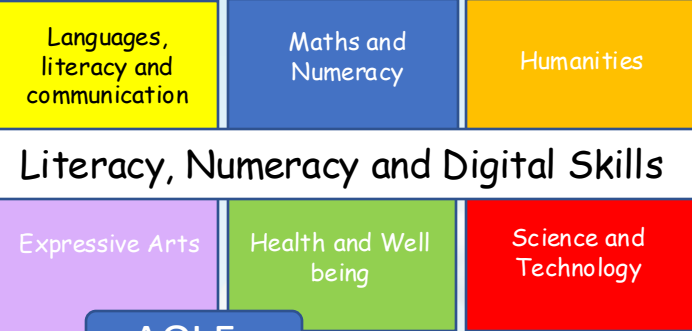




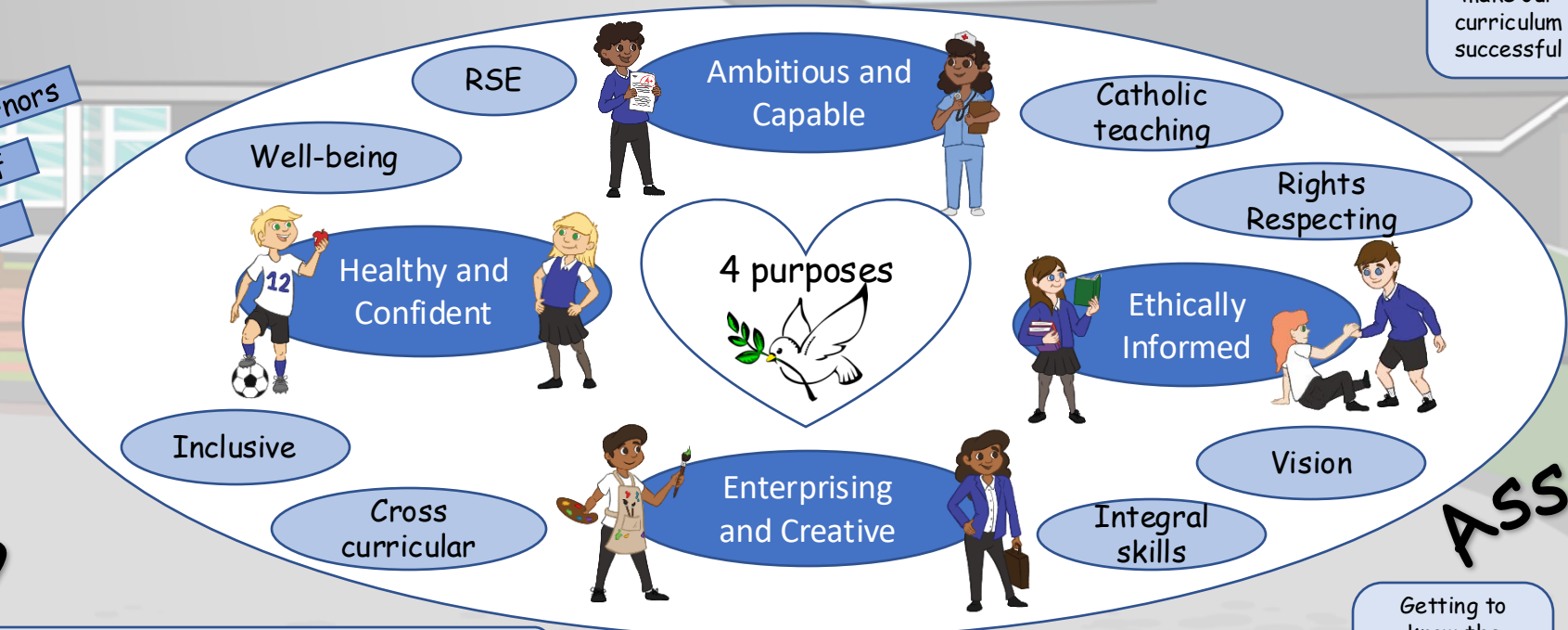
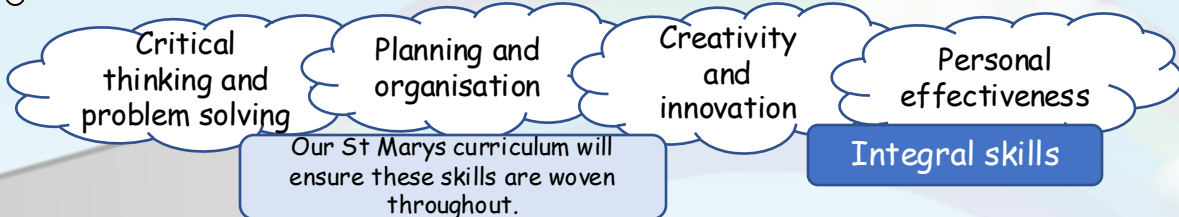
## Contents

