

Oakfield Primary School



Curriculum Policy

*‘Opportunity to Achieve’
‘Cyfle i Gyflawni’*

As a **Rights Respecting School**, we promote the values and principles of the UNCRC. This policy promotes and enables the following articles:

Article 28	Every child should be encouraged to reach the highest level of attainment that they are capable of.
Article 19	Every child has the right to be heard.
Article 29	Every child has the right to an education which develops their personality and talents.

September 2024

Review Date: Summer 2025

1. Introduction

Our school curriculum is defined as everything our pupils experience in pursuit of the four purposes. It encompasses what we teach, how we teach it and importantly, why we teach it.

1.1 Our Mission Statement



MISSION STATEMENT

In Oakfield, we aim:

- To create a welcome, caring environment in which all pupils are happy, self confident and well motivated;
- To encourage our children to take pride in themselves, their school and their environment;
- To help our children develop lively and enquiring minds' assuring them at all times equality of opportunity so that they may achieve their full potential;
- To encourage positive attitudes and good working relationships between all members of the school community;
- To provide access to a curriculum, relevant to the particular needs of children of all abilities and backgrounds, within a stimulating, enriching environment and
- To maintain and develop our partnership with parents and the local community.

VISION STATEMENT

'Opportunity to Achieve'

1.2 Curriculum Aims

To make our vision a reality for our pupils, our curriculum will:

- enable our pupils to realise the four purposes (Oakfield Owls) and equip them for ongoing learning, work and life;
- build high expectations and enable all pupils to realise and aim to achieve their full potential;
- offer a broad and balanced education, which enables our pupils to make links between the different areas of learning and experience (AoLEs) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our pupils' health and well-being, including their mental health and well-being;
- support our pupils' development of knowledge that is the foundation of being an informed citizen;
- recognise our pupils' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;
- enable our pupils to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;
- support our pupils to critically engage with a range of information and to assess its value and validity;
- enable our pupils to develop an understanding of their rights and the rights of others as a Rights Respecting School and,
- be built in co-construction with our stakeholders (pupils, families, the wider community, our cluster colleagues)

2. Curriculum Structure and Design

2.1 The Four Purposes

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

- Ambitious, Capable **Learners (Ambitious Owls)**
- Ethical, Informed **Citizens (Ethical Owls)**
- Healthy, Confident **Individuals (Healthy Owls)**
- Enterprising, Creative **Contributors (Enterprising Owls)**



The descriptions of the four purposes can be found in greater detail in **Appendix 1**.

2.1 Areas of Learning and Experience

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas):

- [Health and Well-Being](#)
- [Literacy, Language and Communication](#)
- [Mathematics and Numeracy](#)
- [Expressive Arts](#)
- [Humanities](#)
- [Science and Technology](#)

All Areas have equal status within our curriculum.

2.2 Statements of What Matters

Our school curriculum provides opportunities for our pupils to engage with and develop their understanding of the key concepts within all the mandatory twenty-seven statements of what matter across the six AoLEs. These can be found in [Appendix 2](#).

Our curriculum uses the statements of what matters to guide the selection of all curriculum content. 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 and concepts within each statement.
- support our pupils' progression within the key principles and concepts and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matters.
- allow pupils to explore inquiries and ideas through different lenses – the same concept or idea will be explored through different statements of what matters.
- 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.

2.3 Descriptions of Learning

At Oakfield, we use the descriptions of learning as a planning tool to inform and guide 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 each progression step to create depth and breadth across our curriculum. See also, [Oakfield AoLEs - What Matters, DoLEs, Skills](#)

2.4 Our Curriculum Model

Our Learning Cycle approach to our curriculum, alongside our Oakfield Owls, also develops the four purposes meaningfully in context. We provide pupils with an authentic range of learning experiences and opportunities and develop pupils' knowledge and skills through a progressive curriculum that values pupil voice and encourages pupils to make meaningful connections. Over the school year, our Thrilling Themes will ensure all six AoLEs are taught in a thematic, cross-curricular way, along with all mandatory elements of the Curriculum for Wales. An example of this is:



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ACORNS					
MARVELLOUS ME	ALL AROUND ME	LET'S CELEBRATE!	LIVING THINGS	ALL ABOARD	
ROOTS WINGS					
MIND, BODY & SOUL	WE ARE TIME TRAVELLERS	GWLAD GWYCH		LIFE ON EARTH	UP, UP AND AWAY!
Y1: I am special! Y2: Healthy Living! Y3: Brilliant Bodies!	Y1: Fossil Finders Y2: Fire Fire Everywhere! Y3: Cwl Celta/Ruthless Romans	Y1: Cymru am Byth! - St Mellons Y2: We are Here! - Cardiff Y3: Wonderful Wales! - St Fagans	Y1: Seeds, Soil and Sunshine Y2: Water, Puddles and Ponds Y3: Reduce, Reuse, Recycle	Y1: Marvellous Materials Y2: The Night the Toys Came to Life Y3: Amazing Animation!	
Y4: Nutrition Mission Y5: Blood, Bones & Body Bits Y6: This is Me!	Y4: Toys Through Time Y5: From Cruel to School Y6: Keep Calm and Carry On	Y4: Celtic Country Y5: Culture Clash Y6: Land of Legends	Y4: Water Warriors Y5: Predator or Prey? Y6: We are Eco Heroes	Y4: To Infinity and Beyond! Y5: All the Fun of the Fair! Y6: Lights, Camera, Action	
Welcome Back! (Relationships, Rights, Routines and Responsibilities) Harvest Nutrition Mission for Parents (Y4) Black History Month (Y6)	Fire Safety / Diwali / Remembrance World Children's Week (CIN, Anti-Bullying Week, Road Safety Week) NSPCC - Speak Out Stay Safe Christmas	Chinese New Year / Ramadan / Eid / Easter Safer Internet Day Welsh Weeks Eisteddfod World Book Day Comic Relief Cafe Cymraeg (Y5)	Earth Day RVE	Enterprise / Projects School Summer Fayre Open Your Eyes Week (Y6) On Your Move Week	
RSE: Being Me in My World	RSE: Healthy Me & Dreams and Goals	RSE: Celebrating Differences		RSE: Relationships	RSE: Changing Me



Discrete teaching includes:

- Phonics
- Helpwr Heddiw / Daily Welsh
- Maths Core Number, Fluency, Reasoning and Problem Solving
- Reading
- Welsh

See also, [Expectations for LLC & Maths](#)

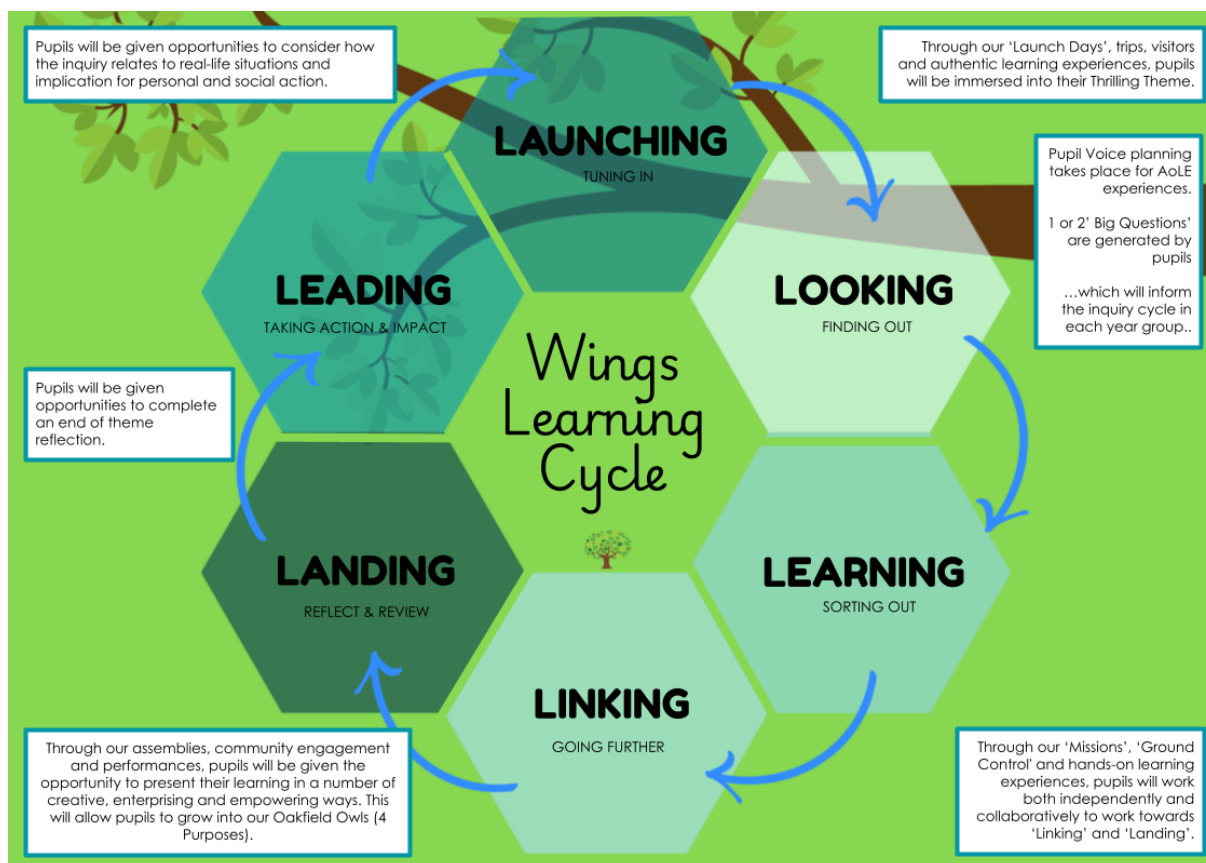
Our **Launch, Learn, Land approach (Roots)** and **Learning Cycles (Wings)** demonstrate how the inquiry process at Oakfield fully embeds the four purposes and pupil influence in meaningful and authentic learning experiences to ensure progression across all progression steps.

