





CURRICULUM POLICY

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OUR PURPOSE, VISION AND VALUES

PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our pupils' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our pupils' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

VALUES

Be Brave	We will not be afraid to take risks and will overcome challenges by being resilient.
Be Respectful	We will be kind and value everyone in our community.
Be Optimistic	We will embrace opportunities and challenges with a 'can-do' attitude.
Be Trusting	We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.
Be Aspirational	We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
Have Fun	We will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

1. INTRODUCTION

- 1.1. At Ysgol Bro Taf, our formal and wider curriculum has been wisely designed and created to embrace the schools' purpose, vision, values for everyone, every day.
- 1.2. Our Faculties and Lower School Team capture the schools' vision within the curriculum by providing high quality learning experiences and opportunities, advanced pedagogy in every lesson and strong assessment of learning to support and inspire pupils' progression throughout the school.
- 1.3. Our broad and balanced curriculum is set to ignite aspiration, encourage pupils be brave by embracing new challenges across all Areas of Learning. Our learning experiences are designed to allow all pupils to realise the four core purposes and encompass all concepts within the statements of what matters for Curriculum for Wales which promotes pupil progression.

2. CURRICULUM STRUCTURE AND DESIGN

The Four Purposes

2.1. The four purposes are the aspiration for all pupils in Wales. Our curriculum is designed so that all our pupils will be supported to develop as:

2.1.1. **ambitious, capable pupils** 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
- **are ready to learn throughout their lives.**

2.1.2. **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
- **are ready to play a full part in life and work.**

2.1.3. **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
- **are ready to be citizens of Wales and the world.**

2.1.4. **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
- **are ready to lead fulfilling lives as valued members of society.**

2.2. Our purpose, vision and values, along with the four purposes are the starting point for all decisions around curriculum design our curriculum is planned in a way that supports our pupils to make progress toward them.

Integral Skills

2.3. The four purposes are also underpinned by integral skills which will be developed through a wide range of teaching and learning within our curriculum.

2.3.1. Creativity and innovation

Our curriculum will be designed in a way that develops our pupils' creativity and innovation by providing the space for and the opportunities that support 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.

This will support our pupils to create different types of value.

2.3.2. Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our pupils' critical thinking and problem solving by providing the space for and opportunities that support 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 which generate different types of value.

2.3.3. Personal effectiveness

Our curriculum will be designed in a way that develops our pupils' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent
- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments
- evaluate their learning and mistakes, helping them to identify areas for development
- become responsible and reliable
- be able to identify and recognise different types of value and then use that value.

2.3.4. Planning and organising

Our curriculum will be designed in a way that develops our pupils' planning and organising by providing the space for and opportunities that support them to:

- set goals, make decisions and monitor interim results (where developmentally appropriate)

- reflect and adapt, as well as manage time, people and resources
- check for accuracy and be able create different types of value
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

Areas of Learning Experiences

2.4. Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas). Each AoLE sits within a Faculty structure within the school.

2.4.1. Communication Faculty

- [Expressive arts](#)
- [Languages, literacy and communication](#)

2.4.2. STEM Faculty

- [Mathematics and numeracy](#)
- [Science and technology](#)

2.4.3. Skills for Life Faculty

- [Health and well-being](#)
- [Humanities](#)

2.5. All areas have equal status within our curriculum.

Statements of What Matters

2.6. Our school curriculum provides opportunities for our pupils to engage with and develop their:

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

2.7. Our curriculum uses the statements of what matter to guide the selection of all curriculum content.

2.8. Specifically, they are used to:

- select the range of experiences, knowledge and skills that enable our pupils to make sense of the 'big ideas' and key principles within each statement
- support our pupils' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow pupils to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our pupils to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps pupils to develop a coherent understanding of a range of information.

Descriptions of Learning

- 2.9. At our school, we use the [descriptions of learning](#) as a planning tool to inform 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 a progression step to create depth and breadth across our curriculum.
- 2.10. **Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our pupils' outcomes at a particular point on the continuum.**

Principles of Progression

- 2.11. [Progression](#) in learning is a process of increasing depth, sophistication, engagement and pupil control, rather than of covering a body of content. Progression is not linear and different pupils are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the [principles of progression](#) for each Area to inform our approach to progression.