- 1 - Curriculum summary poster
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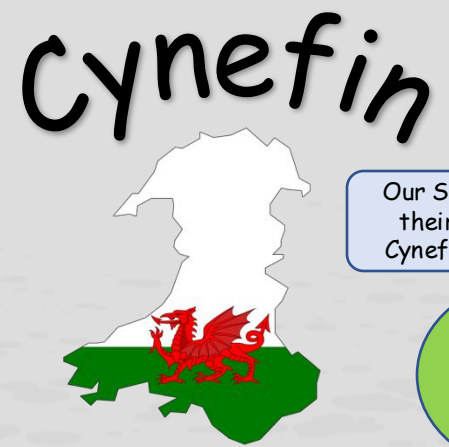


# St Mary's RC Curriculum

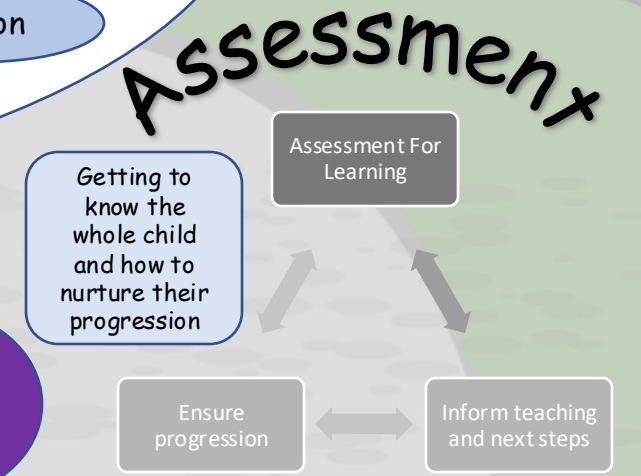
Let's help every child thrive



- What will help to make our curriculum successful
- Staff research
  - Community links
  - High quality teaching
  - Authentic experiences
  - Pupil led learning
  - Engaging environments



Our St Marys curriculum will start with the child and their surroundings so they develop a true sense of Cynefin and how to be an ethical citizen of the world



# Our Vision



'Working, praying, sharing and learning together'



**At St Mary's:**



Strive to be the best you can be.

Together with Christ at the centre.

Motivate, Empower, Inspire.

Achieve through ambition and creativity.

Respect yourselves, each other and the world.

Your faith, your school, your community.

Safe in mind, body and spirit.



Parents

Pupil voice groups

Staff

Governors



Authentic

Pupil voice

School ethos

Purpose led

High quality teaching

Brynmawr

Children's Rights

Engaging learning environments

Positive mental health

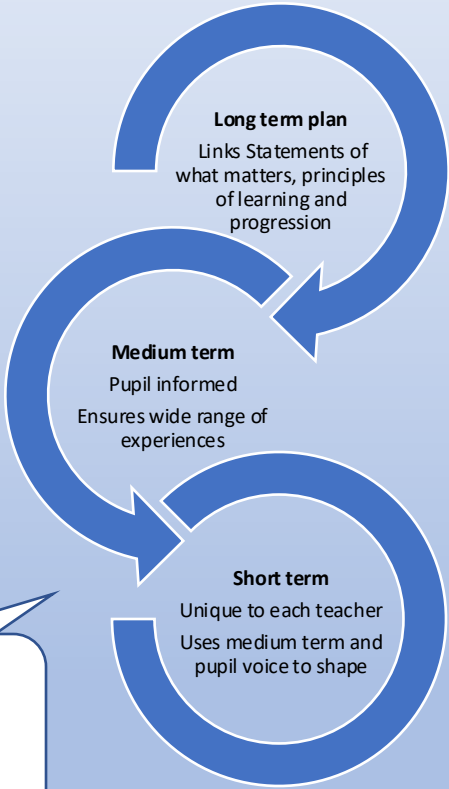
Experiential learning

Cross Curricular

Staff research

Jesuit values

Parish family

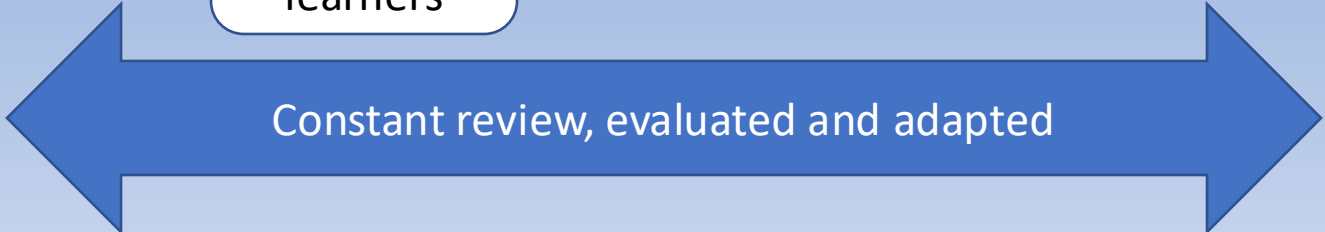


Healthy, confident individuals

Ethically informed citizens

Enterprising, creative contributors

Ambitious, capable learners



# Curriculum for Wales



Term	Branch	Theme	AgLE Focus	Catholic Pupil Profile	Catholic Social Teaching	Topic	Links to Branch
Autumn 1	Creation & Covenant	New Beginnings	Health & Wellbeing	Eloquent & Truthful	Human Dignity Solidarity Participation Common Good Distributive Justice	Nursery/Reception – Our Journey Begins Here.	Creation – God made the world to be good and made us to be happy and healthy.
						Year 1 – Me, You and Us.	Covenant – God promises to love and care for us always – just like the people who care for us.
						Year 2 – Belonging and Beginnings.	Creation – God created us with the ability to care, help and grow – every day is the chance to begin again.
						Year 3 – Growing Together.	Covenant – God made promises to His people and asks us to live in loving relationships.
						Year 4 – Roots and Wings.	Creation – Creation reflects God's goodness, and we are stewards of our bodies, minds, and the world.
						Year 5 – Our Class, Our Covenant.	Covenant – Covenants involve commitment – God keeps promises and invites us to commit to good, healthy relationships.
Autumn 2	Prophecy & Promise	Waiting in Hope	Expressive Arts	Learned & Wise	Human Dignity Common Good Subsidiarity Promoting Peace Participation Option for the Poor Solidarity Distributive Justice	Nursery/Reception – Waiting in Wonder.	Prophecy – God told people that a special baby was coming.
						Year 1 – Voices of Hope.	Promise – God promised to send His Son to help and love us.
						Year 2 – The Colour of Hope.	Prophecy – Long ago, prophets like Isaiah told of a light coming into darkness.
						Year 3 – Echoes of Hope.	Promise – God kept His promise by sending Jesus. We can trust His love.
						Year 4 – Prophets of Hope.	Prophecy – Prophets spoke of a messiah who would bring peace and justice.
						Year 5 – Whispers of Hope.	Promise – Jesus' birth fulfils God's promises; He is the light we still wait for in our hearts and the world.
Spring 1	Galilee to Jerusalem	Stories, Tales, Myths and Legends	Language, Literacy & Communication	Curious & Active	Common Good Subsidiarity Stewardship Promoting Peace Participation Solidarity Distributive Justice	Nursery/Reception – Once Upon a Journey.	Revelation – God shows us who he is (revelation), and Jesus is God with us (divinity).
						Year 1 – Following Jesus.	Divinity – Jesus is God's son – He shows us God's love on earth.
						Year 2 – The Road of Wonder.	Revelation – God reveals His love through Jesus; Jesus is divine and leads us on our journey of faith.
						Year 3 – Walking With Wonder.	Divinity – Jesus is not just good – He is the Son of the God who guides us.
						Year 4 – From Cross to Cymru.	Revelation – God reveals Himself in history, especially through Jesus, who fulfils the Old Testament.
						Year 5 – The Word on the Road.	Divinity – Jesus is truly God – His words and actions change the world, and our own journey.
Spring 2	Desert to Garden	Journey	Humanities	Intentional & Prophetic	Human Dignity Common Good Subsidiarity Promoting Peace Participation Option for the Poor Solidarity Distributive Justice	Nursery/Reception – Planting Hope	Sacrifice – Simple kindness, sharing, and belonging to God's family.
						Year 1 – Special Journeys.	Communion – We are part of God's family – We belong together.
						Year 2 – A Garden of Hope.	Communion – God's people journey together – we belong to the Church family.
						Year 3 – Journey of Hope.	
						Year 4 – Mapping the Miracle.	Sacrifice – Jesus' life was a journey of love and sacrifice for others.
						Year 5 – Journeys of Change: Earth, People & Time.	Communion – Communion is unity – with Jesus and with each other.
Summer 1	To the Ends of the Earth	Laudato Si	Science & Technology	Grateful & Generous	Human Dignity Common Good Subsidiarity Stewardship Participation Solidarity Distributive Justice	Nursery/Reception – Little Hands, Big Planet	Conservation – We keep our world clean and safe because God made it.
						Year 1 – Little Gardeners for God.	Stewardship – We are good helpers – we care for the world together.
						Year 2 – Guardians of the Earth.	Conservation – God's world needs protecting - we help by not wasting and by being gentle with nature.
						Year 3 – Guardians of God's World.	Stewardship – stewardship means taking responsibility for the earth and God's children.
						Year 4 – Voices of the Planet.	Conservation – creation is interconnected – our scientific choices affect ecosystems and climate.
						Year 5 – The Cry of the Earth, The Cry of the Poor.	Stewardship – stewardship is a moral and spiritual responsibility – inspired by the Gospel and Laudato Si.
Summer 2	Dialogue and Encounter	Fratelli Tutti	humanities	Attentive & Discerning	Human Dignity Common Good Subsidiarity Promoting Peace Participation Option for the Poor Solidarity Distributive Justice	Nursery/Reception – Sharing Our World	Love – We show God's love by being kind to everyone, just like Jesus.
						Year 1 – One World, One Family.	Attention – We notice others' needs – helping and listening.
						Year 2 – Kindness Knows No Borders.	Love – We are called to love others across boundaries – Fratelli Tutti "all brothers and sisters".
						Year 3 – Working Together – Building Bridges, Not Wall.	Attention – Attention means noticing injustice, loneliness, and doing something about it.
						Year 4 – Together We Thrive.	Love – True love is action – Pope Francis called on us to build a culture of encounter.
						Year 5 – The Path of Peace.	

