

A stylized landscape illustration featuring rolling green hills in the foreground and background. On the left, there is a green tree, a purple flower, and some orange foliage. A small red bird is flying in the sky above the tree. The sky is composed of horizontal bands of blue and white. The text 'Brynnau Primary School' is written in a brown, cursive font in the upper right area of the image.

Brynnau Primary School

Our Curriculum

OUR VISION

At Brynnau Primary School we strive to plan for the development of Knowledge, Skills and Experiences through an authentic, relevant curriculum within learning environments which inspire aspiration and creativity in a rapidly developing digital world.

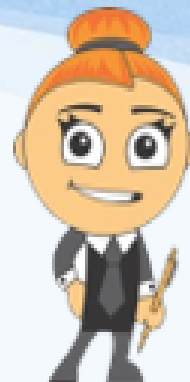
Our curriculum will be influenced by pupil voice, with fun, relevant, and real-world learning resources at the heart of an environment where the desire to learn comes from our pupils.

Our Aim

To provide learning experiences which develop the Four Purpose 'attributes' across and within year groups, the classroom, school, outdoor environment and beyond the school setting.

- Ambitious and Capable Learners
- Enterprising, Creative Contributors
- Ethical, Informed Citizens
- Health, Confident Individuals

AMBITIOUS, CAPABLE LEARNERS



- Set themselves high standards, seek and enjoy challenge
- Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- Can use number effectively in different contexts
- Are questioning and enjoy solving problems
- Understand how to interpret data and apply mathematical concepts
- Can communicate effectively in different forms and settings, using both Welsh and English
- Use digital technologies creatively to communicate, find and analyse information – undertake research and evaluate critically what they find

Ready to learn for the rest of their lives

Enterprising, Creative Contributors



- *Connect and apply their knowledge and skills to create ideas and products*
- *Think creatively to reframe and solve problems*
- *Lead and play different roles in teams, effectively and responsibly*
- *Identify and grasp opportunities*
- *Express ideas and emotions through different media*
- *Give of their energy and skills so that other people will benefit*

Ready to play a full part in life and work

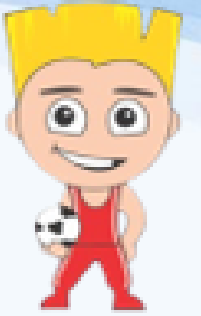
Ethical, Informed Citizens



- Find, evaluate and use evidence in forming views
- Engage with contemporary issues based on 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 responsibly
- 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

Ready to be citizens of Wales and the world.

Healthy, Confident Individuals



- Have secure values and are establishing their spiritual and ethical beliefs
- Know how to find the information and support to keep safe and well
- Are building their mental and emotional well-being by developing confidence, resilience and empathy
- Take part in physical activity
- Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- Take measured decisions about lifestyle and manage risk
- Have the confidence to participate in performance
- Form positive relationships based on trust and mutual respect
- Face and overcome challenge
- Have the skills and knowledge to manage everyday life as independently as they can

Ready to lead fulfilling lives as valued members of society

Learner Process / Journey

- Building knowledge
- Developing skills
- Making meaning and connections
- Applying understanding

Six Areas of Learning Experiences (AOLEs)

- **Expressive arts** (Art, dance, film, drama, music and digital media)
- **Health and Wellbeing** (Learning about having a healthy body and mind)
- **Humanities** (Finding out about history, geography and religions)
- **Languages, Literacy and communication** (Learning and understanding different languages)
- **Mathematics and Numeracy** (Understanding and using numbers, shapes and measurement)
- **Science and Technology** (Understanding nature and living things, designing and building things and solving problems)

Expressive Arts

The dynamic nature of the *expressive arts* can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full.

❖ Art

❖ Dance

❖ Drama

❖ Film & digital media

❖ Music

Explore

Become curious
and creative!

Create

Use
senses, inspiration
and imagination!

Respond and
Reflect

Engage the
emotions!



Humanities

The Humanities Area of Learning encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills. Learners may also be introduced to other complementary disciplines, such as classics, economics, law, philosophy, politics, psychology and sociology, if and where appropriate.

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, and it helps to develop the skills necessary to interpret and articulate the past and the present.

Religion, Value & Ethics (RVE)



Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area. There is no parental right to request that a child is withdrawn from RVE.

In the Curriculum for Wales RVE is objective, critical and pluralistic, both in content and pedagogy; it is not about making learners 'religious or 'non-religious'. The expression 'objective, critical and pluralistic' comes from European Convention on Human Rights case law. The Curriculum and Assessment (Wales) Act 2021 ensures that all learners must be offered opportunities through RVE to engage with different religions and non-religious philosophical convictions in their own locality and in Wales, as well as in the wider world.

Languages, Literacy and Communication

- In LLC the children will be learning about languages. These will include English, Welsh and other languages.
- Throughout the school, children will study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film.
- As part of the Y Pant cluster we have links with the Spanish Teacher who is currently providing weekly sessions with Year 6.
- In Welsh we are currently working towards the Silver level for the Siarter Iaith award.
- We are also participating in the Early Years Language Project (RCT).

Health and Wellbeing

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

How does it look in Brynnau?

Physical Health and Development

PE/ Games Lessons, Extra-curricular activities, Sports Ambassador, Sports Leadership Courses for Yr. 6, CCFC Networks, Links with cluster primaries for rugby/football, Primary 5's festivals, playtime equipment, Forest School, RRS.

Mental Health, Emotional Well-being, Social Well-being

Thrive, ELSA, Key worker support, PAWSB Mindfulness

RSE

Through our work with Health Schools and CSC we have created an RSE overview in line with expectations.

Pupils will develop a range of skills and progress on their individual learning journeys at a pace which best suits them in their learning environment.



What is RSE?

Young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe, online and offline, and being confident to raise issues with responsible adults.

RSE is designed to safeguard all our children and young people, supporting them to develop knowledge, skills and behaviours that will assist in protecting them throughout their lives. This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, sex, gender or sexuality.

What is included in the RSE code?

- Developmentally appropriate Relationships and Sexuality Education (RSE) There are legal requirements for RSE to be developmentally appropriate, including the resources schools use in implementing RSE.
- Topics like online safety, consent and sexual health are all included in the Code, but at developmentally appropriate phases so learners aren't exposed to things that aren't appropriate to their age and development. At a younger age, for example, they will be taught about treating each other with kindness and empathy. As children grow older, they will gain an understanding of topics such as online safety, consent and sexual health – all of which will be handled in a sensitive way.
- Learning in RSE will also include recognising, understanding and speaking out about all forms of discrimination, violence, abuse and neglect and to seek support and advice on a range of issues from trusted sources.
- RSE is also legally required to be objective, critical and pluralistic: meaning schools and settings must provide factual information and on questions of values, a range of views on a given subject, commonly held within society.

**Phase 1 Nursery/Reception
RSE**

<i>Relationships and Identity</i>		<i>Sexual Health and Wellbeing</i>		<i>Empowerment, Safety, Respect</i>	
Forming Healthy Relationships	Ability to act with kindness, empathy and compassion with interactions with others immediate to them including family, friendship and peer relationships.	Life Cycles	The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of life.	Equality and Respect	Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination. Ability to interact with others in a way that is fair.
Inclusive and fair society	Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender. Recognising learners' rights to be treated fairly, kindly and with respect.	Growing Up	Awareness of how human bodies change as they grow.	Staying Safe	Recognising the right to be free from harmful, abusive and bullying behaviour. An awareness of how to recognise positive and harmful behaviours, including bullying. Ability to share with a trusted adult when faced with harmful behaviours.
Communicating in Relationships	An awareness of how to communicate wants and needs in relationships and begin to respect those of others. Awareness of how needs relate to rights.	Personal Health and Hygiene	An awareness of the importance of personal self-care and hygiene.	Personal Boundaries and Respect	Beginning to recognise that other people have thoughts, feelings and opinions that are different. An awareness of the need to seek agreement in order to share, for example toys. An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private. Ability to communicate if someone is touching them in a way that makes them feel uncomfortable
Diversity in families and relationship	Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	Body Image	A recognition that everyone's body is unique and special to them.	Keeping Safe online	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.
Identity	Developing a sense of themselves, in the context of families, friends and communities. Recognising how people value different things and have different families, friends and communities.	Understanding our Feelings	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	Advocating for everyone's rights	An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other.
		Finding Support	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.		

Year 1 / Year 2

RSE

Relationships and Identity

Sexual Health and Wellbeing

Empowerment, Safety, Respect

Forming Healthy Relationships

Ability to act with kindness, empathy and compassion with interactions with others immediate to them including family, friendship and peer relationships.

Life Cycles

The use of accurate terminology for all body parts.
An awareness of the human life cycle and that reproduction is a part of life.

Equality and Respect

Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.
Ability to interact with others in a way that is fair.

Communicating in Relationships

An **awareness** of how to communicate wants and needs in relationships and begin to respect those of others.
Awareness of how needs relate to rights.

Growing Up

Awareness of how human bodies change as they grow.

Staying Safe

Recognising the right to be free from harmful, abusive and bullying behaviour.
An awareness of how to recognise positive and harmful behaviours, including bullying.
Ability to share with a trusted adult when faced with harmful behaviours.

Diversity in families and relationships

Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.

Personal Health and Hygiene

An awareness of the importance of personal self-care and hygiene.

Personal Boundaries and Respect

Beginning to recognise that other people have thoughts, feelings and opinions that are different.
An awareness of the need to seek agreement in order to share, for example toys.
An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.
Ability to communicate if someone is touching them in a way that makes them feel uncomfortable

Identity

Developing a sense of themselves, in the context of families, friends and communities.
Recognising how people value different things and have different families, friends and communities.

Body Image

A recognition that everyone's body is unique and special to them.

Keeping Safe online

Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.

Inclusive and fair society

Experiencing **inclusive** behaviours, language and role modelling that show respect for others, whatever their gender.
Recognising learners' rights to be treated fairly, kindly and with respect.

Understanding our Feelings

Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.

Advocating for everyone's rights

An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.
Ability to speak up for each other.

Year 3 / Year 4 RSE					
Relationships and Identity		Sexual Health and Wellbeing		Empowerment, Safety, Respect	
Forming Healthy Relationships	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Life Cycles	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being. Recognising the process of pregnancy and birth.	Equality and Respect	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.
		Growing Up	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.	Staying Safe	Understanding of the right for everyone to be free from harm or abuse An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. How to seek support for oneself, and offer support to others. How to be a good friend and advocate for others.
Communicating in Relationships	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	Personal Health and Hygiene	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.	Personal Boundaries and Respect	Understanding of the right to bodily privacy, personal boundaries including online. Understanding how behaviours may be perceived by others offline and online. Recognising which steps to take to keep safe from harm both in offline and online friendships. Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms. Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non- consensual behaviours and relationships offline and online.
Diversity in families and relationship	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown. An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.	Body Image	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.	Keeping Safe online	Know how and when digital media can be shared safely, with permission and when it can be a source of harm. Awareness of the benefits and dangers of the internet and social media in forming friendships online. Exploring the motives behind fabricated and digitally-altered media. An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.
Identity	Recognising how people's relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways.	Understanding our Feelings	Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.	Advocating for everyone's rights	Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.
Inclusive and fair society	Valuing and recognising the contributions of everyone; and the importance of sex and gender equality. Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence	Finding Support	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	Timeline of how gender equality has evolved. Debate- should women be paid the same as men? Should a man be a nurse?	School council- pupil voice to communicate and make change Demonstrate unfair behaviour by choosing the children with dark hair to go first for the day- how does this make both sides feel? Use different preferences to gain feedback from children- blue eyes have more playtime....