3. MANDATORY CURRICULUM ELEMENTS AND CROSS CUTTING THEMES

Relationships and sexuality education

- 3.1. 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. It covers three strands:
- [Relationships and identity](#)
 - [Sexual health and well-being](#)
 - [Empowerment safety and respect](#)
- 3.2. 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.
- 3.3. Please also see the school's RSE policy.

Religion, Values and Ethics ([RVE](#))

- 3.4. Religion, Values and Ethics (RVE) is mandatory for all pupils 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 RCT Locally Agreed Syllabus. There is no right to withdraw from RVE.

Human Rights

- 3.5. We believe that learning about human rights empowers pupils as rights-holders. This enables our pupils 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.
- 3.6. Our curriculum incorporates opportunities for our pupils 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 pupils 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.

Diversity

- 3.7. 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 pupils to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our pupils 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.
- 3.8. Our curriculum incorporates opportunities for our pupils 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)

- 3.9. We believe that learning about CWRE is fundamental to developing skills for work and life. Our curriculum incorporates opportunities for CWRE that inspires our pupils 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
- 3.10. This helps pupils to understand the relationship between their learning and the world of work. Career and work-related learning experiences will enable our pupils to raise their aspirations, broaden their horizons and improve their chances of success. This is a central part of our Bro Taf Promise. At Ysgol Bro Taf CWRE is age and developmentally appropriate. It is embedded across the areas of learning and experience, incorporated into tutor time in Middle and Upper School and supported by a wide range of work-related learning experiences.
- 3.11. Pupils discover the facts, information and ideas in order to develop their careers. At Ysgol Bro Taf this includes an understanding of different education and training pathways and the changing nature and future of careers and work. For example, pupils have presentations from (and visits to) the local college,

sixth form and receive information about apprenticeships. Pupils develop skills to successfully manage and make progress in their careers. This includes the ability to reflect, to undertake research, to make decisions and to develop resilience as well as the skills to manage their personal finances and develop transition skills such as making applications. For example, in Upper School pupils complete modules in 'Applying for a Job,' 'Writing CV's' and 'Interview Skills.' The development of career management skills will enable pupils to make the best use of personal guidance, overcome barriers and take advantage of life-long learning opportunities. Pupils across the age range engage in experiences such as role plays, simulations, volunteering activities, work visits, optional work placements and contacts with visitors. These experiences take place in tutorial time and in curriculum areas and are enriched with talks from external speakers in assemblies and lessons.

- 3.12. CWRE provision at Ysgol Bro Taf is enriched through our partnership with Careers Wales. Our school's Careers Advisor provides valuable support to pupils regarding option choices, applying for college/jobs, arranging work experience and holds interviews with pupils to provide specific guidance and support. The school also uses a range of resources from Careers Wales and Hwb to support the delivery of CWRE.
- 3.13. Please also see the school's Careers Education policy.

4. CROSS CURRICULAR SKILLS

- 4.1. We believe that the [mandatory cross-curricular skills](#) of literacy, numeracy and digital competence are essential for pupils to be able to access knowledge. They enable pupils to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our pupils to adapt and thrive in the modern world.
- 4.2. Our curriculum is designed in a way that enables pupils to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.
- 4.3. Across our curriculum, pupils 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
- 4.4. We will use the [Literacy, Numeracy and Digital Competency Frameworks](#) to guide our approach to the development of the cross-curricular skills. These frameworks are supported by our own Ysgol Bro Taf Literacy, Numeracy and Digital progression of skills.

5. LOCAL, NATIONAL AND INTERNATIONAL CONTEXTS

- 5.1. Local, national and international contexts provide key perspectives for our pupils and are important in supporting them to realise the [four purposes](#).
- 5.2. Our curriculum incorporates opportunities for pupils 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

Cynefin

- 5.3. Cynefin is described in Curriculum for Wales as being the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.
- 5.4. Our curriculum will instil our pupils with a pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our pupils to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. This will allow pupils 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.

6. OUR CURRICULUM

6.1. Through the design of our curriculum, we ensure it:

- is suitable for each pupil's age, ability and aptitude
- takes account of each pupil's additional learning needs (ALN)
- secures broad and balanced learning and teaching for each pupil
- makes arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to the school, to identify the next steps in their progression and the learning and teaching needed to support that progress.