Term	Branch	Theme	AgLE Focus	Catholic Pupil Profile	Catholic Social Teaching	Topic	Links to Branch
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						Year 5 – The Path of Peace.	

Our Long term overview

# 4 Purposes



4 purposes are the drivers for everything within our curriculum



Healthy, confident individuals, ready to live fulfilling lives as valued members of society

Healthy mind and body  
Manage emotions  
Confidence in self and abilities



Ethically informed citizens of Wales and the world

Know right and wrong  
Morals  
Honesty  
Awareness of others  
Informed



Ambitious, capable learners, ready to learn throughout their lives

Competent  
Efficient  
Ambitious  
Successful  
Desire to achieve  
Persevere



Enterprising, creative contributors, ready to play a full part in life and work

Resourceful  
Imaginative  
Creative  
Take risks  
Initiative



# Catholic Pupil Profile



Pupils in a Jesuit school are growing to be . . .

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

**Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

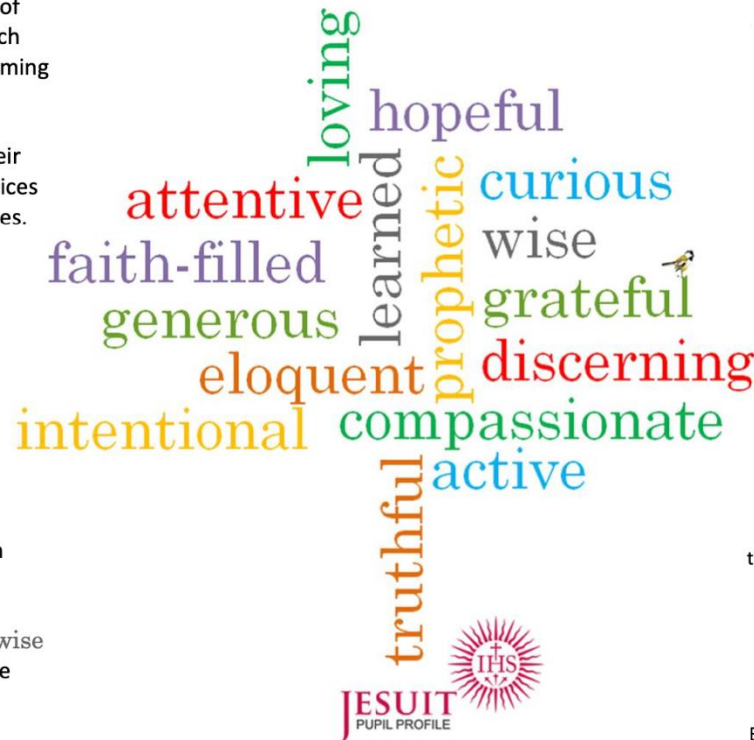
**Faith-filled** in their beliefs and **hopeful** for the future.

**Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.

**Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.

**Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.



“What can we say the kingdom of God is like? It is like a mustard seed which, at the time of its sowing in the soil, is the smallest of all the seeds on earth; yet once it is sown, it grows into the biggest shrub of them all and puts out big branches so that the birds of the air can shelter in its shade.”

*Gospel of Mark 4:30-32*

Jesuit schools help their pupils grow . . .

By encouraging them to know and be **grateful** for all their gifts, developing them to the full so that they can be **generous** in the service of others.

By promoting the practice of **attentive** reflection and **discerning** decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.

By being **compassionate** and **loving** in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.

By passing on the living and **faith-filled** tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them, in turn, to have faith and **hope** in others.

By developing an **eloquent** language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be **truthful** in the way they represent themselves and speak about the world.

By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more **learned** and **wise**.

By leading pupils to be **curious** about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be **active** in the life of the school, the Church, and the wider community.

By being a school community which is **intentional** in its way of proceeding to build-up quality of life; and which is **prophetic** in the way it offers an alternative vision of education and the human person rooted in the gospel.

# Inclusivity



ASD aware

All children

Speech and language

Gems

Deaf aware

UNCRC  
UNCRDP

Sign along

All ethnicities

ACEs

All abilities

Gypsy Traveller support

Educational Psychologist

# Progression and assessment



Our curriculum will ensure that children build on skills they have previously learnt through different learning opportunities

Our curriculum ensures that learners will make meaningful progress

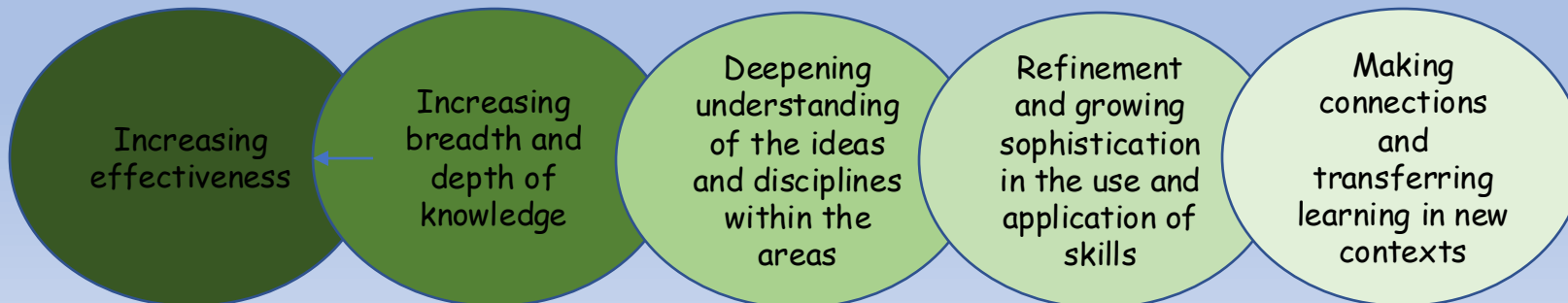
Our curriculum will ensure the child is always at the centre of their learning

Assessment will be used to inform future planning

Assessment will be embedded as an intrinsic part of learning and teaching

All learners will be observed on entry into school to get a whole picture of what they can already do

