numeracy Area of Learning and Experience (Area) involves the development of five connected and interdependent proficiencies which have no hierarchy. These are crucial considerations for schools when designing their curriculum to ensure the progression of learners.
	**Science and Technology:** What matters in this Area has been expressed in six statements which support and complement one another, and should not be viewed in isolation.

5. Key Competencies

In addition, our curriculum at Sketty encourages the development of:

- Literacy (NLF),
- Numeracy (NNF)
- Digital Competency (DCF)

Integral skills:

- Critical thinking and problem solving
- Planning and organisation
- Creativity and Innovation
- Personal Effectiveness

As well as the cross-cutting themes:

- Local, national and international skills

- Careers and work related experiences
- Relationships and Sexuality Education
- Human rights education and diversity

The Sketty curriculum is carefully planned, differentiated and inclusive in nature to meet the needs of all pupils across the school. Learning opportunities are adaptable and responsive to the needs of the learner.

6. Developing Independence

The Sketty curriculum is carefully planned and differentiated to meet the needs of all pupils across the school, including those with Additional Learning Needs and more able and talented pupils. Work is usually differentiated using two to three challenges and sometimes by outcome where every child has the same learning objective.

At Sketty, we encourage our pupils to become independent learners, and provide them with opportunities to apply their skills and knowledge independently across the curriculum through active Learn and Missions. These opportunities are planned for collaboratively between staff and pupils through EPIC planning, Feedback Friday and POP (Planning Our Provision), Planning in the Moment encompassing the six areas of learning. Sessions give pupils the opportunity to practise skills they have been taught and to apply them to authentic contexts.

7. Principles of Progression

Progression in learning is at the heart of our curriculum at Sketty. The principles of progression explain the ways in which learners make progress in their learning and contribute to the four purposes. Progression in learning is supported by the descriptions of learning which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression. These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of

progress through it will differ. As a result, the progression steps can only broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

At Sketty, the principles of progression and the descriptions of learning guide our curriculum, enable us to track learners' progress and allows practitioners to plan learning and teaching.

The principles of progression ensure that our pupils are:

- Increasing their breadth/depth of knowledge
- Refining/growing their sophistication in using skills
- Increasing effectiveness as a learner
- Deepening their understanding of ideas/disciplines
- Making connections/transferring learning into new contexts

8. Pedagogical Principles

At Sketty, our curriculum design is based on the twelve pedagogical principles. The aim of our curriculum is to:

- Create authentic contexts for learning.
- Encourage our learners to take responsibility for their own learning.
- Support social and emotional development and positive relationships.
- Encourage collaboration.
- Sustain pupil effort to reach high but achievable targets (BE THE BEST YOU CAN BE)
- Employ a broad repertoire of teaching approaches.
- Promote problem solving, creative and critical thinking.
- Build on previous knowledge and experience to engage interest.
- Focus on the four purposes
- Use assessment for learning to accelerate progress.
- Make connections within and across Arras of Learning and Experience.
- Reinforce the cross-curricular responsibilities of Literacy, Numeracy and Digital Competence.

9. Local, National and International Contexts

The local, national, and international contexts provide key perspectives for learners and are of particular importance in supporting learners to realise the four purposes during their time in school. The Sketty

curriculum content begins with **THE WORLD FROM OUR DOORSTEP**, and then focusses on national, and international contexts with teachers drawing from these contexts when teaching across the curriculum.

10. Careers and Work-Related Experiences

At Sketty, our curriculum encourages our pupils to learn about careers and work-related experiences, developing their knowledge of the breadth of opportunities available to them throughout their lives. This helps our pupils to understand the relationship between their learning in school and the world of work. At Sketty, the four purposes and the integral skills, creativity and innovation, critical thinking and problem solving, personal effectiveness and planning and organising, are central to preparing learners for careers and work. These support and encourage our pupils to develop their resilience, creativity and ambition, by solve problems, engage with different information and work independently

11. Careers and Work-Related Experiences

RSE plays a vital role in enhancing learners' well-being and safety. From September 2022, it has been mandatory in schools. At Sketty Primary, we are developing our approach to teaching RSE, to help learners support and explore and discuss information and values about relationships and sexuality that they are already exposed to and often struggle to navigate for themselves

Our staff have a key role in encouraging RSE discussion and responding to learners' questions and needs. We strive to create a safe and empowering environment that builds upon learners' own formal and informal learning and experiences and encourages our learners to reflect and express their views and feelings on a range of RSE issues.

The RSE curriculum at Sketty is underpinned by a whole-school approach that supports, reinforces, and embeds developmentally appropriate learning around the following thematic areas:

- Rights and equity
- Relationships
- Sex, gender, and sexuality

- Bodies and body image
- Sexual health and well-being
- Violence, safety, and support

We use a literacy led projects No Outsiders and Think Equal to tackle all thematic areas through stories appropriate to the development of the children.

At Sketty, RSE aims to gradually empower learners to build the knowledge, skills, and ethical values for understanding how relationships, sex, gender, and sexuality shape their own and other people's lives. This includes the ability to recognise, understand and speak out about discrimination and violence and know how and where to seek support and advice on a range of RSE issues.

12. Human Rights Education and Diversity

Children and young people have 42 rights under the United Nations Convention on the Rights of the Child (UNCRC). These 42 rights give children and young people what they need to grow up happily, healthily and safely. In 2011 Wales became the first country in the UK to make the UNCRC part of its domestic law.

The principles of a Children's Rights Approach are:

- Embedding children's rights - at Sketty this means that all policies are underpinned by the UNCRC, and all our community know and understand about children's rights.
- Equality and Non-discrimination - at Sketty we make sure that every child aspires to **be the best they can be**. This is encapsulated in our school Vision and Mission statements.
- Empowering children - At Sketty pupils are actively involved in planning their curriculum through EPIC, POP planning and Planning in the Moment
- Participation - At Sketty adults and pupils share the decision making and together drive policy and change.
- Accountability - Sketty Primary School is held to account for how pupils experience their rights by the governing body and pupil committees.

At Sketty, the Rights of the Child are displayed and taught in all classrooms and are visible throughout the school. The Rights committee ensures that all classes know about and understand their rights.

13. Monitoring and Review

This policy will be reviewed annually in line with updates from the Welsh Government and Hwb. Feedback from staff, learners, and parents will inform improvements to digital learning practices.

Contact Information
For any questions or concerns regarding this policy, please contact:

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