



A Summary of our Curriculum

Ymestyn am y Gorau Gyda'n Gilydd

Our Vision



At YGG Gellionnen...

- We promote a positive ethos and friendly atmosphere of mutual trust, respect and co-operation.
- We create inclusive experiences so that our learners take pride in their Welshness, values and identity, which shape their local area, Wales and the wider world.
- We develop self-discipline and nurture our learners' understanding of their rights and the rights of others.
- We support our learners to acquire the knowledge and skills they need to reach their full potential.
- We emphasise supporting the health and wellbeing of our learners by recognising the particular circumstances of each as they grow older in contemporary Wales.



Our Values

Wales and Welshness

Respect and Responsibility

Happiness and Enjoyment

Wellbeing and Care

Resilience and confidence

Community and Habitat

Take risks and Innovate

Support and Collaboration

Our Inclusive Curriculum

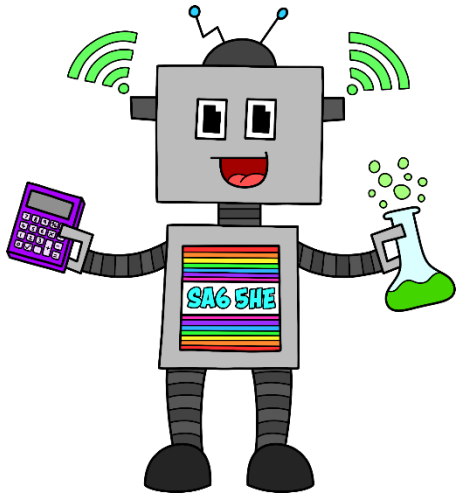


Our curriculum will raise the aspirations for all learners. As a school we have considered how all learners will be supported and to realise the four purposes and to progress. Good teaching and learning challenges all learners by encouraging them to recognize the importance of continually striving to meet expectations that are high but within their reach.

We recognise that all pupils come to school at different stages of development and with different needs. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

The 4 Purposes

The 4 purposes is the starting point when designing our school curriculum. Our aim, as a school, is to support our learners to become:



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 correct 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:

- correct and apply their knowledge and skills to create ideas and products;
- think creatively to reform 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.



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 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.

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.



Statements of What Matters

Our curriculum will provide opportunities and experiences to develop the key concepts, knowledge and skills as described in the statements of what matters and in line with the [Curriculum for Wales: Statements of What Matters Code](#).



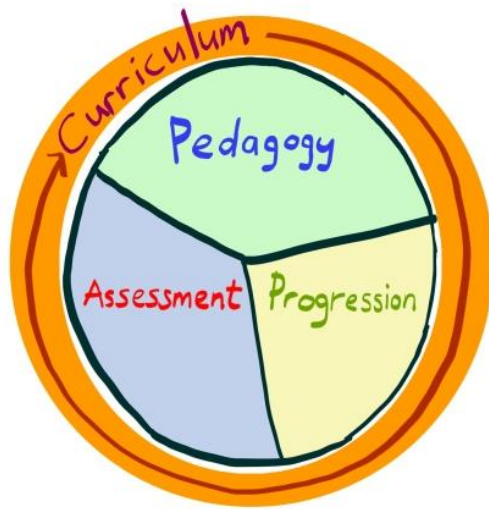
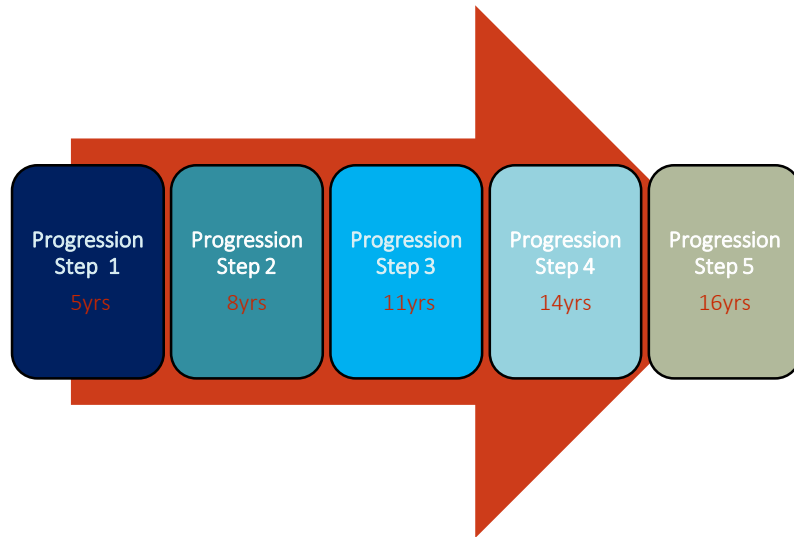
The 6 Areas of Learning



Areas of Learning and Experience Our curriculum will provide learning experiences through the 6 AoLEs of:

- Languages, Literacy and Communication
- Expressive Arts
- Science and Technology
- Humanities
- Maths and Numeracy
- Health and Wellbeing

Learning, Progression and Assessment



Learning, Progression and Assessment Our curriculum will support learning through designing learning opportunities that draw upon the pedagogical principles. 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. All learners will be assessed on entry to the school.

Cymraeg, Saesneg ac Amlieithrwydd

As a Welsh medium school teaching will be through the medium of Welsh up to the age of 7 years. English will be introduced from Year 3.

The Language Charter and Multilingualism will enrich our Curriculum.

Cross Curricular Skills



Our 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:

- 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

Children's Rights – UNCRC/UNCPRD

UNCRC / UNCPRD Our school will promote knowledge and understanding of Part 1 of the UNCRC, and of the UNCPRD, among those who provide teaching and learning



January	Article 6: Our right to life and grow to be healthy.	July	Article 16: Our right to privacy.
February	Article 12: Our right to say what should happen and for someone to listen.	August	Article 15: Our right to meet with friends and join groups and clubs.
March	Article 7: Our right to a name and nationality.	September	Article 28: Our right to an education and go to school.
April	Article 14: Our right to practise our own religion.	October	Article 24: Our right to clean water, healthy food and to see a doctor.
May	Article 19: Our right to be protected from being hurt or badly treated.	November	Article 29: Our right to be the best we can be.
June	Article 31: Our right to relax and play.	December	Article 27: Our right to a good standard of living.

RSE – Relationship and Sexuality Education

Our school curriculum embraces the guidance in the [RSE Code](#). Our RSE provision will have a positive and empowering role in our learners' education and will play a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. There is no parental right to request that a child is withdrawn from RSE in the Curriculum for Wales.

RVE – Religion, Values and Ethics



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. There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales. 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.

Review and Refinement

Our 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 and will be signed off by the Governing Body. We will publish a summary of our curriculum and revise the summary if changes to the curriculum are made during the review process.