## 5 Principles of progression



# Curriculum for Wales



## Mandatory

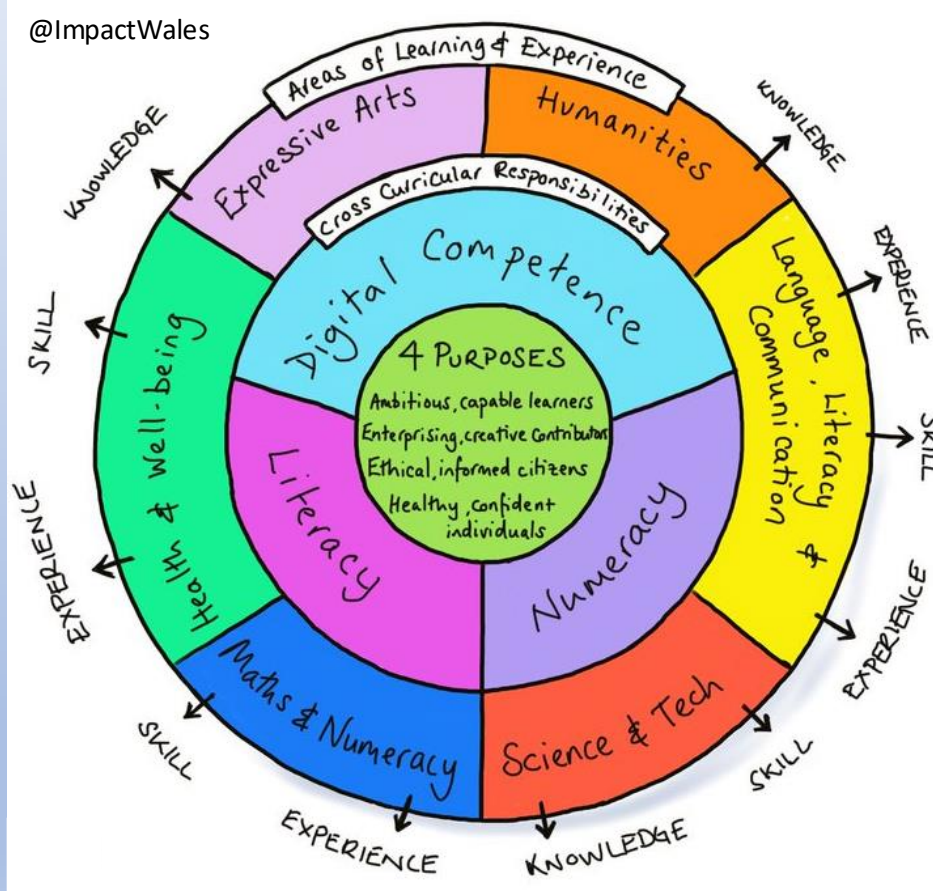
Religion, values and ethics  
Relationships and sexual education  
Welsh  
English

## Integral skills

Creativity and innovation  
Critical thinking and problem solving  
Planning and organising  
Personal effectiveness

## Cross curricular skills

Digital competency  
Literacy  
Numeracy



## Wider Requirements

UNCRC  
ALN bill  
Well being of future generations Act

## Cross cutting themes

Relationships and sexuality education  
Local, national and international contexts  
Careers and work related experiences  
Human rights education  
UNCRC  
Diversity

# Areas of Learning (AOLEs)

## Maths and Numeracy

The number system is used to represent and compare relationships between numbers and quantities  
Algebra uses symbol systems to express the structure of mathematical relationships  
Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world  
Statistics represent data, probability models chance, and both support informed inferences and decisions

## Health and Well-being

Developing physical health and well-being has lifelong benefits  
How we process and respond to our experiences affects our mental health and emotional well-being  
Our decision-making impacts on the quality of our lives and the lives of others  
How we engage with social influences shapes who we are and affects our health and well-being  
Healthy relationships are fundamental to our well-being

## Expressive Arts

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.  
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.  
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

## Humanities

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future  
Events and human experiences are complex, and are perceived, interpreted and represented in different ways  
Our natural world is diverse and dynamic, influenced by processes and human actions  
Human societies are complex and diverse, and shaped by actions and beliefs  
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

## Science and Technology

Being curious and searching for answers is essential to understanding and predicting phenomena  
Design thinking and engineering offer technical and creative ways to meet society's needs and wants  
The world around us is full of living things which depend on each other for survival  
Matter and the way it behaves defines our universe and shapes our lives  
Focus and energy provide a foundation for understanding our universe  
Computation is the foundation for our digital world

## Language, literacy and communication

Languages connect us  
Understanding languages is key to understanding the world around us  
Expressing ourselves through languages is key to communication  
Literature fires imagination and inspires creativity

Statements of what matters

Principles of Progression

Descriptions of learning for each AOLE on a continuum for 3-16 years

# How will we review?



We will constantly review and reflect on our curriculum and adapt and make changes as we need to



SLO survey

Parents

Governors

Community voice



Parent forum

Questionnaires

Staff

Monitoring



SDP/SIP

Pupil Voice groups

This will be done yearly unless there are things that need addressing earlier