

All Saints Catholic Primary School



Caring, Sharing and loving together

Date:	October 2023
Headteacher	Mr. J Price
Approved by:	School Governing Body
Next review date:	October 2024

Curriculum for Wales Policy October 2023

We put the United Nations Convention on the Rights of the Child (UNCRC) underpins our school vision and aims, in particular through Pupil Voice we encourage children to:

- listen to others and respect their ideas
- learn our rights, respect the rights of others and to inform others of children's rights

Staff have matched the following articles from the UN Convention on the Rights of the Child to the Curriculum Policy: 1,2,3,4,6,12,13,15,23, 24, 27,28,29,30 and 31



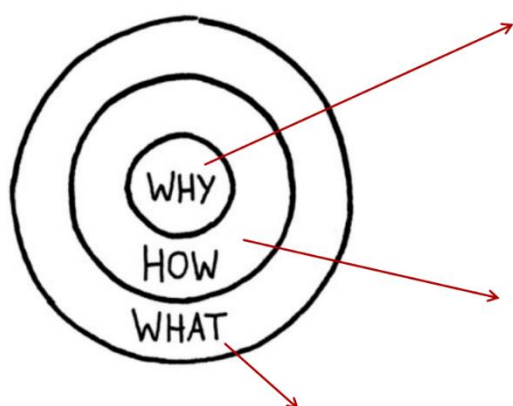
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1.1 At All Saints Catholic Primary School, we are a community who have a shared vision in striving to achieve; Taking care of our world and Looking after each other. We believe that we are all lifelong learners – children and adults alike and this means we are always evolving to embrace change for the better. We maintain that learning should be a rewarding and enjoyable experience for everyone: with wellbeing at its core. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We offer thematic learning using different themes across year groups whilst empowering pupils to make choices about their own learning pathways and allow them to lead their learning experiences and drive their own tailored curriculum through pupil voice opportunities. We believe that change is the most powerful driving force at All Saints and that with innovative teaching and learning experiences children can lead happy and rewarding lives whatever their social and economic circumstances.

1.3 We work hard to ensure that all children are given a wide range of the highest quality learning and teaching experiences during their time At All Saints Primary School. We offer a curriculum which is broad and balanced, and teaching and learning experiences that are engaging, inspiring and empowering and differentiated to meet children's individual needs and abilities.

1.4 All Saints staff are committed to working together to develop a transformational curriculum that will continue to evolve and improve. As our pupils' needs change, so must our curriculum. Our curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. It is the whole school experience offered, not merely restricted to lessons and activities within the school day. Our curriculum includes the attitudes and values we promote, the opportunities we provide beyond the school day, and the relationships we have with our families and the community. This is achieved through ensuring the four purposes are at the heart of what we plan and do. Our teachers teach through a range of approaches, not restricted to, but including those outlined in the 12 Pedagogical Principles.

Establish a culture of change



3. What do you teach?
Cross cutting themes

1. What is the purpose?
Why do you teach the activity?
The four purposes linked with LNF/DCF

2. How do you teach and learn?

Create authentic contexts for learning	Encourage learners to take responsibility for their own learning	Support social and emotional development of 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

2 Equalities:

2.1 Every effort is made to ensure that teaching and learning provides equal entitlement of the curriculum for all children who attend All Saints irrespective of race, religion or belief, gender, age, disability, and language. Sensitivity and fairness are emphasised during monitoring and assessment to consider equality of opportunities. Each child is valued and seen as unique. We endeavour to ensure the curriculum and learning and teaching opportunities cater for the learning needs of the individual pupil with the aim of stretching them to the full extent of their capabilities and providing them with the opportunity to demonstrate fully what they know, understand, and can do. The children's wellbeing is always central to everything we do.

3 Curriculum Aims:

3.1 Through the curriculum, learning and teaching experiences we offer at All Saints, we aim to:

- Place Christ at the centre of all learning;
- Enable our learners to realise the four purposes and pupil profile virtues to equip them for ongoing learning, work and life
- Build high expectations and enable all learners to achieve their full potential.
- Offer a broad and balanced education, which enables your learners to make links between the different areas of learning and experience (AOLE) and apply their learning to new situations and to more complex issues
- Provide experiences for children not just in the classroom
- Focus on continuity and progressions made for all our learners.
- Support our learners' health and wellbeing, including their mental health and well-being and make well being the core of everything we do and achieve
- Support our learners' development of knowledge that is the foundation of being an informed citizen
- Recognise our learners' 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
- Build in co-construction with learners, their families and the wider community to enable learners to lead their own learning.
- Be flexible and adapt and respond to Pupil Voice
- Enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including sustainable development and citizenship
- Support our learners to critically engage with a range of information and to assess its value and validity
- Enable our learners to develop an understanding of their rights and the rights of others
- Ensure that we help each individual in the school community to grow and to mature in the Faith and lead a fulfilling life as a valued member of a Catholic society
- Ensure that each child acquires the knowledge and skills to fulfill their potential and that each child develops moral sensitivity, independent thinking and initiative
- Promote the welsh language

See appendix for the what these aims look like at All saints

4 Effective teaching and Learning

4.1 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed. (See Teaching and Learning Policy)

5 Curriculum Organisation and Delivery

5.1 The Primary Phase is split into 3 phases of education:

Progression Step 1 (Nursery, Reception and Year 1)

Progression Step 2 (Year 2 and 3)

Progression Step 3 (Year 4, 5 and 6)

5.2 Children in Progression Step 1 and 2 are given many opportunities to gain first hand experiences through play and active involvement. Much of their learning takes place through the continuous and enhanced provision.

5.3 Purpose planning - The purposes of the curriculum in Wales should be that children and young people develop as:

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

5.4 The four purposes are also underpinned by integral skills and cross cutting themes which should be developed within a wide range of learning and teaching.

The integral skills are:

- **Planning and Organising- Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.**
- **Personal Effectiveness- Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.**
- **Critical Thinking and Problem Solving- Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to**

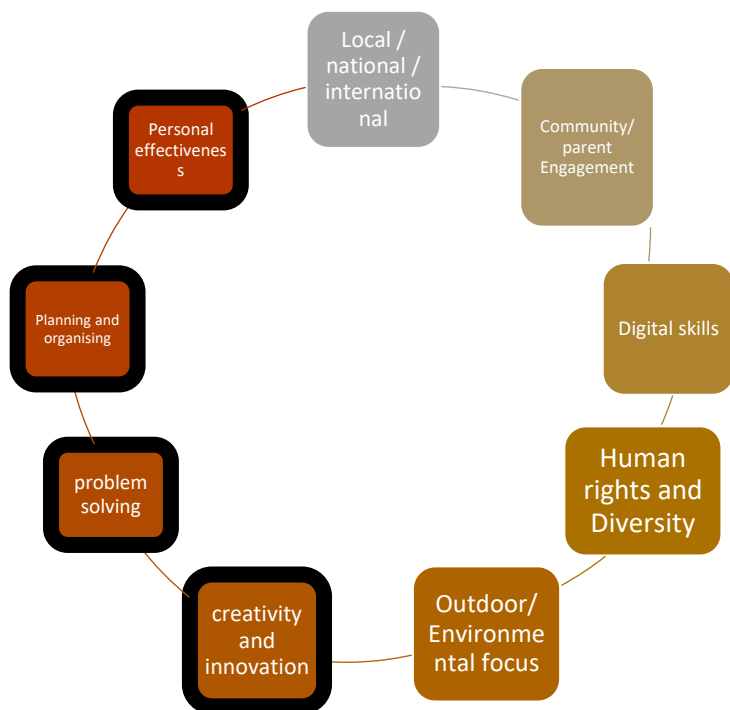
analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.

- Creativity and Innovation- Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.

The cross cutting themes are:

- Local/National/ International context
- Community and parental engagement
- Digital skills
- Outdoor/ environment
- Humans rights (Including children's rights)
- Diversity

5.5 Teachers plan and prepare learning with a clear understanding of pedagogy. Within any given lesson, adults consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning. This approach is regarded as the "backwards model of planning" which moves away from the traditional model of planning from content. "Its not what am I going to teach today, it's what do my pupils need today!" Graham Donaldson. We call it Purpose planning.



We focus on Purpose planning at the beginning of each topic to engage with the four purposes, integral skills and cross cutting themes. This is a working document and staff update regularly

6 Areas of Learning Experiences and cross curricular responsibilities

6.1 Our curriculum has six Areas of Learning and Experiences:

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology.

(See each separate Aole policy)

These areas of learning aim to promote and underpin continuity and progression.

Weaving across the six Areas of Learning and Experience will be the three Cross Curriculum Responsibilities:

- Literacy
- Numeracy
- digital competence.

6.2 The Literacy and Numeracy Framework (LNF)

The Literacy and Numeracy Framework describes in detail the skills that we expect children to acquire and master. It has two components – literacy and numeracy.

6.3 Within literacy we expect children to become accomplished in:

- Oracy across the curriculum
- Reading across the curriculum
- Writing across the curriculum.

6.4 Within numeracy we expect children to become accomplished in:

- Developing numerical reasoning
- Using number skills
- Using measuring skills
- Using data skills.

6.5 The LNF focuses on the learners' acquisition of and to complete tasks appropriate for their stage of development. Teachers will use this statutory document to plan and assess pupil's Literacy and Numeracy skills and their ability to apply the skills and concepts they have learned. The assessment will be supported by the National Literacy and Numeracy tests sat by pupils annually.

6.6 The Digital Competence Framework (DCF)

The Framework encapsulates the skills that will help learners thrive in an increasingly digital world. The Framework has 4 strands of equal importance, each with a number of elements. Teacher plan for, track and assess against these skills.

- Citizenship – which includes:
 - Identity, image and reputation
 - Health and well-being
 - Digital rights, licensing and ownership
 - Online behaviour and cyberbullying.
 - Interacting and collaborating – which includes:
- Communication
 - Collaboration
 - Storing and sharing.

- Producing – which includes:
- Planning, sourcing and searching
 - Creating
 - Evaluating and improving.
- Data and computational thinking – which includes:
 - Problem solving and modelling
 - Data and information literacy.

6.7 National Literacy Numeracy and Digital Competence Framework (LNF and DCF)

Literacy, numeracy and digital skills are essential in order for young people to reach their potential. We believe they are the key to assessing and closing the gap for our children. The National Literacy and Numeracy Framework and Digital Competence Framework has been developed to help achieve the Welsh Government's aim that the children of Wales are able to develop excellent literacy, numeracy and digital skills during their time at school. Expectations for literacy, numeracy and digital skills are given for each school year group.

At All Saints the LNF and DCF is at the heart of the curriculum planning, ensuring the embedding of literacy, numeracy and digital skills across the curriculum.

We use a planning, monitoring and assessment tool to support learning and teaching. We ensure that Literacy, Numeracy and Digital skills are embedded in lessons and enrichment tasks that are meaningful to the children's learning experiences ensuring that skills are used in context leading to deep level learning and understanding.

(See Evaluation, Assessment and Feedback Policy).

RE and Collective Worship

7.1 To fulfil our aims and objectives we use the Come and See programme of Religious Education . ***Come and See*** is an invitation and a promise of life for everyone. The invitation is open to all. In response to the question '*Where do you live?*', Jesus invited the disciples to '***Come and See.***' They went with Jesus '*and spent the rest of that day with him.*'

7.2 The aim of the programme is to "explore the religious dimension of questions about life and dignity and purpose within the Catholic tradition." Links are made with the pupils' own experiences and with universal experience. Links are also made with other faith traditions. The teaching of the "Come and See" topics takes place in the classroom through a selection of differentiated activities including storytelling, role playing, painting, discussion, reading and independent research. The amount of time recommended by the Bishop's Conference of England and Wales is about 2.5 hrs a week (10%) of available curriculum time. However, R.E. is taught in a cross-curricula way in addition to explicit subject teaching.

7.3 'A Fertile Heart' and 'Life to the Full' scheme allows us to deliver the new RSE curriculum, covering it's required subjects and teachings in a way that adheres to core Catholic and Christian values. (See RE policy) As a Catholic primary school in the Province of Cardiff, Menevia, Wrexham and Herefordshire, we use the term Relationship and Sex Education (RSE) as we believe that sex education is set in a wider context of relationship education that is about all aspects of growing a fulfilled and happy life. Sex education is but one dimension of this greater whole. We use 'Life to the Full' scheme. (See RSE policy)

7.4 We will continue to foster and deepen the children's personal relationship with God our Father daily in prayer. We do this by helping them become aware of God's Presence in their lives

and of His love for them by leading them to respond to Him in a manner suited to their age. This may be in one of the following ways:

- Prayer of silence
- Spontaneous prayer
- Praying through gesture or action
- Formal prayer
- Responses of the Mass as appropriate to their age and stage of development.

7.5 Each classroom has a focal point prayer area. Children are invited to pray at important stages of the day; to prepare for the day ahead, in thanks for what we are about to receive and in reflection at the end of the day. Children are also given opportunities to write their own prayers. Children are also encouraged to pray to God whenever they feel the need to. This is further developed through daily opportunities through meditation sessions.

7.6 In addition to this, children will be given the opportunity on a daily basis for 'quiet time' to talk to God. This will be facilitated through the use of:

- Meditation
- TenTen

7.7 Worship in this school is more than just a legal requirement. It is an integral part of school life and central to the Catholic tradition. Visitors are invited to assemblies, school liturgies and masses. These include families, members of the Governing Body, the parish priest and members of the parish community.

7.8 At All Saints all children will be given opportunities to plan and lead acts of worship at an age appropriate level as set out below.

Basic Principles:

- The teacher should always prepare and lead most Acts of Collective Worship and be an excellent role model for children to emulate;
- Teachers should withdraw their input gradually at the appropriate time - given the age, capacity and stage of development of the children;
 - It must never detract from being an enriching experience where glory, honour and praise is given to God;
- The REJOICE part of Come and See is a good place to start the process of involving children in preparing and leading worship.
- The required elements of Collective Worship should always be present to assist with the children's liturgical formation;
- The recommended planning format should be used for all age groups (Some may just prepare / lead in one or two elements);
- Timings should always be appropriate for the age of the children.

8 Developing Thinking

8.1

Children develop their thinking across the curriculum through the processes of planning, developing and reflecting. We also use De Bono's **six thinking hats** which is a tool to boost the productivity of creative **thinking** by dividing up the different styles of **thinking** into **six "hats"**: logic, emotion, caution, optimism, creativity, and control. They are used in a variety of lessons to

encourage students to think carefully and critically – encouraging them to think beyond their own perspectives and holistically respond to situations rather than only using one type of **Thinking**.

9. Welsh Second Language/Bilingualism

9.1 All Saints Primary School is an English medium school and no pupils come from Welsh speaking homes. We take pride in our role as welsh educators and actively promote and develop the use of Welsh as a living language. We have the aim of making our children's learning as bilingual as possible.

9.2 In addition to discrete weekly sessions in all year groups where we teach 'Welsh as a Second Language', the school tries to promote the use of Welsh through a variety of strategies:

- All classes spend 10 minutes each day – during Helper Heddiw - practising vocabulary appropriate to their age and ability, e.g. greetings, informal conversations, instructions, songs and rhymes, games, etc.
- Almost all instructions are given bilingually or in Welsh, for children to hear and respond to, e.g. register, hands up, line up, asking for the toilet.
- Staff members and pupils greet each other throughout the day using the medium of Welsh and pupils are encouraged and supported to use the short sentence patterns they know outside of the classroom in the playground.
- A key member of staff supports a group of interested children to promote Welsh outside of the classroom. This group is known as Criw Cymraeg. They have an action group of their own and they set their own targets for Cymraeg Campus Awards
- Subject/area of learning specific Welsh is used by children and teachers appropriate to their age and ability.
- The use of Welsh is promoted through prayer and Worship, both in classes and in collective worship

9.3 Some subjects are taught in discrete methods such as phonics through letters and sounds, Maths and basic skills development using Whiterose maths and daily bell tasks. This approach is used across the whole school and we aim to develop the 'whole person' so pupils embody the Four Purposes.

10.5 The Long Term planning document does not set out the details of the skills that we are planning to teach. These are identified by the teachers at the termly, weekly and daily planning stages. These skills are drawn from the curriculum requirements and Literacy and Numeracy Framework (LNF) and Digital Competence Framework (DCF).

10.6 Over the three Progression step, the expectation is that coverage has breadth and balance. The teachers use the What Matters Statements from the six Areas of Learning to plan and prepare for our curriculum.

10.7 We shall strive to ensure exciting and stimulating topics that are relevant and authentic. Content and skills coverage is being developed through staff working parties.

11 Outdoor Learning and experiences

11.1 The outdoor environment is a very important part of the curriculum. We make good use of our pond and outdoor facilities. Each year group has opportunities to learn outdoors.

11.2 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety; the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place. Ratios for out of school trips is strictly adhered to and verified on the LA Evlove site.

12 Health and Wellbeing

12.1 Children are given opportunities to promote their health and emotional wellbeing and moral and spiritual development holistically in school to become healthy and confident individuals.

12.2 Our relationship policy is not about rule enforcement. It is our approach to healthy relationships, so that people can work together with the common purpose of being our best.

See health and wellbeing Aole policy, food and fitness policy, wellbeing policy and Relationship policy

13 Diversity

13.1 Children learn about tolerance, thinking first about co-operation, sharing, being kind and generous to one another. We go the extra mile to ensure our pupils not only tolerate difference, but actively celebrate diversity.

13.2 Children are positive and keen to reflect on experiences; they understand the consequences of their actions, and recognise the difference between right and wrong. They are able to debate and discuss moral issues that are age appropriate and they offer reasoned views in circle time

13.3 Pupils learn about other faiths, values and cultures, celebrating festivals such as the Chinese New Year, Diwali, through whole school assemblies, events and the RE curriculum Come and See. Pupils are provided with opportunities to reflect on their own and others' spiritual beliefs.

13.4 The school provides regular opportunities for children to learn about other cultures: as part of the Summer transition activities, pupils shared information about their families and heritage, including those from other countries and cultures, celebrating diversity. We engage with literacy from BAME role models and celebrate Black History month and children learn about the lives of influential people such as Nelson Mandela and Rosa Parks within the curriculum.

14 British Values, Learners Leading their learning and Children's Rights:

14.1 At All Saints we prepare children for life in modern Britain and actively promote the British values of democracy, the rule of law, individual liberty and mutual respect.

Please read below to see how we promote these values through the curriculum as well as the wider life of the school:

14.2 The Rule of Law - Pupils are taught about school rules and learn about the history of the rule of law in Britain. They discuss why we have rules and laws and agree class rules. We work with representatives of the Fire Service, Police, health professions and others to learn about the reasoning and purpose behind a particular set of rules, such as road safety and substance misuse.

14.3 We are also beginning our journey in engaging with The United Convention of Children's rights. We will learn about the 42 Articles through assembly and in class.

14.4 Democracy- The importance of democracy is taught at an age-appropriate level through the curriculum and assemblies. Our Senedd has elected chairs who are a democratically elected group of pupils from Year 5 and 6. Current affairs and news items are discussed at an age appropriate level.

14.4 Individual Liberty -Children are encouraged to be aware of the importance of taking responsibility for their choices. We engage with Restorative approach and learn about consequences and repairing relationships after making choices. They learn about individual liberty in history and the wider world through the curriculum topics and assemblies. Examples of aspirational people who have fought for liberty and freedom are celebrated in topics and assemblies e.g. Martin Luther King, Nelson Mandela and Rosa Parks, Women in STEM.

14.5 Mutual Respect -We engage in Circle time to encourage all children to be heard and we encourage respect from all. We expect pupils to take care of their school and each other. Pupils have responsibilities such as school senedd, First Minister and Deputy Minister. Children enjoy and value these roles, treating each other respectfully. We also celebrate children's achievements, for example, through Assemblies and class circle times.

14.6 Our school Parliament has been created to allow all pupils to have a say in how they learn and allows pupils to have a voice that is heard and acted upon. All children from year 2 to year 6 are apart of 9 Senedd groups which they choose to join. These are: Chaplaincy (Mini vinnies), Citizenship (Rights of the child), Communication, Curriculum, Digital Competency, Enterprise, Health and Wellbeing (Healthy schools), Sustainability (Eco), Welsh Language Development (Ciw Cymraeg and Bronze Award).

14.7 Weekly meetings are held to discuss important dates in the year and develop further as a school community.

14.8 At the start of every topic we have an immersion 'hook' day where all learners engage with the new focus in an exciting new way and the pupils also plan their own learning for the topic from the skills provided by the teacher.

(For 12, 13 and 14 see Health and well being policy)

15.1 Assessment for Learning

We encourage children to take responsibility for their own learning, and to be involved in the learning process as far as possible through:

- opportunities to initiate and influence learning, e.g. pupil voice during immersion hook days
- an Assessment for Learning (AfL) approach through questioning, high quality feedback and encouraging and facilitating self and peer support and evaluation
- ensuring thinking time is given
- learning objectives and success criteria being shared, displayed and discussed
- modelling of work and activities taking place
- celebrating children's attitudes and efforts
- providing high quality feedback to children on their learning
- recognising and celebrating children's achievements in all areas of life.

(See Evaluation, feedback and Assessment policy)

16 Parent and wider community involvement

16.1 We believe that children learn when learning and teaching is relevant to their lives in the wider community. In our school you will see:

- members of the local and wider community engaging in school life
- engagement with parents
- celebrations of national and international events
- programmes of extra-curricular activities
- visits to places which enhance pupils learning
- links with the local business community, charities and cultural organisations
- outdoor/ environmental focus
- team building activities
- We support charities including CAFOD. We have established our own Saint Vincent DePaul cvhapter and are in the process of developing a foddbank. The school has close links with the community, including organising a senior citizen residents' Christmas afternoon.
- Parent consultations are important in maintaining regular dialogue with parents. Opportunities are given to meet the teacher in the Autumn and Spring Term with an annual report being sent out at the end of the Summer Term when a further consultation may be organised if requested.

17.1 The role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good-quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's school's development plan, self-review processes, which include reports from key phase/stage leaders, performance management of staff, the termly headteacher's report to governors.

(See teaching and learning policy)

18 Review

We are aware of the need to review the Curriculum, Learning and Teaching Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The policy will be reviewed at least every two years and more regularly if appropriate.

This policy must be read in conjunction with the following policies:

- Assessment, Recording and Reporting Policy
- Teaching and Learning Policy
- Foundation Phase and Key Stage Two Policy
- Inclusion Policy
- ALN Policy
- EAL Policy
- Area of Learning Policies
- Health and Wellbeing policy
- RSE policy

Actions

Appendix

Question – How will our curriculum...		What this looks like at All Saints
1	Enable our learners to realise the four purposes and virtues to equip them for ongoing learning, work and life?	<ul style="list-style-type: none"> - 4 Purposes with Jesuit Virtues and virtues - The Virtues board and assemblies - Immersion days (Virtues termly)
2	Build high expectations and enable all learners to achieve their full potential?	<ul style="list-style-type: none"> - Inclusive Differentiation - Assessment for Learning - Questioning , Feedback and Peer/ Self Assessment - Intervention support - Expectations for staff and learners for online learning and classroom
3	Offer a broad and balanced education, which enables your learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues?	<ul style="list-style-type: none"> - 6 AoLes - cross curriculum responsibilities of literacy numeracy and digital competence - RE - RSE - Welsh - Outdoor learning/classroom - In the moment planning (Early Years) - School Parliament - Educational visits
4	Provide experiences for children not in the classroom?	<ul style="list-style-type: none"> - Online learning (Seesaw / Hwb) - Other online platforms (Rockstars whiterose maths) - Educational Trips (linked with topics/ outdoor pursuits) - Outdoor Learning - Extra – curricular activities (Choir, sports, coding) - Breakfast Club
5	Focus on continuity and progressions made for all our learners.	<ul style="list-style-type: none"> - LNF framework - DCF framework - Progression steps for What Matters - Pupil progress review
6	support our learners' health and wellbeing, including their mental health and well-being and make well being the core of everything we do and achieve?	<ul style="list-style-type: none"> - Circle Time - Check ins - Collective Worship - Ten Ten - Meditation - Feelings check in - ELSA/ Thrive - Rewards - Health and Wellbeing - Sensory areas in every class - Growth Mindset

		<ul style="list-style-type: none"> - Relationship polic - Focus weeks – Anti – bullying / Mental health week/ Health eating week - PSE survey - Restorative Justice –Relationship Policy
7	Support our learners’ development of knowledge that is the foundation of being an informed citizen?	<ul style="list-style-type: none"> - Carols in Nursing Home/ Nursery - Food Bank - Black history - Other faiths - Humanities curriculum - Rights of the Child - Fair Trade - Learning about other countrie
8	Recognise our learners’ identity, language(s), ability and background and the different support they may need given their particular circumstances?	<ul style="list-style-type: none"> - GEMS - Links with parents - Links with All Saints PARISH - SVP - Support from ALNco. - Edukey - RADY - Around the world Day - Assemblies
9	Reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world?	<ul style="list-style-type: none"> - Welsh week/ Eisteddfod - Welsh authors and artists explored - Welsh excursion trips - Transition week – Each class has a country - Citizenship and Welsh Language Development
10	Build in co-construction with learners, their families and the wider community to enable learners to leading their own learning. Be flexible and adapt and respond to Pupil Voice	<ul style="list-style-type: none"> - Rising 3’s - Links with Nurseries - Seesaw - pupil voice planning - Enrichment weeks - Questionnaires to parents and learners - Twitter - Home school projects
11	Enable our learners to make sense of growing up in contemporary	<ul style="list-style-type: none"> - Gardening Senedd Department - Citizenship Senedd Department - Rights of the Child

	Wales and of issues which will be important in the future, including sustainable development and citizenship?	<ul style="list-style-type: none"> - Flexible curriculum planning– in the moment planning for contemporary issues
12	Support our learners to critically engage with a range of information and to assess its value and validity?	<ul style="list-style-type: none"> - Self and peer assessment - Enrichment Days/ Weeks - Understanding IDP's through Edukey - Science Aole - Critical analysis and critical skills
13	Enable our learners to develop an understanding of their rights and the rights of others?	<ul style="list-style-type: none"> - Rights of the Child Articles- Article of the Month - World Childrens Day - Class Charter -
13	Ensure that we help each individual in the school community to grow and to mature in the Faith and lead a fulfilling life as a valued member of a Catholic society?	<ul style="list-style-type: none"> - Family/Community Mass - Come and See Scheme - Virtues - Meditation - Collective Worship and planning worship - Fertile Heart - Class Mass - Daily Prayer - Assemblies - Cafod Fundraising and supporting other charities - Year 3 First Holy communion - Wednesday Word - SVP links - Parish links
14	Ensure that each child acquires the knowledge and skills to fulfill their potential and that each child develops moral sensitivity, independent thinking and initiative?	<ul style="list-style-type: none"> - Assessment For Learning - Thinking Time - Talking Partners - Continuous and Enhanced Provision - Counselling - PASS Survey
15	Promote the welsh language?	<ul style="list-style-type: none"> - Helpwr Heddiw - Incidental welsh - Welsh games - Welsh Language Development - Criw Campus Bronze Award - Schwmae Day - Urdd - Seren Y Wythnos - Pod Antur Schemes

