

Ein Gweledigaeth/ Our Vision

YN YSGOL GYNRADD GYMRAEG BLAENDULAIS
RYDYM AM FAGU PLANT

HYDERUS

ANNIBYNNOL

PARCHUS

UCHELGEISOL

SY'N BAROD I LWYDDO



At YSGOL GYNRADD GYMRAEG BLAENDULAIS
we nurture

CONFIDENT

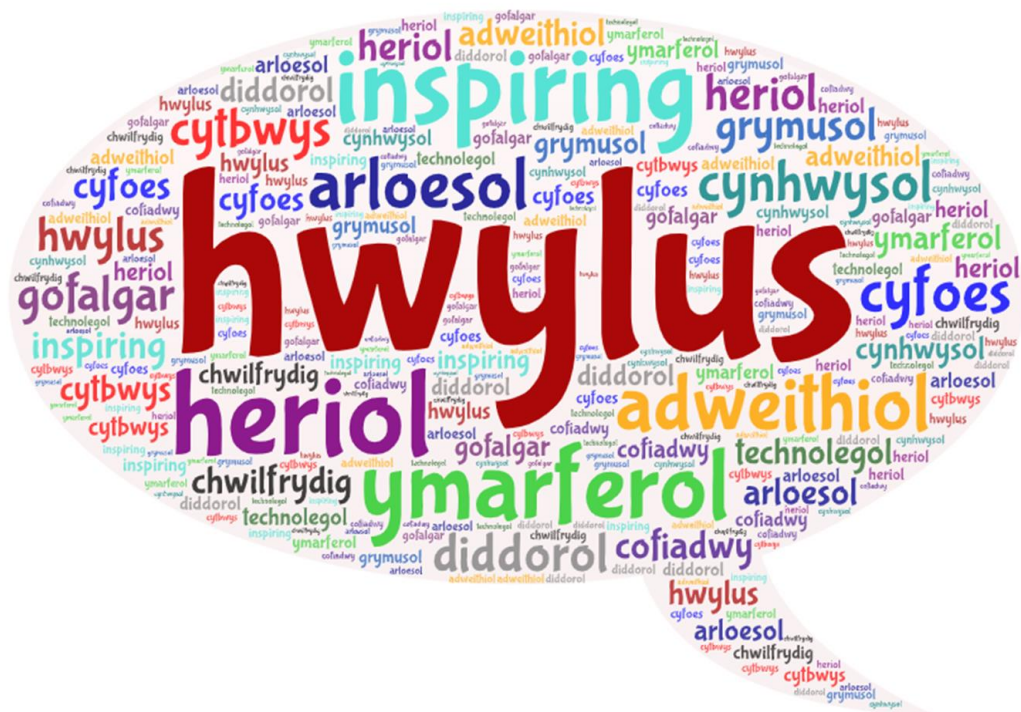
INDEPENDENT

RESPECTFUL

AMBITIOUS

and **HAPPY** children who are ready to
succeed

Pa fath o gwricwlwm ydyn ni eisiau?



What kind of curriculum do we want ?

Holiaduron Plant, staff, rhieni a llywodraethwyr 2022/ 2022 Questionnaires

"gyda'n gilydd, cerddwn ymlaen"

Ein hamcanion a'n gwerthoedd

YN YSGOL GYNRADD GYMRAEG BLAENDULAI
RYDYM AM FAGU PLANT

HYDERUS

ANNIBYNNOL

PARCHUS

UCHELGEISOL

SY'N BAROD I LWYDDO



Ein nod yw anelu at sicrhau bod:

- amgylchedd cynnes, croesawgar a chefnogol lle mae ein disgyblion yn mwynhau gweithio a dysgu gyda'i gilydd.
- pob disgybl yn cael cyfle i gyrraedd ei lawn botensial, yn gymdeithasol, yn gorfforol, yn ysbrydol a moesol
- plant yn teimlo'n ddiogel fel eu bod nhw'n gallu mentro, heb ofni gwneud camgymeriadau
- llais y disgybl yn gryf a bod cyfraniad pob unigolyn yn cael ei barchu
- unigolion yn datblygu'r sgiliau a'r gwerthoedd fydd yn sylfaen yn eu bywydau tu hwnt i addysg.
- Partneriaeth cryf rhwng yr ysgol, y cartref a'r gymuned
- **pawb yn magu balchder yn yr iaith Gymraeg, ein diwylliant a'n cenedl.**

"gyda'n gilydd, cerddwn ymlaen"

Our vision and values

At YSGOL GYNRADD GYMRAEG BLAENDULAI we nurture

CONFIDENT

INDEPENDENT

RESPECTFUL

AMBITIOUS

and **HAPPY** children who are ready to succeed

YN YSGOL GYNRADD GYMRAEG BLAENDULAI
RYDYM AM FAGU PLANT

HYDERUS

ANNIBYNNOL

PARCHUS

UCHELGEISOL

SY'N BAROD I LWYDDO



Our aim is to ensure that:

- it's a warm, welcoming and supportive environment where our pupils enjoy working and learning together.
- all pupils have the opportunity to reach their full potential, socially, physically, spiritually and morally.
- children feel safe so that they can take risks, without fear of making mistakes
- the pupil's voice is strong and that each individual's contribution is respected
- individuals develop the skills and values that will underpin their lives beyond education.
- we have a strong partnership between school, home and community
- **everyone takes pride in the Welsh language, our culture and our nation.**

Cymeriadau'r Pedwar Diben

Four Purposes Characters



The Curriculum for Wales has been developed to make sure that your child has the knowledge, skills and experiences they'll need to get the most out of life.

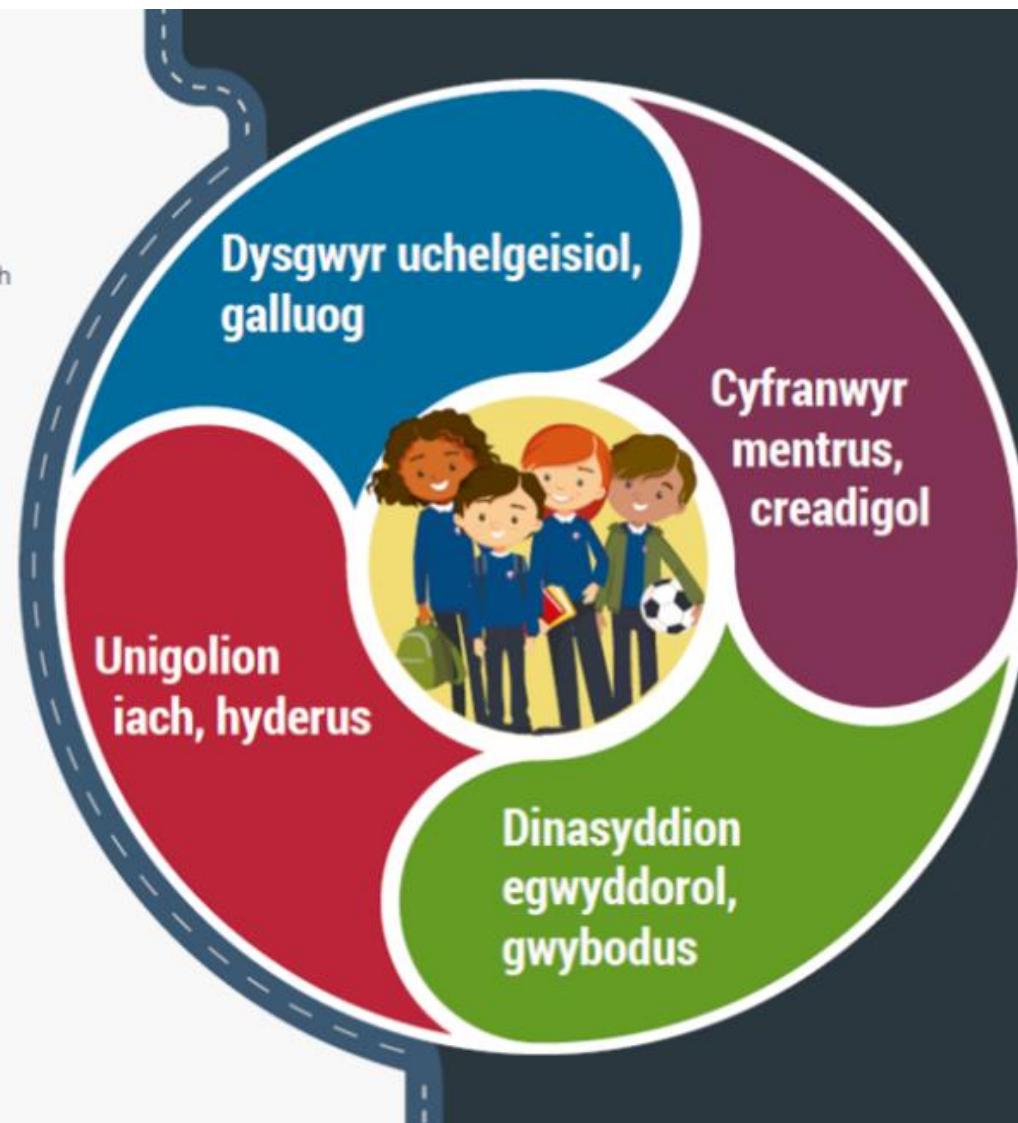
https://www.youtube.com/watch?v=SCMLnc8IMxE&feature=emb_title

Y pedwar diben

Y pedwar diben hyn fydd y sail i bopeth y byddwch chi'n ei ddysgu.

Fe fydd pob plentyn a pherson ifanc yn cael cefnogaeth i fod yn:

- **ddysgwyr uchelgeisiol, galluog** sy'n barod i ddysgu drwy gydol eu hoes
- **cyfranwyr mentrus, creadigol** sy'n barod i chwarae eu rhan yn llawn mewn bywyd a gwaith
- **dinasyddion egwyddorol, gwybodus** sy'n barod i chwarae eu rhan yng Nghymru a'r byd
- **unigollon iach, hyderus** sy'n barod i fyw bywyd gan wireddu eu dyhead fel aelodau gwerthfawr o gymdeithas.

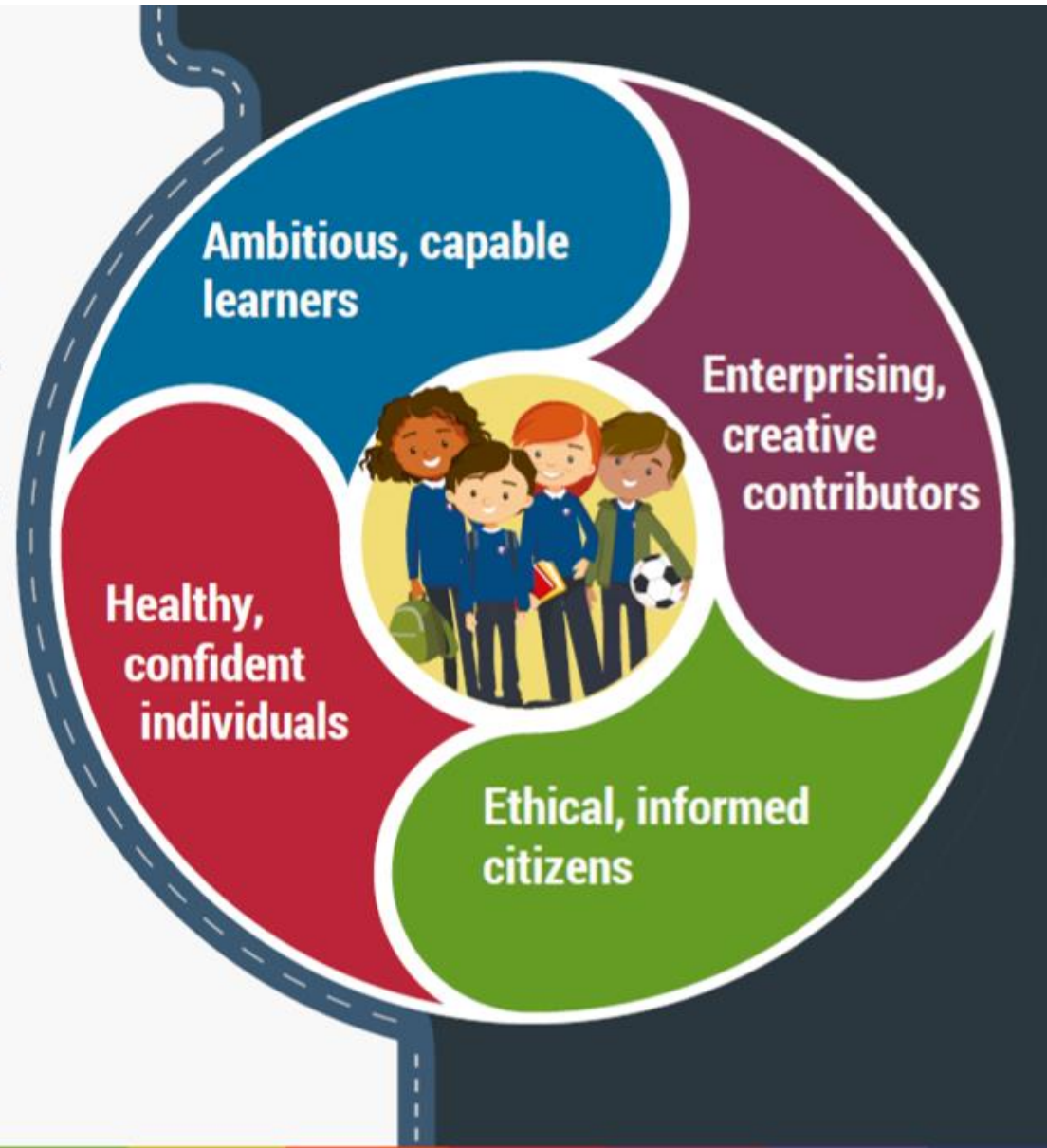


The four purposes

These four purposes will be the foundation of everything you learn.

All children and young people will get support to be:

- **ambitious, capable learners** who are ready to learn throughout their lives
- **enterprising, creative contributors** who are ready to play a full part in life and work
- **ethical, informed citizens** who are ready to take part in Wales and the world
- **healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.



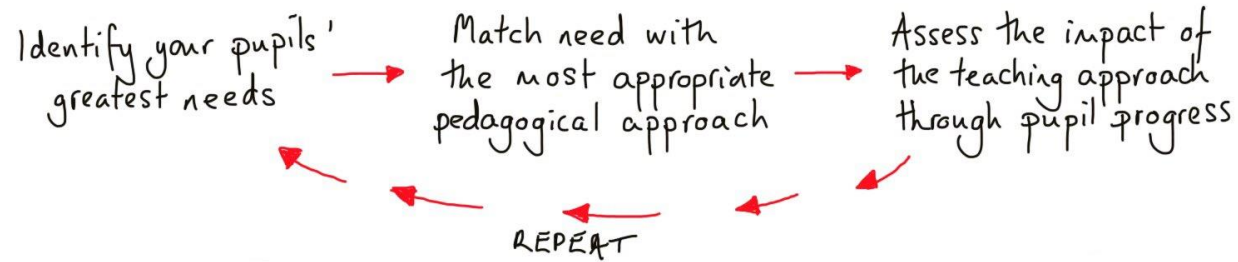
Four purposes									
Ambitious, capable learners			Enterprising, creative contributors		Ethically, informed citizens			Healthy, confident individuals	
Developing a shared understanding of progression									
The principles of progression and the descriptions of learning are intended to guide the development of a curriculum which reflects appropriate progression									
Principles of progression									
Increasing effectiveness		Increase breadth and depth of knowledge	Deepening understanding, ideas and disciplines		Refinement and growing sophistication			Making connections and transferring learning	
Assessing for the future									
Assessment has three main roles in the process of enabling learner progression									
Supporting individual learners on a day to day basis			Identifying, capturing and reflecting on individual learner progress over time			Understanding group progress			
Principles of curriculum design									
Evidence-based		Authentic		Responsive		Inclusive		Ambitious	
Unified		Empowering		Engaging		Based on subsidiarity		Manageable	
Areas of Learning and Experience (AoLEs)									
The 27 statements of what matters are the basis of learners progression throughout CfW and its 3-16 learning continuum									
Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning									
Expressive arts		Health and well-being		Humanities Includes Religion, values and ethics (RVE)	Languages, literacy and communication		Mathematics and numeracy		Science and technology
Cross-curricular skills									
Cross-curricular skills			Integral skills	Cross-cutting themes					
Literacy	Numeracy	Digital competence	Personal effectiveness Creativity and innovation Planning and organising Critical thinking and problem solving	Relationships and sexuality education (RSE)	Human Rights	Diversity	Careers and work-related experiences		Local, national and international contexts
Pedagogical Principles									

Copyright ©2018

DONALDSON'S 12 PEDAGOGICAL PRINCIPLES & what you should do with them!

@ImpactWales

"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves." Successful Futures



Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

Focus on the 4 Purposes

Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

For bespoke support to develop the most appropriate pedagogical approach for your pupils and context - contact enquiries@impact.wales www.impact.wales

Ein Cwricwlwm ni



Our curriculum

Mae'r Cwricwlwm yn dechrau fan hyn yn ein cynefin.
Our curriculum starts here, our 'cynefin' (the place where we feel we belong).



Mae'n themau a chyd-destunau dilys
Our themes are given authentic contexts:

Ymarferol

Hands on

Meistroli'r sgiliau

mastery of skills

Cynnydd

Progression

Pupil led

plant yn arwain y dysgu

Pupil centred

plant yn ganolog

Mae'n gwaith yn deilluo o 'Cysyniad'. Our work is 'concept' based

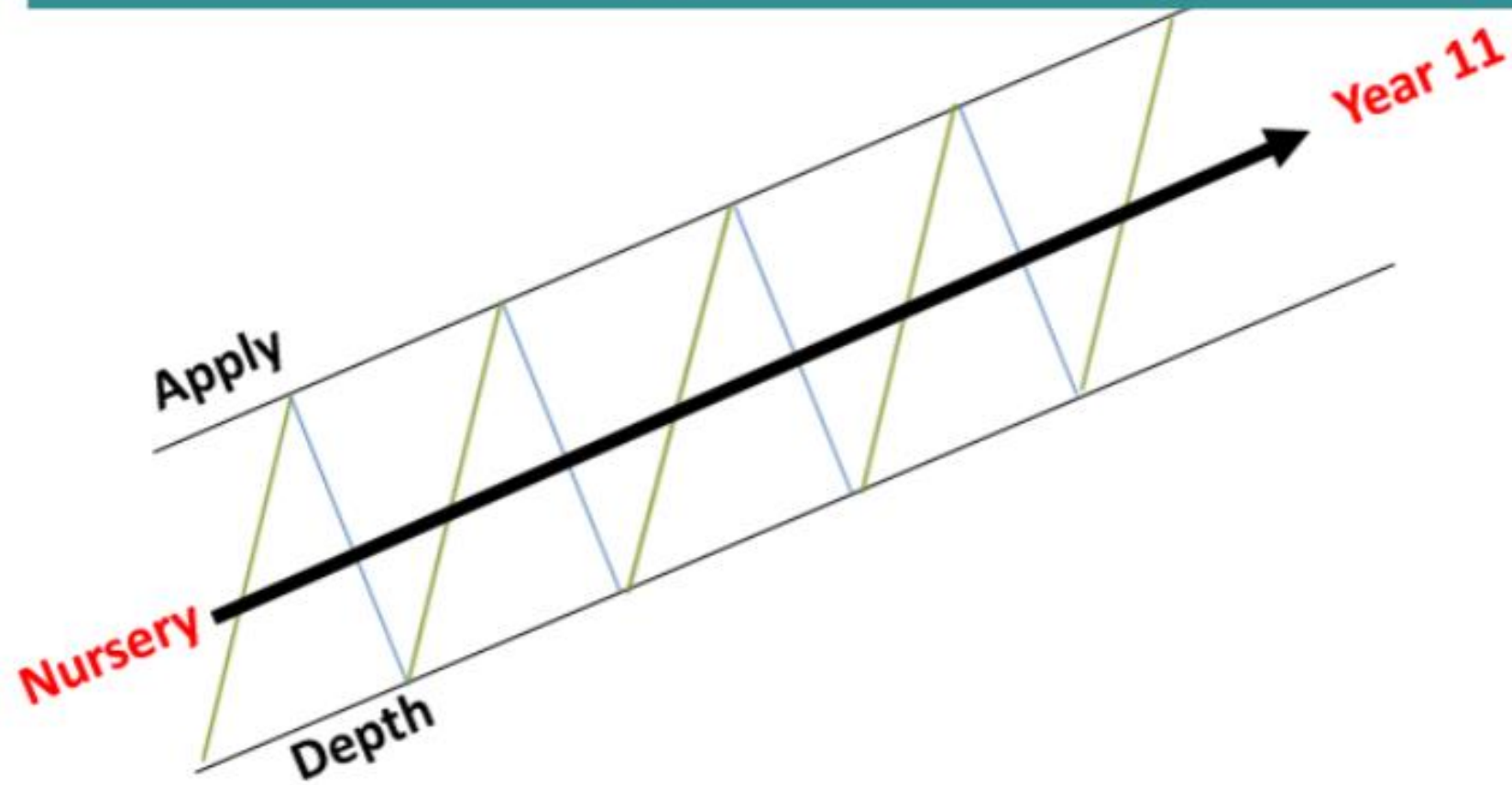
<p>Hydref 1</p> <p>Perthyn</p> <p>Belonging</p>	<p>Gwanwyn 1</p> <p>Patrymau</p> <p>Patterns</p>	<p>Haf 1</p> <p>Goroesiad</p> <p>Survival</p>
<p>Hydref 2</p> <p>Newidiadau</p> <p>Changes</p>	<p>Gwanwyn 2</p> <p>Dewrder</p> <p>Bravery</p>	<p>Haf 2</p> <p>Systemau</p> <p>Sustems</p>

Hydref 1—Perthyn	Gwanwyn 1—Patrymau	Haf 1—Goroesiad
D/1— Ydyn ni yna eto? <i>Are we there yet?</i> 2— SA109AA 3/4— Tu fewn y muriau <i>Within the walls</i> 5/6— Dirgelwch Dulais <i>The mysteries of Blaendulais</i>	D/1— Smotiau a Streipiau <i>Spots and Stripes</i> 2— Y byd mawr gwyllt <i>The big wide world</i> 3/4— Curiad y Cwm <i>The Rhythm of the valley</i> 5/6— Herio'r ffiniau <i>Pushing the boundaries</i>	D/1— Lawr ar lan y mor <i>Beside the sea</i> 2— O'r Dulais i'r Bae <i>From the river Dulais to the bay</i> 3/4— Y Barcud Coch <i>The Red kite</i> 5/6— Does unman yn debyg i adref <i>Home sweet home</i>
Hydref 2—Newidiadau	Gwanwyn 2—Dewrder	Haf 2—Systemau
D/1— Dawns y dail <i>The dance of leaves</i> 2— Cyfrinachau'r Coed <i>The secrets of the forest</i> 3/4— Trychineb <i>Disasters</i> 5/6— Cyrraedd y brig <i>Reaching the summit</i>	D/1— Un tro... <i>Once upon a time</i> 2— Clogyn Pwy? <i>Whose cape?</i> 3/4— Troedio Sarn Helen <i>Walking Sarn Helen</i> 5/6— Tywysoges Rhyfelgar <i>The warrior princess</i>	D/1— Troi a throi <i>Twist and turns</i> 2— Taith y Synhwyrâu <i>The journey of the senses</i> 3/4— Tincial Afon Dulais <i>The River Dulais</i> 5/6— O dan y wibren <i>Under the stars</i>

Tasgiau Ffocws Tasgiau annibynnol (Heriau)/ We have a balance of focus tasks and independent tasks(chall

Cynnydd

Progression



Addysg Cydberthynas a Rhywioldeb

Relationship and Sexuality Education

<https://www.youtube.com/watch?v=RG0XN4ccvWQ>

Addysg Cydberthynas a Rhywioldeb

Gwybodaeth ar gyfer ysgolion, lleoliadau, rhieni a gofalwyr

Mae addysg yng Nghymru yn newid. Mae athrawon ac arbenigwyr addysg o bob cwr o Gymru wedi bod yn cydweithio i ddatblygu Cwricwlwm i Gymru.

Mae angen i ni helpu ein holl bobl ifanc i ragori ym mhob agwedd ar fywyd, fel eu bod yn tyfu i fod yn oedolion iach, hyderus. Dylai addysg annog a chefnogi pobl ifanc i barchu eu hunain ac eraill, i werthfawrogi amrywiaeth, a rhoi'r gallu iddynt feithrin perthnasoedd iach, llawn parch.

Bydd y cwricwlwm newydd, a fydd yn cael ei roi ar waith o fis Medi 2022, yn cynnwys Addysg Cydberthynas a Rhywioldeb sy'n briodol o ran datblygiad.

Addysg Cydberthynas a Rhywioldeb sy'n briodol o ran datblygiad

Mae gofynion cyfreithiol i Addysg Cydberthynas a Rhywioldeb fod yn briodol o ran datblygiad, gan gynnwys yr adnoddau fydd ysgolion yn eu defnyddio i'w weithredu.

Mae pynciau fel diogelwch ar-lein, caniatâd ac iechyd rhywiol i gyd wedi'u cynnwys yn y Cod, ond ar gamau datblygu priodol fel nad yw dysgwyr yn cael eu hamlygu i bethau nad ydynt yn briodol i'w hoedran a'u datblygiad.

Bydd plant iau, er enghraifft, yn cael eu haddysgu am drin ei gilydd gyda charedigrwydd ac empathi. Wrth i blant dyfu'n hŷn, byddant yn dod i ddeall pynciau fel diogelwch ar-lein, cydsyniad ac iechyd rhywiol – a bydd pob pwnc yn cael ei drin mewn ffordd sensitif.

Bydd dysgu o fewn Addysg Cydberthynas a Rhywioldeb hefyd yn cynnwys cydnabod, deall a siarad am bob math o wahaniaethu, trais, cam-drin ac esgeulustod a cheisio cymorth a chynghor ar amrywiaeth o faterion gan ffynonellau y gellir ymddiried ynddynt.

Mae gofyniad cyfreithiol hefyd ar Addysg Cydberthynas a Rhywioldeb i fod yn wrthrychol, yn feirniadol ac yn lluosog: sy'n golygu bod yn rhaid i ysgolion a lleoliadau ddarparu gwybodaeth ffeithiol ac ar gwestiynau am werthoedd, amrywiaeth o safbwyntiau ar bwnc penodol, a ddelir yn gyffredin mewn cymdeithas.



Education in Wales is changing. Teachers and education experts from across Wales have been working together to develop the Curriculum for Wales

We need to help all of our young people to excel in all aspects of life, so they grow into adults who are healthy, confident individuals. Education should encourage and support young people to respect themselves and others, to value diversity, and give them the ability to build healthy, respectful relationships.

The new curriculum starting in September 2022 will include developmentally appropriate Relationships and Sexuality Education (RSE).

What is RSE?

Young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe, online and offline, and being confident to raise issues with responsible adults.

RSE is designed to safeguard all our children and young people, supporting them to develop knowledge, skills and behaviours that will assist in protecting them throughout their lives.

This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, sex, gender or sexuality.



Developmentally appropriate Relationships and Sexuality Education (RSE)

There are legal requirements for RSE to be developmentally appropriate, including the resources schools use in implementing RSE.

Topics like online safety, consent and sexual health are all included in the Code, but at developmentally appropriate phases so learners aren't exposed to things that aren't appropriate to their age and development.

At a younger age, for example, they will be taught about treating each other with kindness and empathy. As children grow older, they will gain an understanding of topics such as online safety, consent and sexual health – all of which will be handled in a sensitive way.

Learning in RSE will also include recognising, understanding and speaking out about all forms of discrimination, violence, abuse and neglect and to seek support and advice on a range of issues from trusted sources.

RSE is also legally required to be objective, critical and pluralistic: meaning schools and settings must provide factual information and on questions of values, a range of views on a given subject, commonly held within society.



Mae 3 llinyn i APCh/ There are 3 elements to RSE

Relationships and identity

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society

Phase 1	Phase 2	Phase 3
Educators should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
The learning supports:		
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual. Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others.

Empowerment, safety and respect

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
The learning supports:		
Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination. Ability to interact with others in a way that is fair.	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.	Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of diversity in our interpersonal behaviours and relationships. Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online.

Sexual health and well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

Examples: Stories which include families (babies, mums, dads , grandparents, toddlers....)
Welcome a mum and baby into the class

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
The learning supports:		
<p>The use of accurate terminology for all body parts.</p> <p>An awareness of the human life cycle and that reproduction is a part of life.</p>	<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.</p> <p>Recognising the process of pregnancy and birth.</p>	<p>Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed.</p> <p>The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood.</p>

This will be taught by a nurse in YEAR 5/6 just as it's always been done.
We will inform you prior to this visit.

We will not be teaching about sexual function in Primary .

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
The learning supports:		
<p>The use of accurate terminology for all body parts.</p> <p>An awareness of the human life cycle and that reproduction is a part of life.</p>	<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.</p> <p>Recognising the process of pregnancy and birth.</p>	<p>Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed.</p> <p>The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood.</p> <p>Understanding how contraception can assist with reproductive choices, including awareness of abortion.</p>
Awareness of how human bodies change as they grow.	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.	Understanding of good sexual and reproductive health, including the range of risks and outcomes from sexual experiences and the knowledge needed to support informed decisions about sexual activity and about reproductive choices.

An awareness of the importance of personal self-care and hygiene.	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.	The knowledge and understanding of the causes, symptoms and impact of conditions connected to sexual and reproductive health and to fertility, including sexually transmitted infections, HIV and reproductive cancers. Understanding and skills needed to minimise risks and seek help.
A recognition that everyone's body is unique and special to them.	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.	Critically engaging with positive and negative representations of a diversity of bodies, including through various forms of media and understanding that these can be unrealistic and harmful.
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.	Understanding how all are entitled to safe and pleasurable relationships and recognising the role consensual sexual activity plays within healthy relationships. Understanding the legal age of consent.
Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	Recognise and be able to use a range of support services to access information and support around relationships, health and well-being and safety.