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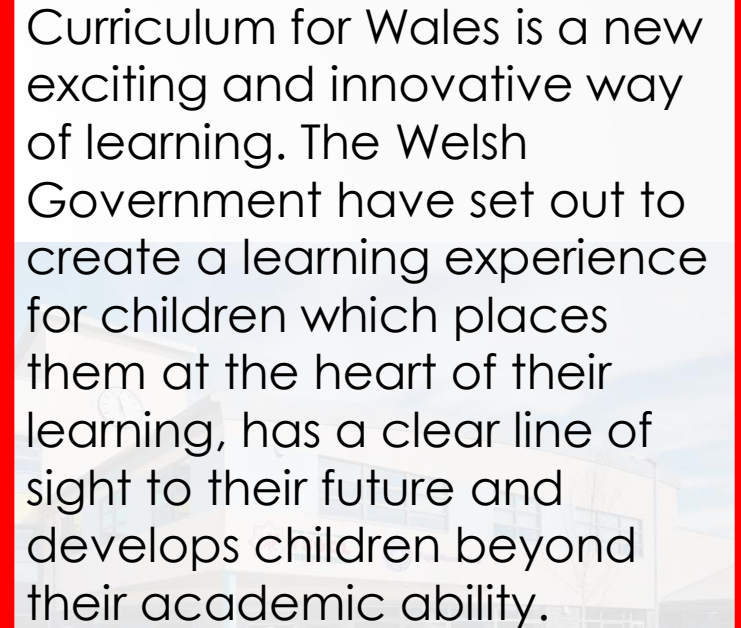
Curriculum for Wales

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Why a 'Curriculum for Wales'?

The world is changing and we need new ideas and creative use of technology. To address these challenges, the Welsh Government wants to make sure that your child has the knowledge, skills and experiences they'll need to make the most of life. Teachers and education experts from across Wales have been working together to develop the Curriculum for Wales.

Welsh Government 2021



Curriculum for Wales is a new exciting and innovative way of learning. The Welsh Government have set out to create a learning experience for children which places them at the heart of their learning, has a clear line of sight to their future and develops children beyond their academic ability.

What's changed?

The Four
Core
Purposes of
the
Curriculum



The curriculum is based upon the four core purposes of ambitious capable learners, healthy confident individuals, ethical informed citizens and enterprising, creative contributors. This means that as a teacher I may be a teacher of English but I have to root my teaching in one of the core purposes.

So instead of planning to teach reading lesson for example I would need to consider how the lesson would develop ambitious, healthy, enterprising or ethical citizens.

I would still teach the lesson but I may choose a text which allows me to explore healthy eating, or understand sustainability.

What's changed?

The Areas
of
Learning
and
Experience



Previously departments were grouped according to subject we had a Maths department and a History department for example. Now subjects have been grouped into Areas of Learning and Experience.

Across each AoLE multiple subjects work together to develop a deeper understanding of that area. For example Health and Wellbeing incorporates PE for physical health and wellbeing, Food for nutrition and bespoke wellbeing lessons to support emotional wellbeing.

This shows the aim of curriculum for wales in the four purposes of ensuring students leave our school with the skills and tools they need to manage in the future.

What's changed?

Integral
skills

**Creativity and
innovation**

**Critical thinking
and problem-
solving**

**Personal
effectiveness**

**Planning and
organising**

Alongside the four purposes, the curriculum has skills which are integral to the core purposes. These skills are defined as the future skills students will need to manage their future.

We know that technology has moved so quickly over the past twenty years that we cannot envisage how far it will go but we also know that children and adults who are creative, think critically, can plan and organise and manage their physical and emotional health will be better equipped to manage in this uncertain future.

What's changed?

Wellbeing



Wellbeing at Ysgol Treffynnon is a discrete subject for which we have created a bespoke curriculum. However student wellbeing within Curriculum for Wales is a bit like the core purposes and should be evident in all curriculum areas.

For example, in Science projects on period poverty have allowed the science teachers to look at the topic of reproduction through a wellbeing lens.

In Maths they may look at financial literacy supporting students in making good money choices as they grow and leave school.

Developing greater understanding of the needs of others, of the way the world works and opening discussion about current affairs which may affect a person's wellbeing

What's changed?

RSE and RVE



RSE



RVE

Sex education or PSHE and RE have been subjects within the school curriculum for a long time but the new RSE or relationships and sexuality education elements place the emphasis on developing students awareness of relationships across the curriculum.

It doesn't mean that they will be learning about reproduction in their Maths lessons but it may mean that they look at friendship in their History lessons or have a lesson about parenting in their Welsh lessons.

In terms of RVE or Religion, Values and Ethics, it allows all subjects to consider the themes in their subjects by looking at the ethics or values for example in Science looking at vaccines or in ICT considering the AI explosion we are currently experiencing.

What's changed?

Assessment, monitoring and reporting



Curriculum for Wales works on a broadly age related expectation. So progression step three is, broadly speaking age 11 and progression step four is, broadly speaking age 14 with Progression step five at age 16.

This means that the students' learning crosses key stages and makes a continuum from Early Years all the way through to further education.

It also means that levels have been replaced with progression steps, and each school can develop their own way of recording student progress.

For example, some schools give percentages for assessments and some schools have developed their own numbering system. Schools work together across the phases to ensure that the standard measured is equitable. This is a very new way of working for schools and something that we are still developing

Consultation and parental input



We would like your input into our reporting process. We want to know what you would like to know about your child's progress. We have some ideas such as percentages for assessments, words such as 'excelling' to show where your child is in relation to age related expectations and a growth factor which is a way of seeing (completely anonymously) how your child is doing in relation to their peers.

A Google Form has been emailed out, allowing us to find out your views before we finalise our reporting process. Please complete this when it arrives.