6.2. As our pupils progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each area and to specialise in them as they reach the later progression steps.

6.3. 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.

Curriculum structure

6.4. At Ysgol Bro Taf, the curriculum is structured within Lower, Middle and Upper School:

Area	Area of Learning Experience	Stage
Lower School	Science Technology and Computing Maths English Languages (Welsh and Spanish) Expressive Arts Health and Wellbeing Humanities	Lower School
Communication Faculty	English Languages (Welsh and Spanish) Expressive Arts	Middle School and Upper School
STEM Faculty	Science Technology and Computing Maths	
Skills for Life Faculty	Health and Wellbeing Humanities	

6.5. To allow all pupils the opportunity to access our state-of-the-art specialist facilities, cross phase teaching will take place from Years 4 to 6 with specialist subject teachers.

Curriculum approach

6.6. At Ysgol Bro Taf, curriculum design is underpinned by a range of concepts carefully considered from what matter statements and developed through pupil voice. The concepts progress throughout the school and will be refined to Areas of Learning appropriate for each stage. Each concept is underpinned by an enquiry question to allow pupils to deepen their learning and create a culture of enquiry, investigation and analysis.

School	Full Term	Concept	
		Enquiry question	
Lower School	Nursery-Year 6	Lower School Concept	Areas of Learning
Middle School	Year 7	Faculty Concept	STEM Communication Skills for Life
	Year 8	AoLE Concept	Science Technology and Computing Maths English Languages (Welsh and Spanish) Expressive Arts Health and Wellbeing Humanities
Upper School	Year 9	AoLE or Subject Discipline Concept	
	Year 10	GCSE Options	
	Year 11	GCSE Options	

Progression Step 5 - pupil choice

6.7. In Year 9, pupils are given the opportunity to begin shaping their educational journey by selecting from a wide range of subjects that will form the basis of their learning in Years 10 and 11.

6.8. **All pupils will study the following compulsory core subjects:**

- English Language / English Literature
- Mathematics / Numeracy
- Science
- Welsh
- Religion, values and ethics
- Physical education
- Health and wellbeing

Additional qualifications may be delivered throughout the year.

- 6.9. The subject options provided have been designed to ensure breadth and balance in the overall curriculum, while at the same time providing flexibility to allow for individual ability, interests, progression and learning pathway.

All pupils will choose three option subjects.

- 6.10. The options process includes several stages throughout Year 9:
- Careers talks in all curriculum areas
 - Exploring Careers Wales resources including questionnaires about what careers may suit particular individual preferences
 - Pupil consultation about their aspirations for future careers and possible links for qualifications
 - Pupil and parents/carers information
 - A 'straw' poll where a large number of qualifications are put out for pupils to indicate their preferences
 - Formation of the option blocks based on pupil demand
 - Parents/Carers' Learning Review Evening for year 9 pupils with careers and option information
 - Individual interviews with pupils to submit option choices
 - Quality Assurance of option choices by Heads of Areas of Learning
 - Confirmation of options via letter.
- 6.11. Note that options change year to year, depending on the choices of the pupils.

7. TRANSITION

- 7.1. In accordance with the [2022 Transition Regulations](#) our transition plan covers the following matters:
- proposals for managing and co-ordinating the transition of pupils from cluster Primary Schools, including our own Lower School to the Middle School
 - proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for pupils in Year 6 transitioning to Year 7
 - proposals for how each individual pupil's progression will be supported as they transition from primary school to secondary school
 - proposals for how the learning needs and the well-being of each individual pupil will be supported as they transition from primary school to secondary school
 - proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
 - achieve continuity of learning
 - support individual pupil progression
- 7.2. A copy of our cluster's transition plan can be found here on our website.

APPENDIX A: USEFUL LINKS

1. RVE [supporting materials](#) and guidance on CSC Knowledge Bank
2. RSE guidance and [supporting materials](#) on CSC Knowledge Bank
3. Diversity [supporting materials](#) on CSC Knowledge Bank
4. CWRE [supporting materials](#) on CSC Knowledge Bank
5. Assessment and progression [supporting materials](#) on CSC Knowledge Bank
6. Curriculum summary [guidance](#) on CSC Knowledge Bank