Our children are developing their understanding of key concepts linked to real world problems. This type of learning involves conceptual understanding, open-ended inquiry, and developing a range of skills. Our approach remains a thematic, cross-curricular approach, meaning each half-term **Y4-Y6 (Wings)** pupils will be:



A breakdown of how each stage of our Learning Cycle works, can be found in [Appendix 3](#).

An example of how this works in practise can be found here: [Cycle of Learning - Example - Y5 Predator or Prey \(Summer 2\)](#)



2.4 The Role of Disciplines in Our Curriculum

In line with the principle of progression 'Deepening understanding of the ideas and disciplines within the Areas', as our pupils progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each Area. To support this, as pupils progress through our curriculum, there will be times when pupils may receive discipline-specialist teaching, such as International Languages (MfL) and music (UPBEAT). Equally, our approach to discipline-specialist curriculum design will still be underpinned by the principle of progression 'Making connections and transferring learning into new contexts' meaning that discipline-specific learning and teaching in our curriculum will ensure that authentic and meaningful links to learning are made across our whole-school co-constructed curriculum.

3. Mandatory Curriculum Elements

3.1 Relationships Sexuality Education (RSE)

Relationships and Sexuality Education within our curriculum is planned using the [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic. An overview of our [RSE policy can be found here](#).

3.1 Religion, Values and Ethics (RVE)

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 mainly 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 [Cardiff Locally Agreed Syllabus](#). There is no right to withdraw from RVE.

3.2 Cross Curricular Skills (Responsibilities)

Cross-curricular skills 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 and equips 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.

Our curriculum is designed in a way that enables our learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas. Developing the cross-curricular skills is the responsibility of all practitioners across all Areas at our school. Across our curriculum, our 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

We will use the [Literacy, Numeracy and Digital Competency Frameworks](#) to guide our approach to the development of cross-curricular skills.

4. Cross-Cutting Themes

4.1 Relationships Sexuality Education (RSE)

We believe that all Areas can contribute to learning in RSE. 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.

4.2 Human Rights

We believe that learning about human rights empowers our 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. 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 and,
- develop an awareness of children's rights and feel confident enough to use their voice and influence.

4.3 Diversity

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. 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

4.4 Careers and Work-Related Experiences

We believe that learning about CWRE is fundamental to developing skills for work and life. We provide these experiences through wider school enrichment events and opportunities, as well as wider community links and involvement, such as Open Your Eyes week and visitors. This will also include aspects of transition. Please see **Appendix 3** for further details.