Year 5 / Year 6 RSE					
Relationships and Identity		Sexual Health and Wellbeing		Empowerment, Safety, Respect	
Forming Healthy Relationships	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Life Cycles	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being. Recognising the process of pregnancy and birth.	Equality and Respect	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.
Communicating in Relationships	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	Growing Up	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.	Staying Safe	Understanding of the right for everyone to be free from harm or abuse An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on
Diversity in families and relationship	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown. An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.	Personal Health and Hygiene	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.		peer harassment and bullying and the role technology can play. How to seek support for oneself, and offer support to others. How to be a good friend and advocate for others.
Identity	Recognising how people’s relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways.	Body Image	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people’s bodies.	Personal Boundaries and Respect	Understanding of the right to bodily privacy, personal boundaries including online. Understanding how behaviours may be perceived by others offline and online. Recognising which steps to take to keep safe from harm both in offline and online friendships. Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.
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		Finding Support	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	Advocating for everyone's rights	An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn’t have been, or is upsetting or uncomfortable. Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.

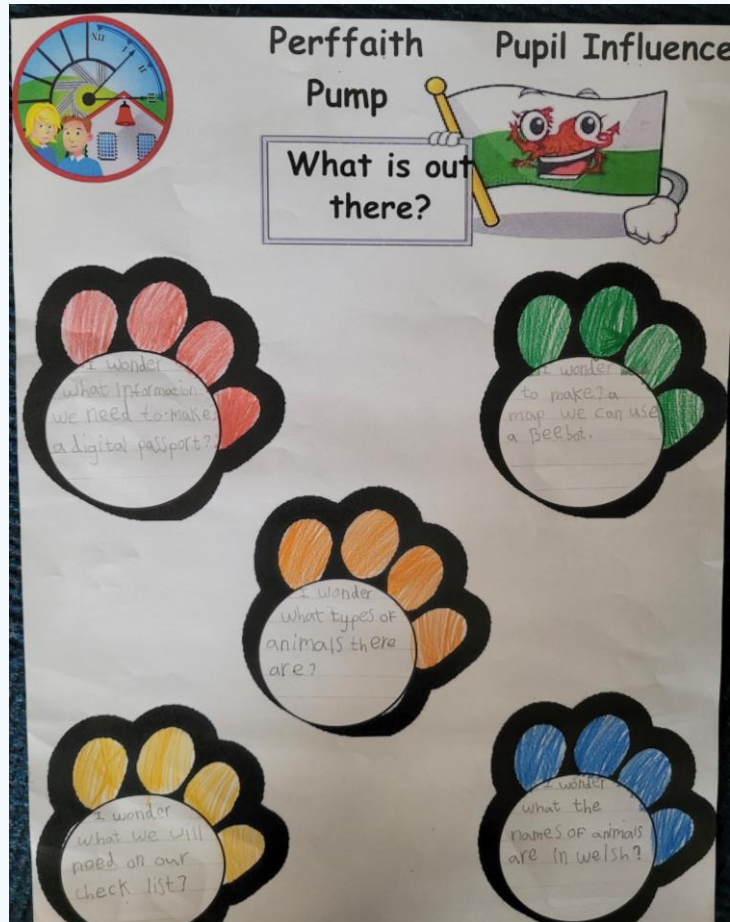
Mathematics and Numeracy

- Mathematics and Numeracy comprises four 'Statements of what matters':
Numbers;
Algebra;
Geometry and Statistics.
- Numeracy Framework outlines skills that allow the application of mathematics to solve problems across AoLEs and in real-life contexts.
- Monitoring of Mathematics and Numeracy through National Progress Assessments, Big Maths assessments
- Listening to Learners with a focus on their use of calculation strategies.

Science and Technology

- Science – Investigations, Includes Materials and their properties, Forces and Energy and Living things
- Design Technology – Designing and building things
- Computation – Coding and algorithms, ethics
- DCF– Digital Competency Framework
- RCT Strategy Group
- CSC Data-Literacy Project
- Microsoft Showcase Incubator School

How do our children influence the Curriculum?



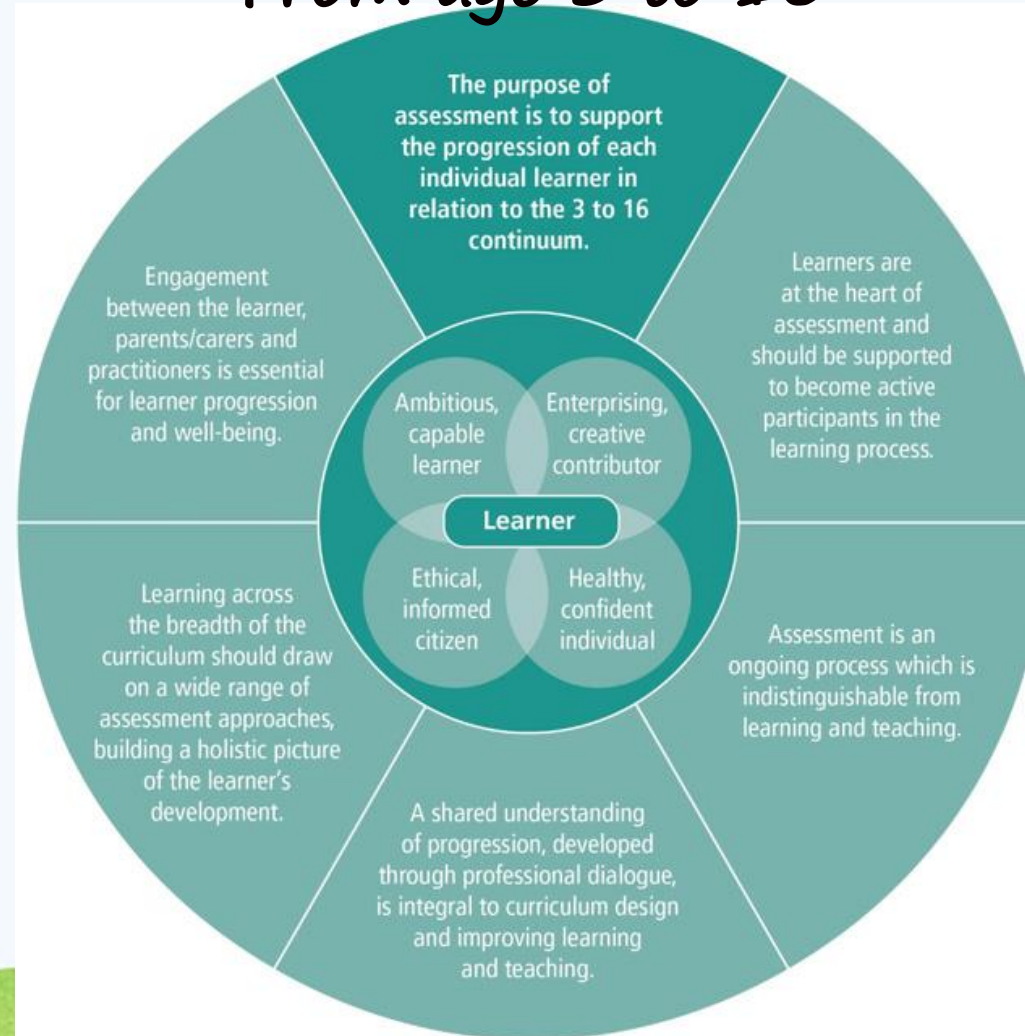
ASSESSMENT



Key Principles and purpose of Assessment

Progression Steps 1-5

From age 3 to 16



A stylized landscape illustration featuring rolling green hills in the foreground, a white and light blue sky with wavy bands, and a small tree with a purple and pink canopy on the left. The text is centered in the white sky area.

Any questions?

Thank you for your time and support