



Summer 2025

Gelliswick VC School Curriculum

At Gelliswick we are privileged to be part of a learning community that values everyone, provides hope, and contributes together, to make every child's future better than they thought possible.

Know your rights



All children have rights and also the right to know their rights. Which do you know? On this poster you will find all the rights that apply to you and all other children in the world. These rights are stated in the United Nations Convention on the Rights of the Child. It states what every child should have or be able to do.

1 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY	8 IDENTITY
9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION	15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY
17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED	22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT
25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION	29 AIMS OF EDUCATION	30 HANDICRY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK
33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING	36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW
41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS	43-54 HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD				

UNCRC

Gelliswick VC Primary School's curriculum is deeply rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC). This means that the school prioritises creating an environment where children's rights are respected, protected, and fulfilled. The curriculum is designed to ensure that every child is treated with dignity and respect, promoting equality and non-discrimination. It emphasises the importance of participation, allowing pupils to have a voice in their education and school community. By integrating the UNCRC into its curriculum, Gelliswick aims to develop ethical, informed citizens who are ready to contribute positively to society.

Our motto: Together we value, we hope, we give, we achieve.

Four purposes of Curriculum for Wales

Ambitious, capable learners who...

- AC1: set themselves high standards and seek and enjoy challenge
- AC2: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- AC3: are questioning and enjoy solving problems
- AC4: can communicate effectively in different forms and settings, using both Welsh and English
- AC5: can explain the ideas and concepts they are learning about
- AC6: can use number effectively in different contexts
- AC7: understand how to interpret data and apply mathematical concepts
- AC8: use digital technologies creatively to communicate, find and analyse information
- AC9: undertake research and evaluate critically what they find



...and are ready to learn throughout their lives.

Healthy, confident individuals who...

- HC1: have secure values and are establishing their spiritual and ethical beliefs
- HC2: are building their mental and emotional well-being by developing confidence, resilience and empathy
- HC3: apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- HC4: know how to find the information and support to keep safe and well
- HC5: take part in physical activity
- HC6: take measured decisions about lifestyle and manage risk
- HC7: have the confidence to participate in performance
- HC8: form positive relationships based upon trust and mutual respect
- HC9: face and overcome challenge
- HC10: have the skills and knowledge to manage everyday life as independently as they can



...and are ready to lead fulfilling lives as valued members of society.

Enterprising, creative contributors who...

- EC1: connect and apply their knowledge and skills to create ideas and products
- EC2: think creatively to reframe and solve problems
- EC3: identify and grasp opportunities
- EC4: take measured risks
- EC5: lead and play different roles in teams effectively and responsibly
- EC6: express ideas and emotions through different media
- EC7: give of their energy and skills so that other people will benefit



...and are ready to play a full part in life and work.

Ethical, informed citizens who...

- EI1: find, evaluate and use evidence in forming views
- EI2: engage with contemporary issues based upon their knowledge and values
- EI3: understand and exercise their human and democratic responsibilities and rights
- EI4: understand and consider the impact of their actions when making choices and acting
- EI5: are knowledgeable about their culture, community, society and the world, now and in the past
- EI6: respect the needs and rights of others, as a member of a diverse society
- EI7: show their commitment to the sustainability of the planet



...and are ready to be citizens of Wales and the world.

We aim that all children and young people will be:

Safe, will know their rights and will be listened to.

Ethical, informed citizens who are ready to be citizens of Wales and the world.

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

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.

The four purposes of Curriculum for Wales



That our
school,
working with
the community
provides:



A safe,
nurturing and
inclusive
environment
that promotes
Christian values
and positive
wellbeing.

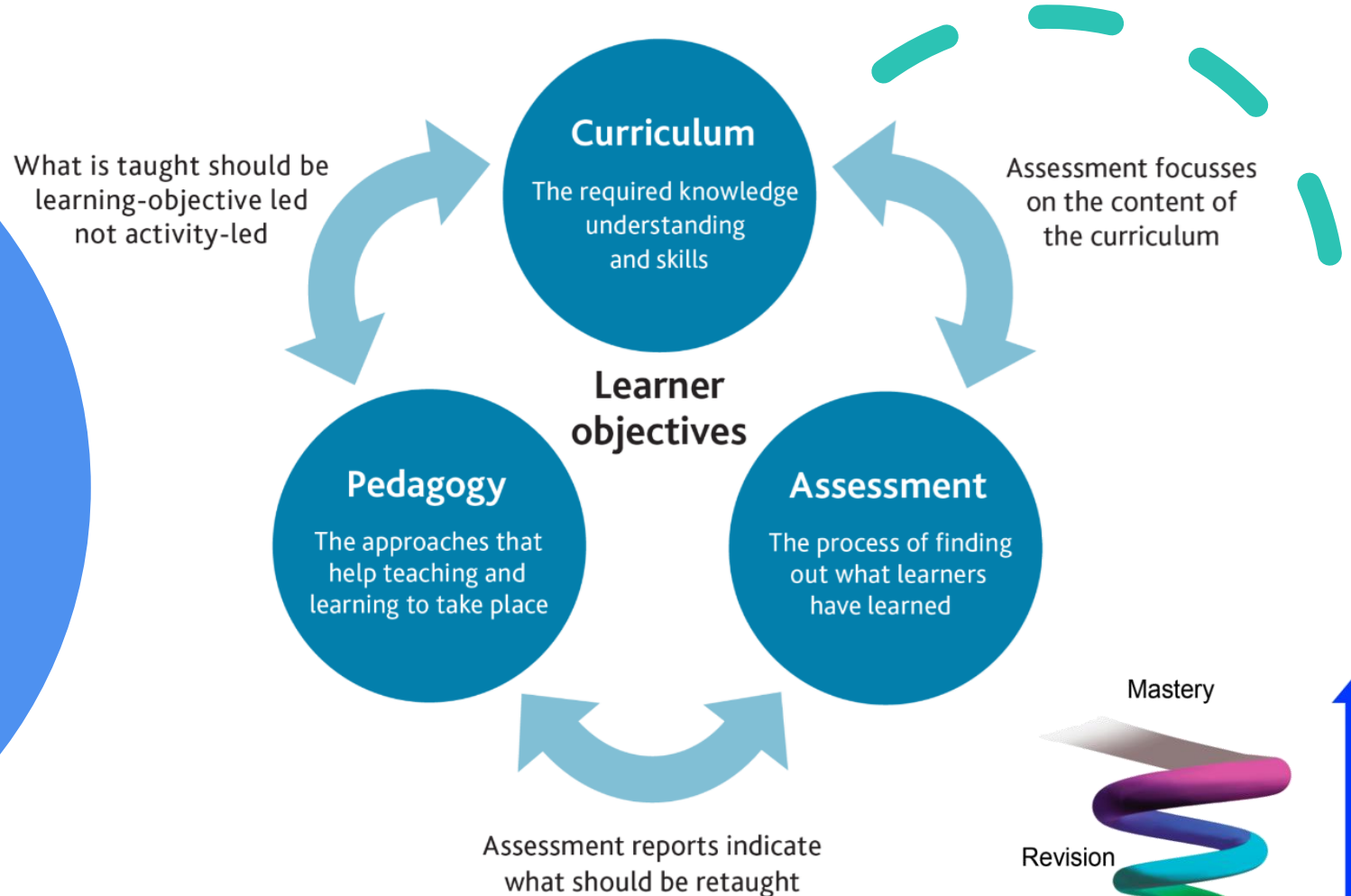
An expectation
that we strive to
do the best that
we can, and to
achieve more than
we thought
possible.

Authentic, exciting and
inspiring learning
experiences through
which children acquire
the values, skills and
knowledge to be
healthy, responsible
and successful.

A dynamic culture of
enquiry,
collaboration,
innovation and
exploration for all
members of the
school community.

What is curriculum at Gelliswick?

Our curriculum is **everything** we do in pursuit of four purposes. This includes understanding what our children need to learn (**curriculum** content), how is best to teach it (**pedagogy**) and how our children are progressing (**assessment**).



We have used the workshops of George MacBride (University of Glasgow), Understanding by design (Grant Wiggins and Jay MacTighe), Streamlining your curriculum (Alison Zmuda) and Jerome Bruner's 'Spiral curriculum' to develop our curriculum design. We start with where we want our learners to be to do or know at the end of their learning journey, then plan backwards with integrated assessments to ensure progression.

Our curriculum design process



Pupils, parents, governors, staff, employers and community members have all contributed to the design of our curriculum, telling us the skills, knowledge, values and dispositions our children need to leave Gelliswick with.

Giving everyone a voice...

Understanding the needs of our children in their community...

We consulted with community service groups and used data from street check to deepen our understanding of the experiences our children have/don't have and the needs of our community.

Key themes at the heart of our curriculum, selected by our whole school community

- Wellbeing
- Resilience
- Values
- Understanding the diversity of perspectives, values and identities which shape our locality, Wales and the wider world
- Global sustainability
- Contributing and making a difference
- Understanding why people move
- Managing conflict
- Healthy relationships
- Identity
- Understanding children's rights and responsibilities



Forgiveness

Wisdom

Trust

Spirituality

Truthfulness

Thankfulness

Respect

Our Values

Sportsmanship

Peace

We work hard to explore and instil our distinctively Christian values in our children through assemblies, teaching and celebrating when they have been 'caught' living these values. These values were selected by our community and are an important part of our school identity.

Teamwork

Humility

Responsibility

Compassion

Perseverance

Service

Friendship

Creativity

Courage

Love

Hope

Generosity

Fairness

Religion Values and Ethics

What is RVE?

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. There is **no parental right** to request that a child is withdrawn from RVE in the Curriculum for Wales. As RVE is a locally determined subject, the agreed syllabus specifies what should be taught in RVE within the local authority and our curriculum will reflect this guidance.

RVE at Gelliswick

Our RVE curriculum is inclusive: it is respectful of all faiths; it is tolerant of all beliefs; it enables children to ask and explore life's 'Big Questions' and allows them to develop their knowledge and understanding of these faiths and beliefs.

Along with our diocesan leaders, we develop pupil's knowledge and understanding of Christian beliefs, values and practices so that they understand the importance of the Bible, the role of the Church, and recognise that for Christians their faith provides a way of interpreting life in all its fullness.

Our children also develop knowledge, understanding and tolerance of the beliefs and practices of others within and beyond our community such as the other principal religions of Christianity, Islam, Hinduism, Judaism, Sikhism and Humanist beliefs through a carefully planned scheme of learning that uses a four-step 'enquiry' process.

Our RVE enquiry process

Engagement: the children's own human experience is explored to act as bridge from their world (which may or may not include religion) into the world of the religion/philosophical belief being studied.

Investigation: Teachers guide the children to explore and investigate appropriate subject knowledge relevant to that question of enquiry.

Evaluation: An assessment activity enables each child to show their thinking and the depth of critical evaluation.

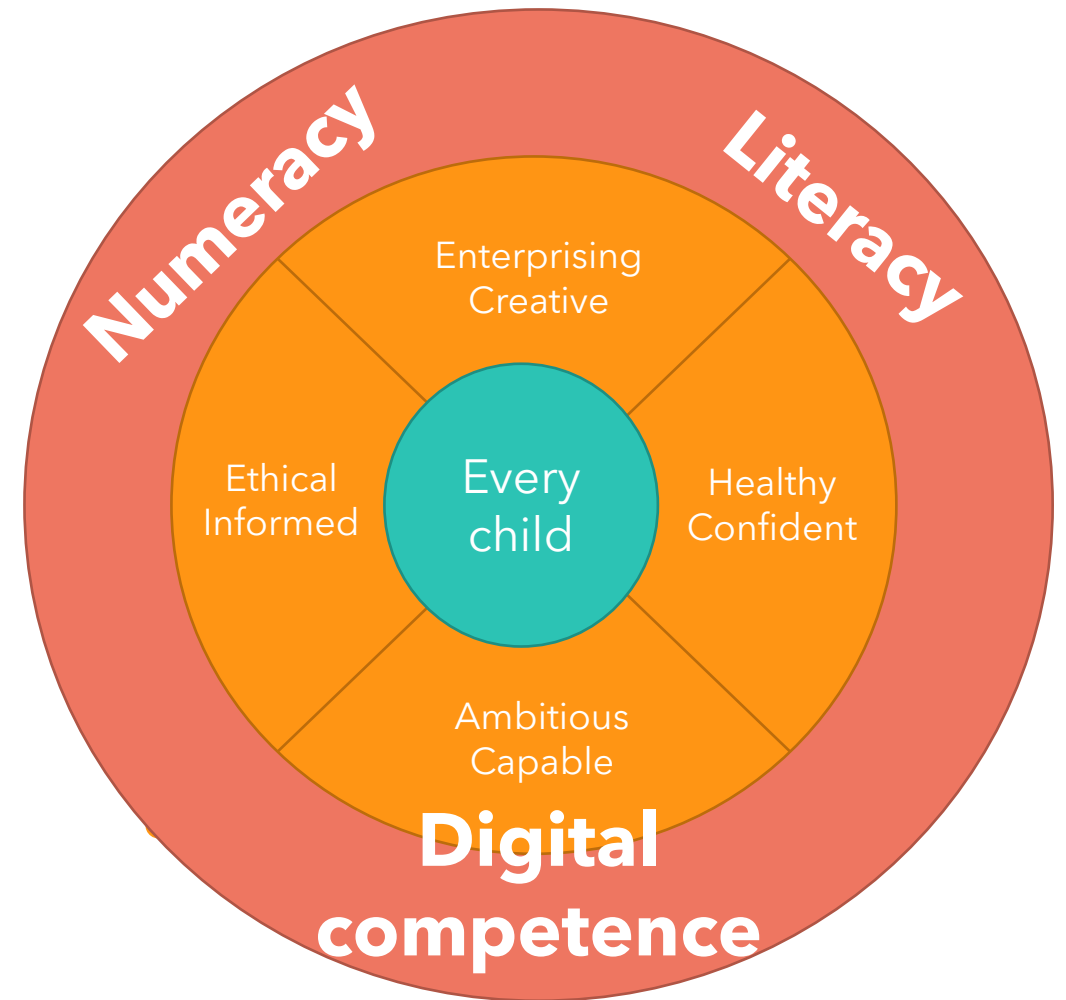
Expression: This refers the children back to the starting point of their own experience and allows them to reflect on whether their findings have influenced their own thinking.



Cross Curricular skills

Our curriculum will develop the mandatory cross-curricular skills of literacy, numeracy and digital competence. Our curriculum will enable learners to develop competence and capability in these skills and to extend and apply them across all Areas. Learners will be given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world



Key learning and experiences



Our curriculum will provide learning experiences through the 6 Areas of Learning and Experience (AoLEs) of:

EXPRESSIVE ARTS

LANGUAGES, LITERACY AND COMMUNICATION

HEALTH AND WELL-BEING

MATHEMATICS AND NUMERACY

HUMANITIES

SCIENCE AND TECHNOLOGY



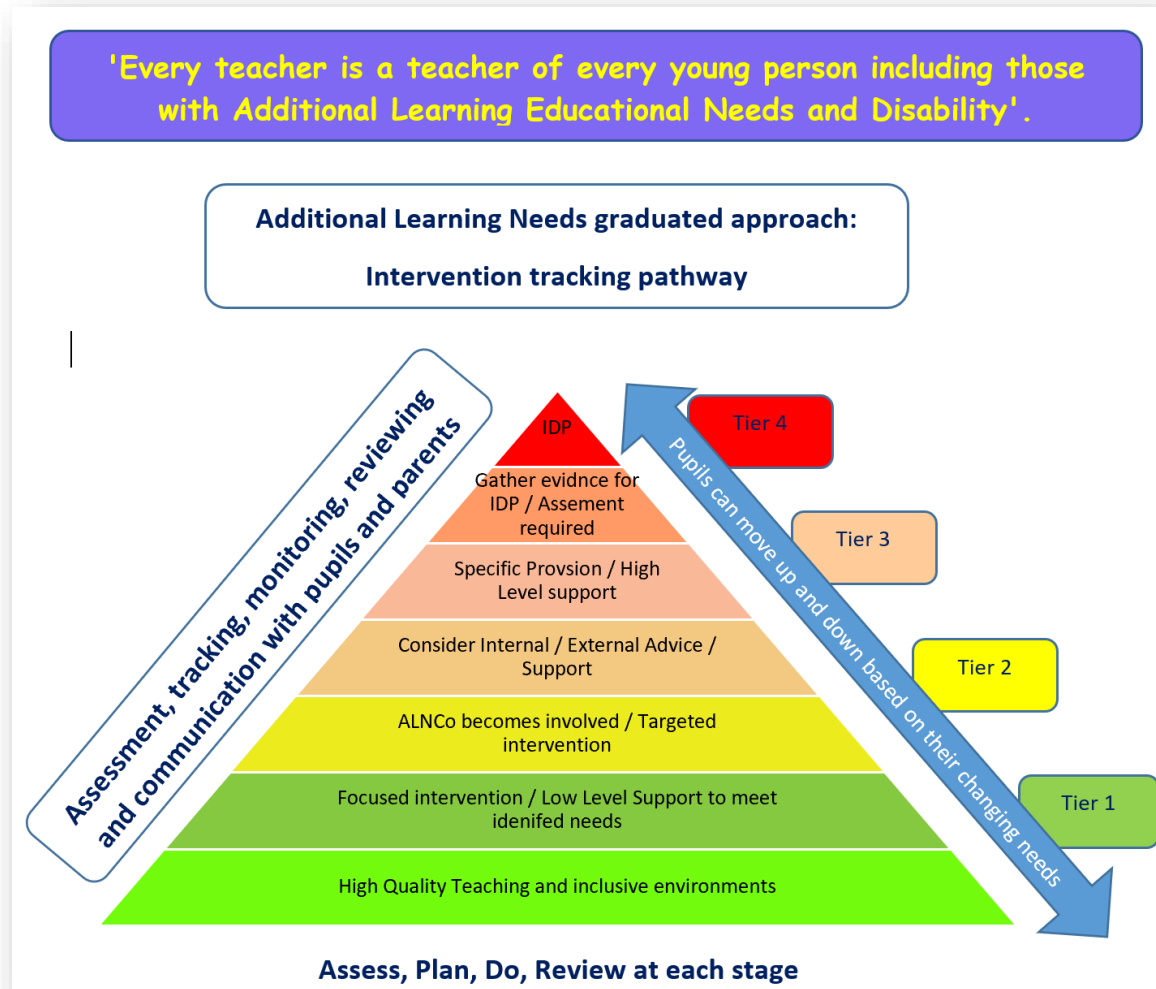
The statements of what matters

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

Our curriculum will provide opportunities and experiences to develop the key concepts, knowledge and skills as described in the statements of what matters and in line with the [Statements of What Matters Code.](#)

Our inclusive curriculum

Our curriculum will raise the aspirations for all our groups of learners . As a school we have considered how all learners will be supported to realise the four purposes and to progress. We have considered our ALN and wellbeing provision and how we will meet the needs of different groups of learners.



We take a graduated approach to supporting learners who experience any difficulties or demonstrate any needs at Gelliswick. We believe high quality teaching, universal provision, early identification of needs, child centred approaches, great communication with parents and partner agencies make all the difference in supporting our children to overcome barriers and succeed.

Learning, progression and assessment

Learning

- Our curriculum will support learning through designing learning opportunities that draw upon the pedagogical principles.
- Our curriculum, supported by effective teaching and learning enables learners to make meaningful progress.

Progression

- Over time our learners will develop and improve their skills and knowledge.
- Our curriculum focuses on understanding what it means to make progress in each Area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions and is informed by the Progression Code.

Assessment

- This in turn supports our approach to assessment, the purpose of which is to inform planning for future learning.
- Assessment will be embedded as an intrinsic part of learning and teaching.
- All learners will be assessed on entry to the school.

How we teach (pedagogy)

- Authentic learning experiences which make the learning relevant to our children and engage them
- Listening to learners - allowing them to lead the learning
- Hooking children into their learning
- LSAs support all learners
- Equity - supporting learners with what they need
- Teachers provide appropriate levels of challenge for each learner. With guidance, learners can select their own level of challenge to support their progression in learning.
- Focused group teaching - more intensive teacher time
- Independent tasks where learners can apply their skills, learn new skills, or practise to improve their skills



Making learners more effective

At Gelliswick, our teaching involves opportunities to support learners to become more effective at learning. We want our children to develop strong meta-cognitive skills: planning, monitoring and assessing their understanding and performance. At Gelliswick, we support children to develop knowledge of learner effectiveness into habits to that make them effective learners.

Being an Effective Learner ***– from knowledge & beliefs to habits***

I know that...

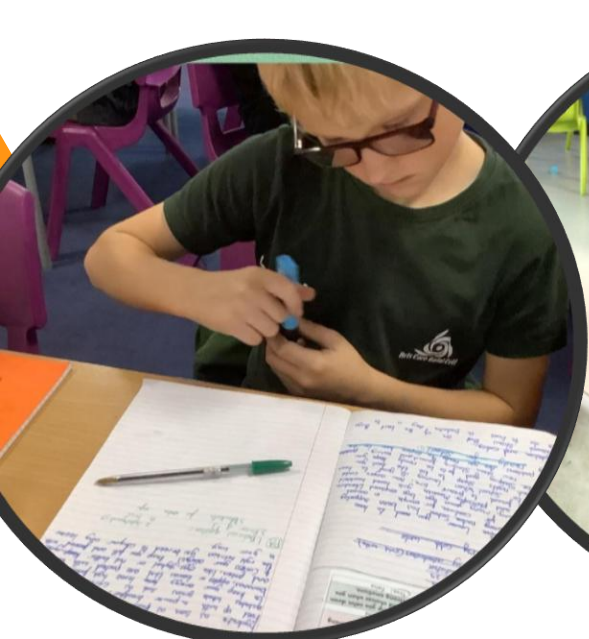
1. we can all get better at learning anything through deliberate practice and effort
2. there are a range of useful ways to organise our thinking, improve our memory and develop our skills
3. regularly testing our memory strengthens our memory
4. we learn best when we step into our challenge zone
5. we can all think creatively to solve problems and develop new ideas and products
6. making mistakes when we struggle with something new is an important part of learning
7. how we feel affects how we learn
8. we can learn to manage our thoughts and feelings through the mind, the body and the breath
9. learning to listen to and speak with others is important to us all
10. we can all be role models and influence others in their learning
11. when we help others to learn and grow, we are also helping ourselves to learn and grow
12. as effective learners, we can all make our world an even better place

I consistently...

1. review how well my current strategies and levels of effort are helping me make progress
2. take responsibility for setting and working towards my own learning goals
3. plan and organise my learning, using different strategies in different situations, adapting my approach when necessary
4. choose the right level of challenge in order to move my learning forward, building on my strengths
5. create new ideas and test them out, reviewing and evaluating their success and areas to improve
6. persist in problem-solving when stuck, but seek and act purposefully on support from others when needed
7. monitor how my feelings are affecting my learning
8. manage my wellbeing and any unhelpful stress
9. communicate well with others, choosing my words carefully for effect
10. build rapport & trust with others
11. give, and act purposefully upon, specific and constructive feedback & praise
12. work effectively in teams in a range of roles, leading myself and others with empathy and compassion

English and Welsh

- Gelliswick is an English medium Primary school, where Welsh is taught as a second language. We teach Welsh daily and use it around our school. We have a brilliant 'Cryw Cymraeg' who support and encourage the use of the Welsh language throughout our school.



Cross cutting themes

Relationships and sexuality education

Our school curriculum embraces the guidance in the [RSE Code](#). Our RSE provision will have a positive and empowering role in our learners' education and will play a vital role in supporting them to realise the four purposes as part of a *whole-school approach*. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy.

Careers and work related experiences

Our school curriculum enables learners to gain experiences related to [work and careers](#), developing knowledge of the breadth of opportunities available to them throughout their lives. This can be through meeting visitors, visiting places of employment and other careers and work related learning. This learning can help them make informed decisions about future opportunities and their career pathways.

Human Rights

Our school will promote knowledge and understanding of Part 1 of the UNCRC, and of the UNCRPD, among those who provide teaching and learning. In our journey to becoming a rights respecting school, learners will know their own rights, and those of others, as well as their responsibilities to others as global citizens.





Diversity

Our curriculum will celebrate and reflect the diverse nature of social groups and communities and is responsive to the experiences of those groups and communities. At its most basic, it means being aware of the characteristics of others and treating others with compassion, empathy, understanding and equity, regardless of those characteristics.

Our curriculum will give our children opportunities to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Local, national and international contexts

Our curriculum will connect children's learning to local, national and international contexts, providing key perspectives for learners.

Pupils will learn and understand about their own locality and community and also about parts of Wales.

Our learners will be making connections with surroundings, experiences and events they may be more familiar with. They will also be introduced to less familiar contexts, broadening their horizons, allowing them to engage with perspectives different from their own and appreciating wider challenges and issues. These contexts will help them make sense of their relationship with their community, their national identity and the wider world. This will support our learners to develop a citizenship which is multifaceted, reflecting on their roles and responsibilities within each context and recognising the diversity within each.

Cross cutting themes

Giving our pupils the opportunity to lead and develop our school is of huge importance and gives them many skills and opportunities. All our upper school learners have a role in serving in a department.

Pupil Voice – Gelliswick Senedd

Dept of Social Justice



Dept of Sustainability



Dept of Safety



Dept of Communication



Dept of Expressive Arts



Dept of Safeguarding



Dept of Welsh Language and Culture



Faith Ambassadors

Our Faith Ambassadors play a very important role in supporting the spiritual development of our school. They:

Open and Close Assemblies: Faith Ambassadors lead prayers/reflections at the start and end of assemblies, including school prayers and blessings.

Lead Collective Worship: They actively participate in planning and leading worship sessions, making them inclusive, invitational, and inspirational for every member of our school community.

Introduce Key Christian Values: Faith Ambassadors help the school community focus on values such as service, thankfulness, respect, and resilience during worship.

Encourage Reflection: They invite pupils to join in prayer or quiet reflection, ensuring everyone feels welcome and respected.



Promote Inclusivity: Their role reflects that worship in Gelliswick that is sensitive to diverse beliefs, allowing space for participation or respectful observation.

Support Class Worship: Ambassadors help set up and lead classroom worship areas, choosing prompts (windows, mirrors, doors) and guiding prayer time.

Review and refinement

Our school curriculum will be kept under review in order to respond to the outputs of professional inquiry, the changing needs of learners and social contexts and needs. The reviews will take into account the views of stakeholders and will be signed off by the Governing Body each academic year. We will publish a summary of our curriculum and revise the summary if changes to the curriculum are made during the review process.

If you have any comments, feedback or suggestions, please do not hesitate to speak to your child's class teacher.

Date statement agreed	Chair of Governors	Headteacher	Date of next review
Oct 2025	<i>Y Southwell</i>	<i>L Prevel</i>	Oct 2026