4.5 Local and International Contexts

Local, national and international contexts provide key perspectives for our pupils and are important in supporting our pupils to realise the four purposes.

5. Inclusion

5.1 A curriculum accessible to all

Through the design of our curriculum, we ensure that our curriculum:

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

In Oakfield Primary School, we value each child as a unique individual. We understand that every child has their own needs, and this is reflected through our inclusive curriculum, practice and vision. We understand that a child's wellbeing is paramount and emotional needs must be met before a child is able to learn. Our inclusive approach is based on early identification, a multi-agency approach and ensuring that the child and their family remains at the centre of all decisions. We embody the UNCRC to ensure that every child has their right to an education.

5.2 Cynefin

Our curriculum will instil our pupils with pride and passion in themselves, our school community, the wider community and modern-day 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 our 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. Supporting Policies

This policy does not stand in isolation. Please also see:

- Oakfield - Curriculum for Wales - A Summary: [Oakfield - Curriculum for Wales - A Summary \(September 2024\)](#)
- Oakfield RSE Policy: [Oakfield RSE Policy - 24/25 \(Draft\).docx](#)

6. Curriculum Summary

In line with the mandatory requirement for schools to publish a summary of their curriculum, a copy of our curriculum summary can be found [here](#).

7. Curriculum Review, Evaluation and Revision

It is the responsibility of the Governing Body and headteacher to keep our curriculum and assessment arrangements under review and revise them if they no longer comply with our curriculum policy. The school's curriculum is defined as 'everything a learner experiences in pursuit of the four purposes'. Our school curriculum is under constant review to ensure that it is meeting the needs of both our pupils and our vision. Throughout the school year, we will undertake a variety of self evaluation activities to inform our understanding of the effectiveness of our curriculum and we will continuously adapt accordingly. We will work within our school, parents, our cluster and in partnership with governors and regional consortia to further develop a shared understanding of progression and to ensure a high quality continuum of learning for all.

Date: **September 2024**

Headteacher: _____

Chair of Governing Body: _____

For review Summer 2025

Appendix 1

Oakfield Owls



Ambitious Owl

Ambitious, Capable Learners at Oakfield are ready to learn throughout their lives.

- ★ I can tell people what I'm learning about.
- ★ I enjoy challenges and aim high.
- ★ I use technology to find reliable information I need.
- ★ I find out information and give my opinion.
- ★ I speak, read and write in English and Welsh.
- ★ I use numbers in different ways and places.
- ★ I can solve problems and ask questions when I need to.



Ethical Owl

Ethical Informed Citizens at Oakfield are ready to be citizens of Wales and the world.

- ★ I know about Wales and the world, now and in the past.
- ★ I know how my actions and decisions affect other people.
- ★ I can find out good and bad things that are happening in the world and how it could affect me.
- ★ I respect all cultures and customs.
- ★ I know how to take care of our world to ensure future generations can enjoy it.



Healthy Owl

Healthy, Confident, Individuals at Oakfield are ready to lead fulfilling lives as valued members of society.

- ★ I can respect my own rights as well as the rights of others
- ★ I know who to go to if I need help to stay safe.
- ★ I learn from my mistakes.
- ★ I try to be independent and do things for myself.
- ★ I make friends and respect other people.
- ★ I know how to stay fit, have a healthy diet and lead an active lifestyle.
- ★ I can perform in front of others.



Enterprising Owl

Enterprising, Creative Contributors at Oakfield are ready to play a full part in life and work.

- ★ I use what I learn to create new things.
- ★ I am kind, selfless and help others.
- ★ I share ideas and feelings with others in different ways.
- ★ I think creatively to look at something in a different way and solve a problem.
- ★ I can take risks that won't hurt me or others.
- ★ I can lead, listen and share jobs in a team.
- ★ I make the most of every opportunity.
#Opportunity2Achieve



Appendix 2

Our Oak Tree

Roots (Deeper)

The 27 'What Matters' Statements - An Overview

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.	

Appendix 3

Our curriculum incorporates opportunities for CWRE that inspires our learners 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
- Our curriculum plans CWRE using these key considerations and influences to support the four purposes:

