



# Hendre Junior ; Curriculum Summary

We are a **nurturing** school.

## Our Curriculum



Our Cwricwlwm Hendre is at the **heart of our school**; it is everything our learners experience during their journey with us. A joined up way of thinking that realises our vision, our values and our ambitions for all.

Designed by our learners, our **Hendre Heroes** embody the **Four Core Purposes** and underpin all aspects of our teaching and learning.

Led by the **Twelve Pedagogical Principles**, our teachers consider the needs and stages of all learners and design exciting, creative learning experiences that ignite their curiosity.

As our learners engage with innovative themes that cover the breadth and depth of the curriculum they have the opportunity to learn within and across the **6 Areas of Learning and Experience**. Each theme encompasses the **Statements of What Matters** and reflect the **Principles of Progression**. Each includes the **five cross cutting elements, integral skills and** encompass the **cross-curricular skills of Literacy, Numeracy and Digital Competency**.

Ongoing observations of our learners, alongside a range of assessment opportunities is used to inform future learning. Achievement is celebrated at every stage alongside our parents and carers.

As a Lead Network School for Cymraeg we inspire a strong sense of 'Cynefin' amongst our learners. A sense of **belonging** and **pride** that is celebrated throughout the curriculum.



As a Silver Rights Respecting School we teach and learn through the rights. Our Rights Respecting Crew ensure that the rights of **everyone** are central to all that we do.



The well-being of **everyone** is a priority across everything we do at Hendre. Our Well Being Rainbow is integral to our Curriculum and is valued by everyone.



Our Hendre Heroes

Pride

Resilience

Belonging

Cwricwlwm

## Our Vision and values

Developed alongside our learners, parents, governors and the wider community our vision encompasses all that we aspire to achieve at HENDRE ;

**Everyone** has the right to education. At Hendre Junior School, our primary aim is to **nurture** the **diversity** of our children and equip them with the **resilience** to deal with the ever changing world around them. Having the **highest** of **expectations** of our pupils goes hand in hand with this aim as they build the **highest expectations** of themselves.

**H**igh  
**E**xpectations  
**N**urture  
**D**iversity and  
**R**esilience in  
**E**veryone

Our school's philosophy and mission focuses on the three core values of **BELONGING**, **RESILIENCE** and **PRIDE** ; these underpin all policy and practice.





# Hendre Junior School Curriculum Policy Document

24 - 25



H igh  
E xpectations  
N urture  
D iversity and  
R esilience in  
E veryone

## Our Vision

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Our educational philosophy has the voice of **everyone** at its core. Our school provides a stimulating and happy environment in which children are **nurtured** to become the best that they can possibly be. All children are valued as individuals and are provided with a broad and balanced education in order that they become mature, responsible and happy learners, who contribute to the culture and ethos of the school and the wider community.



# Our Values

Underpinning our Curriculum, our core values are celebrated each month during a whole school immersive experience. These are displayed in our school hall, linked to our Rights and Six Principles of Nurture and are the subject of assemblies and celebrations of achievements.

Through deepening the values of everyone we aim to embrace and display the attributes that make Hendre Junior School learners, staff and community the best that they can possibly be.

Month	value	Rights / Nurture Principles
January	hope	Article 3: Adults should always do what is best for you
February	teamwork	Article 15 - You have the right to meet with friends and join groups and clubs.
March	pride	Article 30: You have the right to learn and use the language, customs and religion of your family.
April	aspiration	Article 6 - You have the right to life, to grow up and reach your full potential.
May	resilience	Article 29: Education must help you to promote your rights and help you to develop your skills and talents.
June	nurture	Article 24: You have the right to have clean water, nutritious food, a clean environment and good healthcare when you need it.
July	respect	Article 12 - You have the right to say what you think in all matters affecting you and for your views to be taken seriously.
August	relaxation	Article 31: You have the right to relax and play and take part in activities like sports, arts, music and drama.
September	belonging	Article 7 - You have the right to a name and a nationality.
October	diversity	Article 2: You have these rights and no child or young person should be treated differently because of who they are, where they live, what they believe, the language they speak or if they are a boy or a girl.
November	remembrance	Article 38: You have the right to be protected during a war, and protected from violence.
December	kindness	Article 36: Governments must protect children from all other forms of bad treatment.



# Our Curriculum



## What do we mean by 'Curriculum'?

Our curriculum is at the heart of our school and is everything our learners will experience during their journey with us. It is a joined up way of thinking that realises our vision, values and ambitions. Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes. It provides for the appropriate progression of all learners and includes a range of learning opportunities to ensure this.

## Why do we teach it?

We see our curriculum as an integral part of a child's developmental journey. We aim to secure their successful future in the world around us through providing high quality learning experiences, which inspire and motivate them to fulfil their lifelong potential.

## How do we teach?

Led by the Twelve Pedagogical Principles our teachers will consider the needs and stages of learners and design exciting, creative experiences that challenge all learners.

Learners will have the opportunity to influence their curriculum working alongside teachers as curriculum pioneers. They will be given opportunities to :

- Share their views, ideas and curiosities.
- Work in ways that they enjoy and in ways that build their resilience.
- Make their own decisions as part of their unique learning journey.

## What do we teach?

Our Hendre Curriculum contains the 6 Areas of Learning and Experience, it encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the five cross cutting elements, integral skills and encompasses the cross-curricular skills of Literacy, Numeracy and Digital Competency.



# Our Hendre Heroes

Designed by our learners our Hendre Heroes sit at the heart of our Curriculum with the Four Core Purposes underpinning all aspects of teaching and learning. As they embody the characteristics of the Four Core Purposes our learners are :



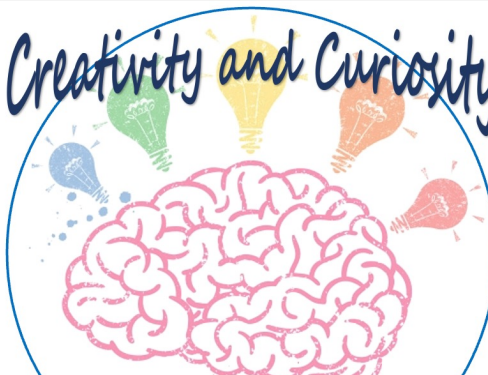
Resilient Riley ydw i.	Curious Colin ydw i.	Positive Penelope ydw i.	Respectful Rhys ydw i.
<p>I seek challenge and persevere to achieve success.</p>	<p>I think creatively finding new and interesting ways to achieve success.</p>	<p>I think for myself and take action to develop my health and well-being.</p>	<p>I ask questions about the world around me, this allows me to make good choices and show that I care.</p>
<p>Call on me for being Ambitious and Capable by ...</p> <ul style="list-style-type: none"> <li>• Taking on a challenge.</li> <li>• Asking questions.</li> <li>• Celebrating your progress.</li> <li>• Siarad Cymraeg</li> </ul>	<p>Call on me for being Enterprising and Creative by ...</p> <ul style="list-style-type: none"> <li>• Solving a problem.</li> <li>• Taking a risk.</li> <li>• Leading and helping others.</li> <li>• Sharing ideas.</li> </ul>	<p>Call on me for being Healthy and Confident by ...</p> <ul style="list-style-type: none"> <li>• Working with others.</li> <li>• Learning from mistakes.               <ul style="list-style-type: none"> <li>• Sharing and understanding feelings.</li> </ul> </li> <li>• Being independent.</li> </ul>	<p>Call on me for being Ethical and Informed by ...</p> <ul style="list-style-type: none"> <li>• Making links with things I know already.</li> <li>• Taking care of our planet.               <ul style="list-style-type: none"> <li>• Respecting others.</li> </ul> </li> <li>• Making careful choices.</li> </ul>



# Hendre's Super Skills

Developed alongside our **Learning Detectives** our **Super Skills** sit **integral** to our Hendre Curriculum;

## Creativity and Curiosity




We have the right to be curious and inquisitive, and to generate and communicate many ideas.

## Problem Solving and Questioning



We have the right to ask lots of questions, to problem solve and to make our own decisions.

## Confidence and Independence



We have the right to a range of opportunities that allow us to learn, make mistakes and grow.

## Planning and Organising



We have the right to set our own goals and to make our own decisions within our learning journey.



# Learning Culture

Planning

Learning Environment

Pedagogy

Assessment



Designing our Curriculum

# Pedagogy – Hendre's Top Twelve

At Hendre Junior School **excellent teaching** is essential if we are to realise the four core purposes, our vision and the requirements of the Curriculum. Our '**Hendre' Excellence in Teaching and Learning Framework**' provides us with a shared understanding of this expectation.

Our school is a **Learning Organisation**. This means that we constantly research and learn about effective teaching and value professional learning and research-based practice to develop and improve our teaching skills. We constantly reflect upon and develop our teaching practises, based on our understanding of the **Twelve Pedagogical Principles (Hendre's Top Twelve)** and the practices we find to be the most successful at our school.

As we evolve the Curriculum for Wales at Hendre Junior School, experimenting and innovating confidently as practitioners is very important to us and we shall collaborate closely within the school and across the cluster to ensure the highest possible quality of learning experiences and teaching for our learners.

Thinking about real situations. 	Working independently to whenever I can. 	Being helped and helping others. 	Working together, to get the job done. 
Aiming high and trying hard. 	Finding the Fun 	Creatively solving problems. 	What do you already know? 
Being a Hendre Hero 	Thinking about my learning. 	Make connections within our theme. 	Using Literacy, Numeracy and ICT skills. 



# Pedagogy ; Progression Step 2

Our learners transitioning to **Progression Step 2 (Year 3)** are given the opportunity to learn through a **Missions and Bubbles** approach.

At Hendre, the main objectives for our **Missions & Bubbles** pedagogy is to ;

- **adapt** and develop to meet the needs of all our learners.
- **enhance** understanding of pedagogical approaches to support and ensure a successful transition from Years 2 to 3.
- **ensure** our learners can be the best possible versions of themselves.

**Missions & Bubbles** is an exciting, challenging and invigorating way of teaching and learning. It allows children to be independent learners leading to the development of skills that enable them to **progress into Progression Step 3 (Years 4/5 and 6)**. The **Missions & Bubbles** pedagogical approach ensures that our curriculum offers a balance of experiences through a wide repertoire of teaching and learning methods. This, with an intent to create rich, experiential learning experiences linked to real life contexts, that engage and support all learners.

Learners are organised into four mixed ability groupings across the **Progression Step 2 Phases**.

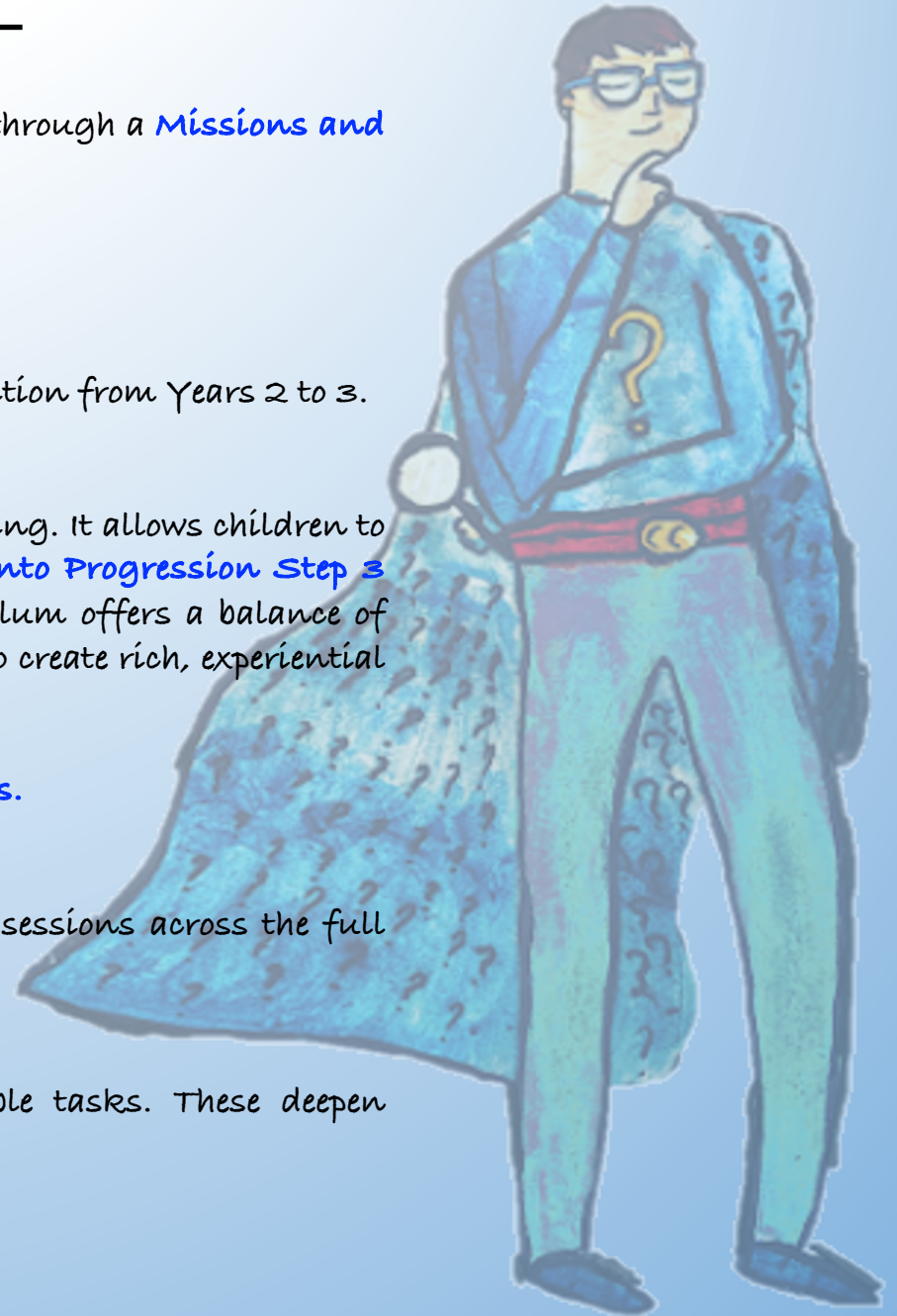
**Bubbles are led by teaching staff.**

A **Bubble** is a focused learning activity that enables learners to apply skills from previous sessions across the full range of AOLE's. When a teacher works with a **Bubble**, the **Bubble** cannot be popped.

**Missions are delivered by our teaching assistants or through independent tasks.**

**Missions** encourage resilience, motivation and independence through engaging, achievable tasks. These deepen understanding and allow for further progression and understanding.

To maximise and engage learner interests, **pupil-led learning is at the heart of this approach.**



# Pedagogy ; Progression Step 2 - 3

Our learners transitioning from **Progression Step 2** to **Progression Step 3** start any new theme with an **Immersion Day**.

At Hendre, the main objectives for our **Immersion Days** are to ;

- **ignite curiosity** across all six areas of learning and experience.
- **develop resilience** allowing all learners the opportunity to explore and to create for themselves.
- **inspire imagination** as our learners choose the pathway for their future learning.

Throughout the day our teachers observe and make notes about the learning process; this gives teachers the opportunity to create a bespoke learning experience for all learners. As a starting point for their planning our teachers use pupil generated questions, their interests and their curiosities. Learner input is displayed within the classroom alongside a '**Learning Journey**' display that celebrates progress.

'**Carousel**' afternoons are an integral part of the learning process for our pupils at Ps2/3. As part of these afternoons pupils are taught by the different staff members that make up a planning team.

At Hendre, the main objectives for our **Carousel** afternoons are to ;

- **build relationships** between pupils as they have the opportunity to work across year group classes and in different collaborative groups across each area of learning and experience.
- **develop resilience** as pupils learn to learn in different contexts, in different ways and with different people.
- **support transition** as staff have the opportunity to get to know learners beyond their classrooms and observe learner relationships in different learning situations.

Each theme ends with a **Parental Engagement** afternoon. These are planned by pupils and are an opportunity for our learners to share, first hand, their learning and progress.



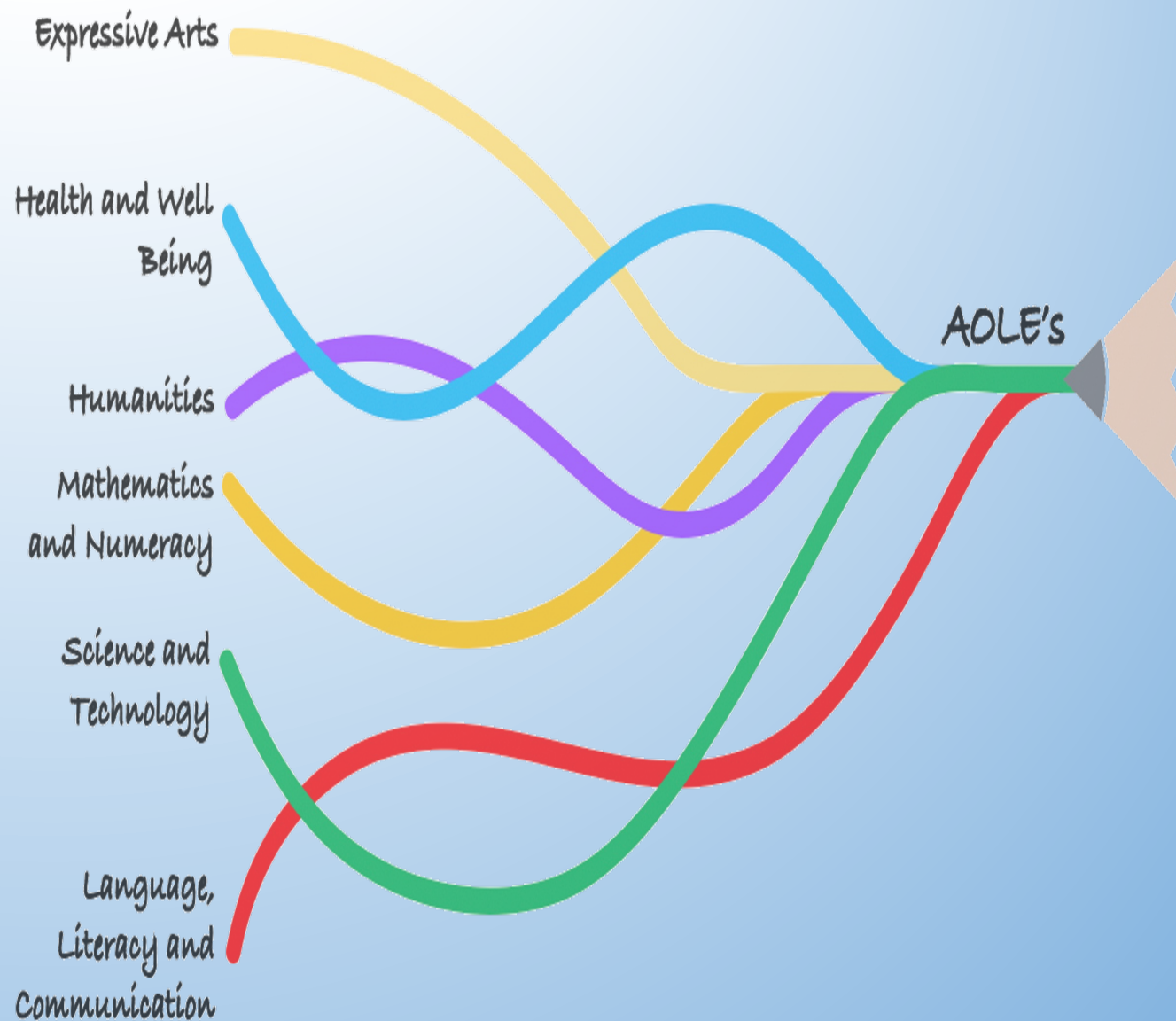


# Planning – Areas of Learning and Experience

When planning at Hendre Junior School, emphasis is placed on offering our learners **high quality, rich and broad learning experiences** that **deepen their knowledge and understanding**. This means giving learners the time to **acquire, practice, apply and master the knowledge, skills and concepts** outlined in the **What Matters Statements for each Area of Learning and Experience**. Therefore, ensuring a solid foundation for the next stages of their learning journey.

A combination of approaches to curriculum design are used according to learner age and learning context. Elements of planning for **direct teaching, disciplinary and multidisciplinary** approaches are used and are planned using a **major/ minor** approach to ensure coverage of the **6 Areas of Learning and Experience**.

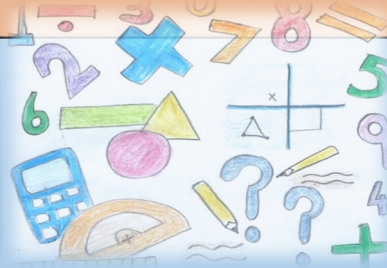
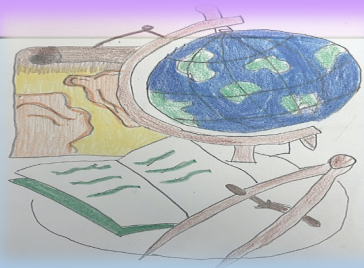
As we plan, we aim to build a **fully cohesive, three dimensional curriculum** that enables our pupils to **deepen, connect and layer the knowledge, skills and concepts** needed to be successful in the ever changing world around them.





# What Matters Statements

Expressive Arts	Health and Well Being	Humanities	Mathematics and Numeracy	Science and Technology	Language, Literacy and Communication
<p>Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Developing physical health and well being has lifelong benefits.</p> <p>How we process and respond to our experiences affects our mental health and emotional well being.</p> <p>Our decision making impacts on the quality of our own lives and the lives of others.</p> <p>How we engage with social influences shapes who we are, and affects our health and well being.</p> <p>Healthy relationships are fundamental to our well being.</p>	<p>Enquiry, explorations and investigation inspire curiosity about the world, its past, present and future.</p> <p>Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>Informed, self aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p>	<p>The number system is used to represent and compare relationships between numbers and quantities.</p> <p>Algebra uses symbol systems to express the structure of mathematical relationships.</p> <p>Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>Statistics represent data, probability models chance, and both support informed inferences and decisions.</p>	<p>Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>The world around us is full of living things which depend on each other for survival.</p> <p>Matter and the way it behaves defines our universe and shapes our lives.</p> <p>Forces and energy provide a foundation for understanding our universe.</p> <p>Computation is the foundation for our digital world.</p>	<p>Language connects us.</p> <p>Understanding language is key to understanding the world around us.</p> <p>Expressing ourselves through language is key to communication.</p> <p>Literature fires imagination and inspires creativity.</p>





# Learning Environment

Ensuring a **high quality, inspiring learning environment**, both **indoors** and **outdoors**, that exemplifies our vision and values is vitally important to us here at Hendre and an integral part of our curriculum.

We see our classrooms and outdoor environments as 'enabling' spaces to inspire our teaching and learning.

## **Spaces that will;**

Generate awe and wonder.

Ignite the imagination.

Spark creativity and curiosity.

Build resilience and independence.

## **Our learning environments will;**

Be responsive to the needs of our learners.

Host displays as visual hooks and scaffolds for the learning process.

Enable our learners to track their learning journey and act as a showcase for their pupil voice.

Showcase our learners' progress and ongoing achievements.





# Planning – Thematic Approach

At Hendre we work hard to ensure that our teaching and learning relationships inspire enthusiasm and enjoyment ; a lifelong love of learning that pupils can take with them into the wider world. This learning relationship is led by a **thematic approach**.

Each authentically crafted theme aims to address several aspects of each of the **4 Core Purposes** with the **Integral Skills of creativity, innovation, critical thinking, problem solving, personal effectiveness, planning and organising** interwoven throughout. Each theme aims to develop a range of **What Matters Statements** within and across the **6 Areas of Learning and Experience**. Each theme provides opportunities to develop the **Cross-curricular skills, Literacy Numeracy and Digital Competence** and embrace the **5 Cross Cutting Elements of, RSE, Human Rights, Diversity, CWRE and Local, National and International Contexts**.

**Diversity**

**Careers and Work Experience**

**War and Peace**  
Autumn Term - 2021/22

**Human Rights**

**Dyma Fi**

Language, Literacy and Communication  
Mathematics and Numeracy  
Expressive Arts  
Technology  
Health and Well Being  
Humanities

Local, National and International Contexts

Our thematic approach is further enhanced by **Immersion Days** and our **Whole School Theme Weeks** which are inspired by the **5 Cross Cutting Elements** and planned for by our **Pupil Voice Groups**.

Our **pupils and parents** are active participants in the planning process ; their ideas carefully woven into the curriculum giving them ownership and purpose.

**Careers Week**

What are my child's aspirations for the future?  
What careers are in my child's family?  
What career opportunities are in my child's community?  
Careers/ Pathways I Would Like my Child to Learn About

**Key Vocabulary**

**Big Questions**

**ALL AROUND THE WORLD**

**Learning Moments**



# Our Hendre Essentials

At Hendre we aim to enrich and broaden our Curriculum through building links with the community, promoting a strong focus on Health and Well Being, taking our Curriculum outdoors, inspiring pride in the culture of Wales and respecting the Rights of the Child.

## Health and Wellbeing

The Health & Well-being of all ; teachers, pupils, parents and our wider stakeholders is a focus and a high priority across everything we do at Hendre. Our **Nurture Rainbow Principles** are integral to our Curriculum and are understood by everyone.

Our school will continue to develop its expertise in this area and fly the flag as a '**Nurture UK School**'. The school's work with families and outside agencies will also support this.

Learning through '**Jumping into JIGSAW**' at the start of every week our pupils will deepen their understanding of our Nurture Rainbow Principles and leave Hendre as ethical, informed, healthy, confident individuals.

## Community HUB

Working in partnership with our community is vitally important to us here at Hendre. From volunteers to develop our learning environment to inspiring artists eager to motivate our future creatives **our Community HUB welcomes everyone.**



## Cwricwlwm HENDRE Outdoors

At Hendre Junior School, we believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that every child should experience the world beyond the classroom as an essential part of their learning and personal development.

## Pupil Voice

Our learners are at the heart of our curriculum. Our Pupil Voice Groups have their own Pupil School Development Plan and are integral to decision making and impact at a whole school level.

Pupil Voice Groups that lead our school to success are ;

- School Council
- Learning Detectives
- Criw Cymraeg
- Well Being Warriors
- Digital Leaders
- Eco Warriors
- Attendance Ambassadors

## Cymraeg Campus

As an LNS for Cymraeg, and Silver Awarded School, we inspire a strong sense of 'Cynefin' amongst our learners. A sense of belonging and pride that is celebrated throughout the curriculum.

## Rights Respecting School

Recently awarded Silver for our Rights Respecting Work our school ensures teaching and learning for everyone through the rights.



# MER Process and the Curriculum

Our Curriculum will be kept under review as an integral part of the MER Cycle. Monitoring outcomes will be shared with all stakeholders and recommendations built into the SDP.

All stakeholders ; teachers, pupils, parents, Governors and the wider community

will be actively involved in the planning for and delivery of Curriculum

Improvement and we will work closely with other schools at a cluster level to ensure equality of opportunity and expectation for all of our learners.

Date	Shared With	Review

