



St Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

Curriculum for Wales Summary
2022-2023

Serving God Through Learning Together

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Our context for the Curriculum for Wales

St. Joseph's is an English medium, Catholic voluntary aided school for young people aged 11-18 years in the Archdiocese of Cardiff. It was established to provide secondary education for the Catholic population of Newport, Caldicot and Chepstow. The school is proud to work within a cluster of eight Catholic schools, comprising one high school and seven primary schools.

St. Joseph's RC High School is committed to the provision of a Christian education for all its students in accordance with the principles and teachings of the Catholic faith.

Through our mission statement, summarised by 'Serving God through Learning Together,' we endeavour to keep faith as the foundation of our curriculum so that our Catholic Virtues and Gospel values permeate and affect all aspects of our curriculum and school life.

'The parish community is a place for religious and spiritual education. School is a place for cultural education. The two dimensions must be integrated, because the same values inspire them: they are the values of Christian families who, in a society dominated by relativism and threatened by existential emptiness, intend to offer their children an education based on the unchangeable values of the Gospel.'

(Pope John Paul II, Address to Teachers and Students of the Catholic Villa Flaminia Institute, Rome, 23 February 1997)

As a Catholic school, we

- recognise the privilege of promoting the whole person
- place social justice at the heart of our mission
- promote the idea that 'life in all its fullness means being exacting, rigorous, ambitious and having an appetite for all excellence demands.'
(Rt Revd Stephen Conway)
- provides a religious education which studies 'the relationship between faith and life' (Mgr. Marcus Stock).

We embrace Welsh Government's vision of a new curriculum for Wales which supports us in our mission to nurture the whole child to prepare them to serve their communities in an uncertain world.

'The children and young people of today are entering a fast-changing world that is increasingly competitive, globally connected and technologically advanced. Schools are having to prepare our young people for jobs that have not yet been created and challenges that we are yet to encounter. This will require a renewed commitment to improving both the skills and knowledge of our young people, as we raise standards in our transformational curriculum. Education has never been more important. Education reform is our national mission.'

(Education in Wales: Our national mission)

We are committed to continuing to work alongside our pupils, our parents/carers, our staff, and our governors to ensure that all are actively involved in the construction of a curriculum in which all can flourish. We will continue to provide opportunities for all in our Catholic community to work alongside the staff at St Joseph's to help to design our curriculum and to plan for assessment.

Our vision for a *Virtue* driven curriculum

At St Joseph's RC High School, we are committed to ensuring all our pupils experience a curriculum which is built upon our Catholic Virtues which are the golden thread running through the Four Purposes. All members of our school community are actively involved in the creation of a curriculum which fosters self-belief and a willingness to serve in a spirit of faith, hope and love. We want our young people to strive for excellence, to inspire others, and to flourish in an ever-changing world, while keeping at the heart of all their endeavours the unchangeable values of the Gospel.

Developing these Virtues in our pupils is central to our mission as a Catholic school. We are learning together, using a common language, so that we can nurture these Virtues in our pupils and in all of us as a school community.

Pupils are growing to be . . .	
Compassionate and Loving	Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.
Faith-filled and Hopeful	Faith-filled in their beliefs and hopeful for the future.
Eloquent and Truthful	Eloquent and truthful in what they say of themselves, the relations between people, and the world.
Learned and Wise	Learned , finding God in all things; and wise in the ways they use their learning for the common good.
Curious and Active	Curious about everything; and active in their engagement with the world, changing what they can for the better.
Intentional and Prophetic	Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.
Grateful and Generous	Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.
Attentive and Discerning	Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.

How our Catholic Virtues are the golden thread running through the Four Purposes which drive our curriculum

ambitious, capable learners

- **curious about everything; and active in their engagement with the world, changing whatever they can for the better.**
 - Learners grow by becoming curious about the universe and all human activity. Learners take increasing responsibility for their own learning becoming active in the life of the school, the Church, and the wider community.
- **learned, finding God in all things; and wise in the way they use can their learning for the common good.**
 - Learners grow by the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more learned and wise.

enterprising, creative contributors

- **grateful for their own gifts, for the gifts of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.**
 - Learners grow by being encouraged to know and be grateful for all their gifts, developing them to the full so that they can be generous in the service of others.

ethical, informed citizens

- **intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.**
 - Learners develop by being a community which is intentional in its way of proceeding to build-up quality of life; and which is prophetic in the way it offers an alternative vision of education and the human person, rooted in the gospel.
- **eloquent and truthful in what they say of themselves, the relations between people, and the world.**
 - Learners grow by developing an eloquent language which they can use to understand and articulate their emotions, beliefs, and questions. Learners are encouraged by the example of their teachers to be truthful in the way they represent themselves and speak about the world.

healthy, confident individuals

- **faith filled in their beliefs and hopeful for the future.**
 - Learners grow by passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them, in turn, to have faith and hope in others.
- **attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.**
 - Learners grow by promoting the practice of attentive reflection and discerning decision making through learning, in the examen, prayer and retreats, and through the practice and example of school leaders and staff
- **compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.**
 - Learners are treated in a compassionate and loving way especially when they are in trouble. Learners open their eyes to those who suffer poverty, injustice or violence.

What is different about the new Curriculum for Wales 2022?

A defining feature of the Welsh Government Framework for designing the new curriculum, is that it requires *schools* to design their own curriculum and assessment arrangements. We have been planning this new curriculum for the last four years and the approach we have developed at St Joseph's recognises:

- Subjects have been organised into **six areas of learning and experience** so that teachers can work collaboratively to design a curriculum which explores the connections between subjects in order to deepen learning. While the connections between subjects will be explored, individual subjects will be taught discretely by subject specialists.
- The Curriculum for Wales guidance articulates **what matters in learning** and then as a school, we decide the range of different topics and learning activities to ensure that all pupils learn the knowledge and skills they will need to prepare them for their futures.
- The **cross-curricular skills** of literacy, numeracy and digital competence continue to be integrated across the curriculum, along with **integral skills** and **cross-cutting themes**.
- **Progression** in learning lies at the heart of the new curriculum, ensuring seamless transitions in learning for each child at any point in their education. Instead of being organised into key stages, learning is now viewed as a **continuum from ages 3 to 16**.
- **Assessment** is now **continuous** which means that there is no further need for formal summative assessment in the form of numerical levels. Instead, descriptions of learning, organised into progression steps, will be used to describe what a pupil knows and what they can do at any given time.
- As a professional body, we need to be **responsive and adaptive** to the needs of each individual; be guided by research to develop our practice, broadening our repertoire; work collaboratively to plan learning so that we teach everyone, and teach everyone better; be able to shine a light on deep connections in learning across the curriculum.
- The new curriculum needs to be responsive to the needs of our pupils and therefore, our new curriculum will need to be **regularly reviewed and adapted** to ensure that it continues to provide our pupils with the full educational experience they require to go on to serve their communities.

What are the mandatory elements of the new curriculum?

- Statements of What Matters
- Cross-curricular skills
- Religion and values education
- Relationships and sexuality education
- Welsh
- English
- Principles of Progression

Six areas of learning experience

Expressive Arts Art Music Drama Digital Media	Language, Literacy & Communication English Welsh French Spanish
Health & Wellbeing Physical Education Personal Social Health Education Food Technology	Mathematics & Numeracy Mathematics
Humanities History Geography	Science & Technology Science Computer Science Design & Technology

All pupils study discrete subjects within these areas of learning and experience (AOLEs) and we are regularly reviewing ways to continue to develop links between departments, across AOLEs, and through liaison with our partner primary schools as we review the curriculum.

What matters in learning in each of the six areas of learning and experience?

Within each area of learning and experience (AOLE), there are statements, outlining 'what matters' in learning. These 27 mandatory statements of 'what matters' are the basis of pupils' progression. It is through exploration of the key ideas and principles contained in these statements that pupils will develop their learning. Teachers will design learning which supports an increasingly sophisticated understanding and application of the statements of 'what matters'.

Areas of learning

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

For more information from Welsh Government on the Curriculum for Wales, please click [here](#).

How we have designed our curriculum at St Joseph's RC High School

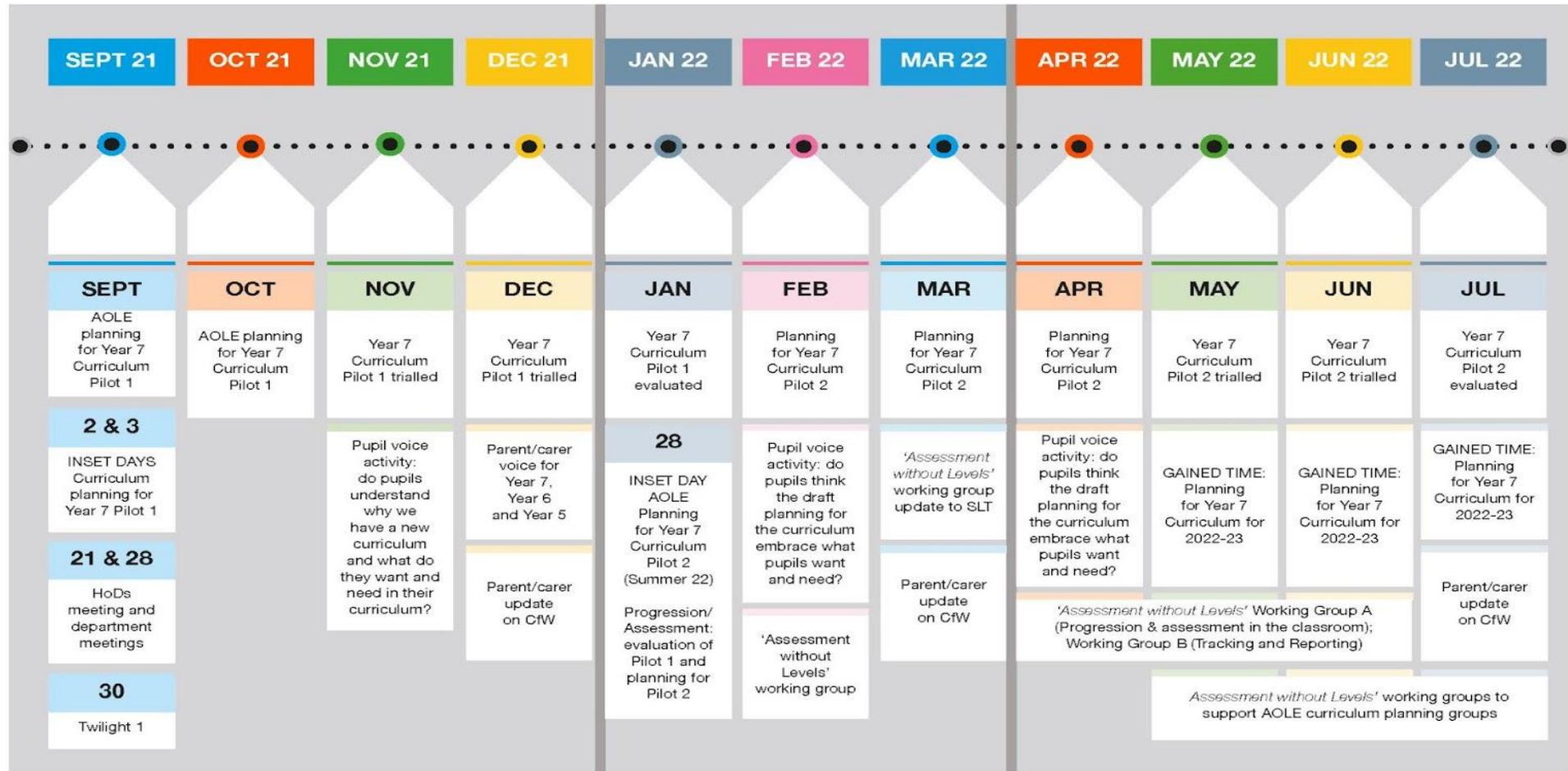
We have been strategically planning for the realisation of the new curriculum for the last four years, ensuring that the design of our curriculum serves the needs of our pupils and that it is genuinely driven by our Catholic Virtues and the Four Purposes.

Research has informed our approach to curriculum design, as with all aspects of our work in school. It is vital that our staff are engaging with the latest and most up to date thinking around curriculum design to ensure we design a curriculum which is strategically planned while also being responsive to the needs of our pupils. Our staff have been working in AOLE groups to collaborate in their design of the curriculum, initially discussing the big ideas and essential questions in their subjects. Building on the work of the Canadian educationalist, Lyn Sharratt, our initial discussions explored the connections between the subjects and then developed into an overarching AOLE learning intention for each block of learning. This learning intention then enables teachers to shine a light on the connections in learning to deepen and broaden understanding and to ensure that learning is relevant, authentic, accessible, and engaging to all pupils. The driving principle here is to focus on 'fewer things in greater depth' (Mary Myatt, 2020).

Being flexible and responsive: developing an iterative approach to design

We understand that designing a curriculum is an iterative process, in that our approaches need to be research informed, with ideas trialled, reviewed, and adapted based on detailed evaluations, utilising an enquiry approach to inform these decisions. This iterative approach ensures that our curriculum will respond to the needs of the individual pupils that we serve. As an example of this approach, our planning for the last academic year can be found below.

SJHS CURRICULUM 2021-2022 : TIMELINE



Overview of AOLE Year 7 Curriculum 2022-23

As a result of our collaborative approach to curriculum design, we have included below an overview of the key knowledge and skills that pupils will experience within each AOLE.

Language, Literacy & Communication AOLE

Learning Block	AOLE Learning Intention	What concepts/events/skills will be studied through English?	What concepts/events/skills will be studied through Welsh?	What concepts/events/skills will be studied through IL?
Block 1	We are learning to identify, express and explore our feelings through language	Exploring relationships and loyalty through a novel (Private Peaceful or The Outsiders). The students will explore how feelings are expressed through poetry and how authors use novels to explore difficult topics.	Using the present tense 1st/3rd person to express opinions about war, specifically linked to Hedd Wyn and the Eisteddfod Chair. Comparing Hedd Wyn's poetry to Wilfred Owen's poetry.	Expressing our feelings in French/Spanish, speaking to others and understanding their responses both orally and visually (body language, Emojis).
Block 2	We are learning how to explore what culture and identity means to us	Students will explore how <i>listening to others is key to understanding the world around us</i> by exploring 'what makes Wales great'. They will analyse extracts from texts focusing on migration and then explore their own identities through oracy resulting in a group discussion.	Listening to others is key to understanding the world around us. We will be looking at our identity and how it can relate to Wales by looking at different cultures, areas and folktales. Pupils will be looking at stories from the Mabinogi and will be learning about Patagonia.	Looking at how different countries/faiths mark Easter with a focus on French/Spanish speaking countries. Students will discuss/write comparisons about how different cultures mark different occasions and how this feeds in to identity.
Block 3	<i>We are learning how do we express ourselves in the right way to the right person.</i>	Looking at how to use persuasive and formal language to argue a contemporary issue. The focus will be how to use our English skills to make a change.	Looking at the difference between informal/formal language in English and in Welsh by studying the theme of the Environment and plastic pollution.	Looking at the difference between formal/informal language in English and French/Spanish with a focus on tu and vous/tu and usted.

Science & Technology AOLE

Learning Block	AOLE Learning Intention	What concepts/events will be studied through science?	What concepts/events will be studied through computer science?	What concepts/events will be studied through technology?
Block 1	We are learning about the structure of the solar system and how to survive in space.	<p>Create a timeline for the discoveries in space</p> <p>Investigate the movement of the earth around the sun - seasons</p> <p>Study the movement of the moon around the earth - day/night +phases of the moon</p> <p>Consider the needs for survival on the moon - moonbase 'NASA Artemis programme'</p> <p>Research the different planets that make up the solar system</p> <p>Look at data and carry out a practical investigation</p>	<p>We are learning about cryptography and data security. This is linked to data security and networking.</p> <p>We are learning how to create a computer program that helps us to solve a space problem. This problem is based around how learners would calculate travel between space bodies.</p>	Consider the needs for survival on the moon - from a construction point of view - designing and building a moon base - 'NASA Artemis programme'
Block 2	We are learning about how a healthy body works and how we can develop a healthy mind and a healthy body.	<p>'How do organs in the body function to allow reproduction to occur' (-linked with RE)</p> <p>pH - Acids and bases</p>	<p>We are learning to use spreadsheets to help us model data linked to healthy eating and measurements of nutrition.</p> <p>We are learning about malware and protection methods. This is a link to our CyberFirst award status.</p>	Nutrition - How Healthy food promotes a healthy mind and body. Plan and prepare a variety of nutritious meals.
Block 3	We are learning about how forces affect our daily lives.	<p>Forces and car safety</p> <p>What is a force? Measuring forces. Types of forces, eg friction, upthrust, air resistance, changing forces during movement, investigating forces, reducing force and car safety.</p>	<p>We are learning how to program and use a <u>Microbit</u> to solve problems. We will program robots to solve a variety of problems linked to movement, sensors and actuators. We will also review how the microbit can be used in different situations including using an accelerometer for rockets (build in DT and acceleration and pressure in science)</p> <p>We are learning how to carefully and responsibly engage with technology. This is a project linked with Google and will include a link to cyber security and online safety.</p>	Reducing force and car safety. Design and build the car that will then be used in science to investigate ways of improving safety during a crash. Motions and mechanism - Prototyping.

Health & Wellbeing AOLE

Learning Block	AOLE Learning Intention	What concepts/events will be studied through PE?	What concepts/events will be studied through food tech?	What concepts/events will be studied through science?
Block 1	I Am What I Eat	<p>We are learning about a wide range of nutritional information and how to apply that knowledge to cooking. To understand how decisions regarding nutrition impact our overall health.</p> <ul style="list-style-type: none"> - Understand the importance of calories and nutrition on physical health and well-being (numeracy). - Understand the recommendations of sugar intake for their age group and why sugar is both good and bad for the body. <p>Crossover with Food Technology:</p> <ul style="list-style-type: none"> - Awareness of healthy eating and a wide range of healthy foods. - Importance of hygiene, routine and safety when preparing and cooking food. - Combining a range of foods that work well together. 	<p>Nutrition - We are learning about how healthy food promotes a healthy mind and body.</p> <p>Plan and prepare a variety of nutritious meals.</p> <ul style="list-style-type: none"> • Identify the differences and benefits of a macro and micro nutrient. • Health and hygiene - Basic food/kitchen safety when preparing food. • Food waste management <p>Food practicals</p> <ul style="list-style-type: none"> Chopping and cutting skills Fruit salad Chicken curry Pizza wrap Lunchbox healthy snack 	
Block 2	I FIT	<p>We are learning about a wide range of training methods and how they can impact on our physical, social and mental health and wellbeing. To understand how decisions regarding our lifestyle impact our overall health.</p> <ul style="list-style-type: none"> - Learn about a wide range of training methods will be described and performed (literacy – definitions). - Make connections with the wider world, community and the impact on their holistic health - Be able to construct a structured programme to benefit pupils holistic health and wellbeing 	N/A	<p>We are learning about puberty, male and female reproductive anatomy, menstrual cycle, fertilisation leading to pregnancy and birth.</p> <p>During this module we will cover aspects of WM1 'Developing physical health and wellbeing has lifelong benefits' to include:</p> <ul style="list-style-type: none"> -can explain the way in which physical and emotional changes are connected in different contexts <p>And WM5 'Healthy relationships are fundamental to our wellbeing' to include:</p> <ul style="list-style-type: none"> -a developing awareness of complex relationships -a respect for the feeling of others <p>Areas covered will include:</p> <p>Adolescence and puberty</p> <ul style="list-style-type: none"> Male and female reproductive anatomy The gametes and their production Intercourse and fertilisation Implantation Development of the baby Birth Menstrual cycle Environmental factors affecting development of the unborn baby
Block 3	Physical Education: My Health	<p>We are learning about how to develop our health and wellbeing as well as the difference between fitness and health. To understand the benefits (physical, social, mental).</p> <ul style="list-style-type: none"> - Understand the difference between fitness and health. - Understand a wide range of fitness components and methods of testing, described and performed (literacy). - Understand heart rate (numeracy) - Be able to set personal goals and reflect on personal and group areas of development 	N/A	N/A

Mathematics & Numeracy AOLE

Learning Block	Learning Intention	What mathematical skills/concepts will be studied?
Block 1	We are learning how people can and have improved society.	Mental and written methods Number facts and relationships Time Fractions, decimals and percentages Managing money Ratio and proportion
Block 2	We are learning how geometry may help us in the real world.	Expressions and formulae Solving equations and inequalities Sequences Functions and graphs Measure Properties of 2D and 3D shapes Perimeter, area and volume
Block 3	We are learning about how statistics help support a healthy lifestyle.	Angles Transformations Loci and construction Collect, record and represent data Averages and range Probability

Humanities AOLE

Learning Block	AOLE learning intention	History (key content and skills covered)	Geography (key content and skills covered)	Skills (key content and skills covered)
Block 1	We are learning about evil and suffering and whether it is man-made or physical.	The Battle of Hastings and the Norman Conquest History specific skills - LNF/DCF Other -	Rivers & flooding (causes, effects, responses/management) Skills: Creativity, Literacy; comparison of flooding in Bangladesh with UK, digital literacy, oracy, planning & organisation	Mini Global Citizenship Challenge - Poverty Key skill development - Critical thinking, creativity and innovation, Literacy/ Digital literacy and problem solving
Block 2	We are learning about our place in the world today and how we overcome adversity.	Content - Medieval Life (Black Death, Peasants' Revolt, Crusades, Church, law and order, popular entertainment) History specific skills - LNF/DCF Other	Map skills (longitude/latitude, direction, map symbols, 4/6 figure grid references, relief, scale). Skills will be taught via cross-curricular resources Skills: Numeracy focus, literacy- reading and comprehension, digital literacy	Mini Enterprise and Employability Challenge - Welsh Museums Key skill development - Problem solving, Creativity and innovation, Critical Thinking, Literacy/ Digital literacy, numeracy and Personal Effectiveness
Block 3	We are learning about the impact ordinary people can have on their own lives and societies.	Content - King John and the Magna Carta History specific skills - Source analysis, interpretation, cause and impact. LNF/DCF - Other	Where and why people choose to live in certain places: factors affecting sites of settlement & benefits and problems of settlement growth Skills: literacy, reading and comprehension, problem solving, oracy	Mini Well-being Challenge - Online Safety Key skill development - Problem solving, Creativity and innovation, Critical Thinking, Literacy/ Digital literacy and Personal Effectiveness

Expressive Arts AOLE

Learning Block	AOLE Learning Intention	What concepts/events/skills will be studied through music?	What concepts/events/skills will be studied through drama?	What concepts/events/skills will be studied through art?	What concepts/events/skills will be studied through digital media?
Block 1	Skills based project	Music for Film and TV - Listening and Discussion Tasks (Underscore and Leitmotif Music).	Exploring how to achieve 'from page to stage' - Observing, responding, partaking and discussing exploration strategies. Reading play 'Two Faces'	Basic art skills concentrating on the formal elements, colour wheel for painting, observational drawing with concentration on scale, proportion.	Youtube Garage Band
Block 2	Identity	<p><i>Exploring</i> - Music for TV and Film - Class Listening and Pair Discussion/Literacy/Writing Tasks</p> <p><i>Exploring and Performing</i> - Film Music</p> <p><i>Reflecting on Performance</i> - Film</p> <p><i>Creating and Responding to Music</i> - Film Music</p> <p><i>Refining Music and Performing Composition</i> - Film Music</p>	<p><i>Exploring</i> - Drama from Wales - Exploring the world of online profiles, identity, self-confidence, safety.</p> <p><i>Exploring and Performing</i> - Two Faces - play text</p> <p><i>Reflecting on Performance</i> - Creating Performance - Groups recreate key aspects of Elen's story.</p> <p><i>Creating and Responding to Drama</i> - Rehearse and refine performance of text.</p> <p><i>Refining Drama and Performing</i></p>	Identity project concentrating on Welsh landscape, exploring the work of Mary Lloyd Jones (group work using oil pastel and watercolour) artist study, comparing to the abstract artwork of David Tress (individual work using acrylic paint and palette knife) moving forwards to aboriginal art or egyptian art which links with the next project.	<p>YouTube</p> <p>Projection of art work as a backdrop for drama performance.</p> <p>Research and reading work using Chromebooks to explore TV and Film Music, and music used to create 'contrasts'.</p> <p>Students will explore articles, websites and videos to support research task.</p> <p>Create Google Slides Presentation which summarises and explains key features of TV and Film Music.</p>
Block 3	Skills based Project	<p>Music from Around the World - African and Brazilian Music.</p> <p>Samba Percussion Music - Whole Class/Group Set Samba Performance.</p> <p>Samba Percussion Music - Group Samba Percussion and Soundscape Composition.</p>	<p>Drama from Around the World - Exploring the Brazilian culture, performance, dance, music, art, food. Favela influence on playwrights and other performance artists.</p> <p>Maritza's Story - Play Text</p> <p>Creating Performance - Groups recreate key aspects of Maritza's story.</p>		
Block 4	Hope and Despair	<p><i>Exploring</i> - Music from Around the World - Class Listening and Pair Discussion/Literacy/Writing Tasks/Appraisal (with a focus on African and Brazilian Music)</p> <p><i>Exploring and Performing</i> - Samba Percussion Music - Whole Class/Group Samba</p> <p><i>Reflecting on Performance</i> - Samba Percussion Music -</p> <p><i>Creating and Responding to Music</i> - Samba Percussion Music - Group Samba Percussion and Soundscape Compositions.</p> <p><i>Refining Music and Performing Composition</i> - Samba Percussion Music</p>	<p><i>Exploring</i> - Drama from Around the World - Exploring the Brazilian culture</p> <p><i>Exploring and Performing</i> - Maritza's Story - Play Text</p> <p><i>Reflecting on Performance</i> - Creating Performance - Groups recreate key aspects of Maritza's story.</p> <p><i>Creating and Responding to Drama</i></p> <p><i>Refining Drama and Performing</i></p>	Hope and Despair project (Rio) beginning with Christ the Redeemer (oil pastel transfer and mixed media background) digital artwork, research favelas, create 3D cardboard favelas with decoration and create large scale backdrop for the expressive arts performance.	<p>Research and reading work using Chromebooks to explore Samba Percussion Music, and music within Brazilian and south-American Culture. Students will explore articles, websites and videos to support research task.</p> <p>Create Google Slides Presentation which summarises and explains key features of Samba Percussion Music.</p>

Religious Education

As a Christian school, religious education is the core of our school curriculum and provides opportunities for pupils to reflect on their relationship with God and to learn Catechism and the lives of the saints, reflecting on world religions, and how their lives can be enriched by keeping Gospel values at the centre of all they undertake. The Catholic Education Service has been working with Welsh Government; officers from the three Welsh dioceses; and practitioners from Catholic schools throughout the development of the new curriculum. The main aim of this work has been to design a religious education curriculum, including the RSE (Relationships and Sex Education) curriculum, that accords with the national guidance and Code while ensuring that this is also authentically Catholic and authentically Welsh.

Cross-curricular skills, integral skills and cross-cutting themes as integral to the new curriculum

An important aspect of the new curriculum is that cross-curricular skills, integral skills and cross-cutting themes are carefully integrated into curriculum design.

The **cross-curricular skills** are mandatory elements of the new curriculum and consist of

- literacy
- numeracy
- digital competence

The **integral skills** are

- creativity and innovation
- critical thinking and problem solving
- personal effectiveness
- planning and organising

The **cross-cutting themes** are

- relationships and sexuality education (mandatory)
- human rights
- diversity
- careers and work-related experiences
- local, national and international contexts

Designing our curriculum through collaboration with our community

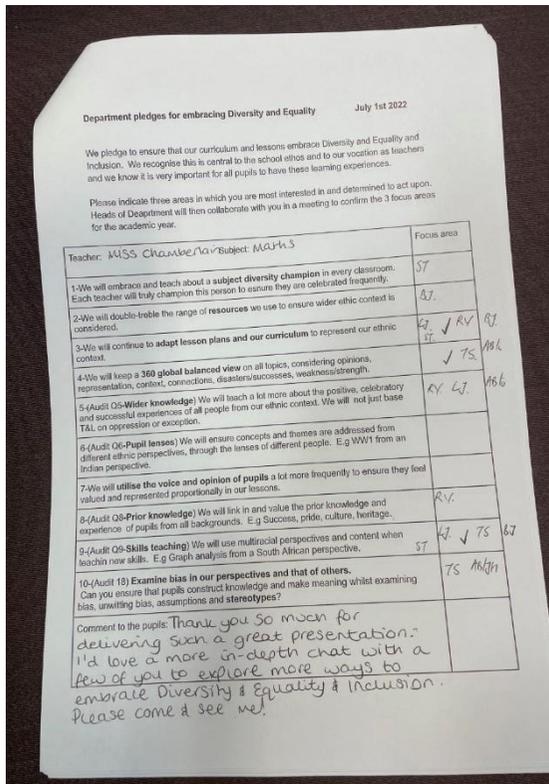
If we are to truly realise a curriculum which serves the needs of our community, we need to do more than just listen; we have worked alongside our pupils, parents/carers, governors and partner primaries to design our curriculum.

Parents/carers from Years 5, 6 and 7 have told us what they believe is important for their children to experience and this includes

- authentic learning
- learning about their locality
- aspects of diversity, for example, in relation to ethnicity, race, gender, family
- climate change
- finance; politics; economics
- debating
- literature
- Welshness
- mental health

Pupils have told us that they want a curriculum which celebrates life, diversity, and one which allows them to study specific topics in greater depth, allowing them to pose their own questions and find the answers. Many of the topics they mentioned were very similar to those highlighted by parents and carers and also told us how they wanted more opportunities to learn outside and in a greater range of environments.

We have been developing a culture of 'you said, we did' and one example of this is in relation to diversity. Pupils told us that our school curriculum needs to celebrate and embrace diversity far more explicitly. In order to support our staff with this, during our July 2022 inset, pupils from our Ministry of Diversity, Equality and Inclusion presented their ideas to our whole school staff, resulting in departments making pledges which detail specific actions they will undertake in their curricula.



Staff pledges



Pupils from our Ministry of Diversity, Equality and Inclusion

One of the key characteristics of the new curriculum is that it is a curriculum for pupils aged 3 – 16. As a cluster of Catholic schools, we have drawn up a new transition plan to support transition and pupil progression within Curriculum for Wales. Our cluster partnership plan focuses on how continuity of learning will be achieved through curriculum design, planning and teaching. Colleagues from primary schools and our school have worked together to share the knowledge, skills and experiences, exploring where connections in learning lie, so that there will be a seamless transition in learning for each individual child. One example of this work has involved the Language, Literacy and Communication AOLE where Lucy Crehan’s work on ‘concept maps’ has been adapted to support colleagues in their planning, specifically between Year 6 and Year 7. An example is presented below:

WM4: Literature fires imagination and inspires creativity

<i>Prior learning</i>	<i>New learning (in Autumn Year 7)</i>	<i>Experiences in primary school</i>
<p>Exposure to: poetry, drama, novels.</p> <p>Use imagination to develop an idea for a story or describe a character/setting.</p> <p>Experiment with language to create different effects.</p> <p>Recognise the plot of the text.</p> <p>Recognise themes in a text.</p> <p>Recognise different character types: heroes, villains, helpers.</p> <p>Vocabulary: <i>Genre, skim and scan, drafting, word meaning, narrative, metaphor, rhyming patterns, imagery, structure, context, culture, annotation</i></p> <p>Poetry: <i>alliteration, rhyme, simile, imagery (colour), haiku, limerick, syllable, acrostic, ballad, rhyming patterns</i></p> <p>Drama: <i>stage direction, audience</i></p>	<p>Exposure to: poetry, drama, novels.</p> <p>Explore how writers create meaning through quote explosions.</p> <p>Analyse literature using appropriate terminology.</p> <p>Explore how texts can be interpreted in different ways by different people / across different time periods.</p> <p>Use imagination and literature as stimuli to create own literature.</p> <p>Explore symbolism within a text.</p> <p>Explore how political messages are shared through texts.</p> <p>Explore connotations of language and imagery when analysing texts.</p> <p>Vocabulary: <i>Connotation, symbolism, interpretation, analyse, quote explosion, allegory, dramatic irony, consonance, denotation, connotation, extended</i></p>	<p>Reading skills: summarise, skim and scan, find and copy, empathy, compare, locate evidence, inference.</p> <p>Writing skills: creative writing, descriptive writing, analysis essays.</p> <p>SJHS cover these literature texts in Year 7: <i>Private Peaceful, Dulce et Decorum Est, The Outsiders, Presents from My Aunts in Pakistan</i>, various Shakespeare extracts, extracts from <i>Windrush Child, The Bone Sparrow, Salt to the Sea, Between Shades of Grey</i>.</p>

<p>Novels: plot, character, theme, imagery, dialogue, chronological, empathy, interpret, first and third person narrative, stereotype</p>	<p><i>metaphor, juxtaposition, non-standard English, dialect, semantic field, lexical set, sensory description, symbolism</i></p> <p>Poetry: caesura, enjambement, end-stopped, meter/pentameter/Iambic Pentameter, volta, sonnet</p> <p>Drama: dramatic monologue</p>	
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Progression and assessment in the new curriculum

Progression at the heart of curriculum design

At the heart of the new Curriculum for Wales are the 5 principles of progression:

1. Increasing effectiveness as a learner
2. Increasing breadth and depth of knowledge
3. Deepening understanding of ideas and disciplines within each AOLE
4. Refinement and growing sophistication in use and application of skills
5. Making connections and transferring learning into new contexts

When designing our curriculum, we have used these principles of progression to ensure that learning is effectively sequenced, building on prior learning and in line with descriptions of learning. We also understand that pupils learn and progress at different rates and the descriptions of learning, organised into progression steps, support staff in ensuring that the curriculum we design is inclusive: challenging all pupils appropriately and enabling all to flourish.

Progression in steps

Within each 'What Matters' statement, there are descriptions of learning which detail how pupils progress in their learning, described through 5 progression steps:

Progression Step 1 is broadly early years/reception, through to **Progression Step 5** which is broadly in line with current GCSE specifications.

An example of the progression steps for one of the 'What Matters' statements in the Expressive Arts AOLE is provided below:

✓ Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Progression step 1

I can explore and experiment with a variety of creative [techniques](#), materials, processes, resources, [tools and technologies](#).

Progression step 2

I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.

Progression step 3

I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, [tools and technologies](#) showing innovation and resilience.

I can explore the effects that a range of creative [techniques](#), materials, processes, resources, tools and technologies have on my own and others' [creative work](#).

Progression step 4

I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.

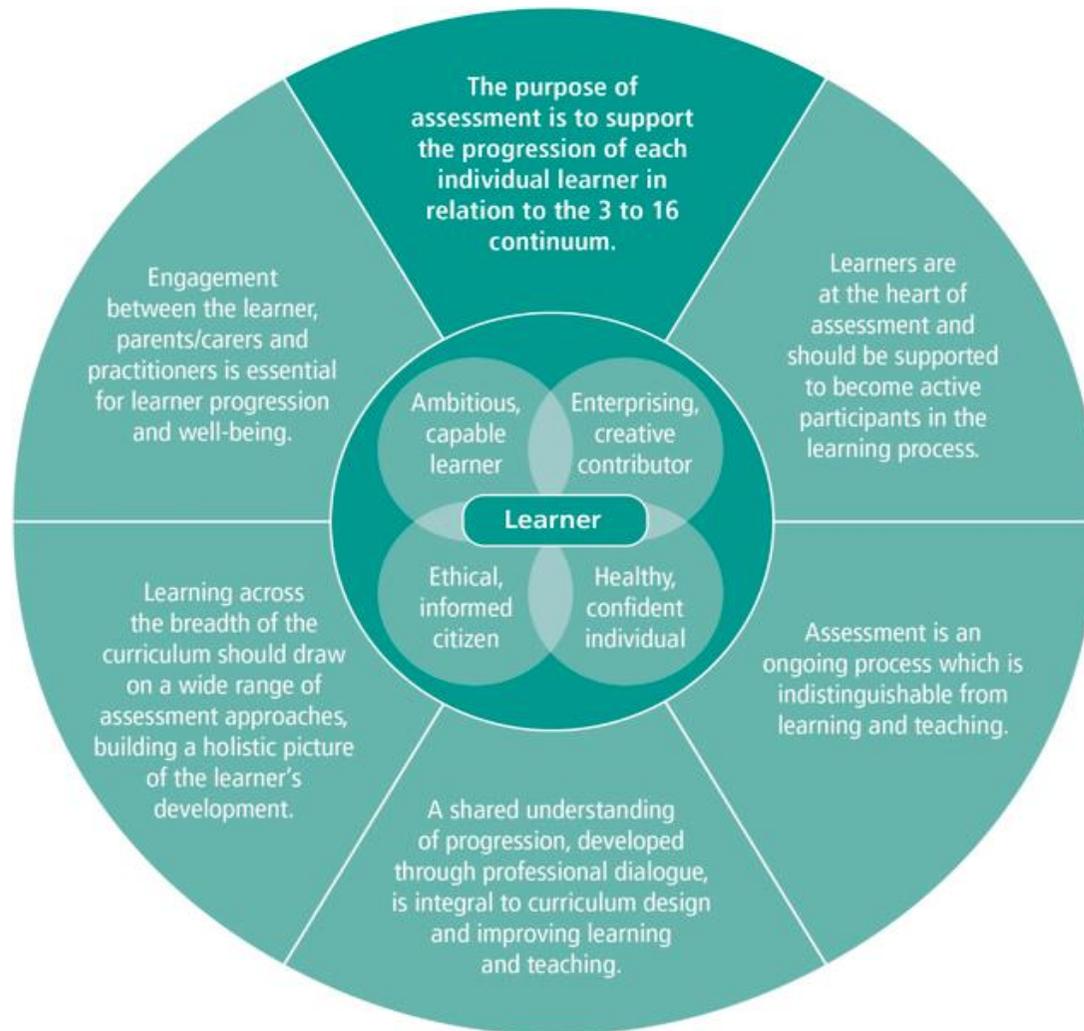
Progression step 5

I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges.

Continuous assessment in the new curriculum without levels

Assessment is now **continuous** and is an **integral and indistinguishable part of teaching and learning** which means that there is no further need for formal summative assessment in the form of numerical levels.

The **key principles and purpose of assessment** are outlined in the infographic below:



Formative assessment as a continuous and intrinsic part of curriculum design, teaching and learning

At St Joseph's RC High School, we fully embrace these principles of assessment, highlighting as they do, the focus on formative assessment which improves learning as opposed to formal assessment which proves learning. The word 'assessment' is derived from the Latin verb 'assidere' meaning 'to sit with or alongside', signalling the need for assessment to be continuous, purposeful and actively involving the pupil.

Instead of imposing arbitrary timings for formal assessment, when designing the curriculum, teachers will decide upon the most appropriate moments - 'hinge moments' in learning – where a pupil's understanding needs to be assessed in order to inform the next steps in learning.

Teachers will use a range of methods, at these 'hinge moments', to assess how far a pupil has understood the key concepts and knowledge and developed the necessary skills. These methods include, but are not limited to:

- a piece of extended writing
- a quiz
- a composition: music or art
- a performance of a dance
- a science practical
- a speech

Whereas previously, the level of understanding of a pupil was related to a numerical level, the learning will now be described using 'I can' statements from the progression steps. Each term, these descriptions of how each pupil is progressing will be shared with parents/carers through our reporting system. Due to the continuous nature of assessment, this 'report' will simply describe where a pupil is in their learning at any given time: what they know and what they can do and what their next steps needs to be.

An enquiry approach: the intrinsic linking of the 'what' and the 'how' in teaching and learning

As the design and delivery of the curriculum are intrinsically linked, our staff have been collaborating on 'what' and the 'how' of learning. An enquiry approach to developing approaches to teaching and learning is also in line with Wales' national mission which is to ensure that our education system is a self-improving system where teachers reflect on their classroom practice and respond to the needs of their pupils.

At St Joseph's, we believe that as a professional body, teachers need to

- be **responsive** and **adaptive** to the needs of each individual
- be guided by the latest **research** to develop classroom practice
- work **collaboratively** to plan learning so that **all** pupils are taught better
- be able to shine a light on deep **connections** in learning across the curriculum

How does an enquiry approach help us to achieve this?

- To be **responsive** and **adaptive** to the needs of each individual

By planning learning collaboratively, and carefully considering which teaching methods are most appropriate at different moments, we can ensure that the curriculum teachers plan for pupils is the curriculum our pupils actually experience.

- To be guided by the latest **research** to develop classroom practice

Embracing research to allow teachers to genuinely reflect which teaching approaches are most useful at specific moments in learning. Research undertaken by educationalists such as Tom Sherrington, Oliver Caviglioli, Mary Myatt, John Tomsett, Lyn Sharratt, and Dylan Wiliam whose words encapsulate why this so important for teachers when he says, 'Every teacher needs to improve, not because they are not good enough, but because they can be even better.'

- To work **collaboratively** to plan learning so that **all** pupils are taught better

Through the process of enquiry, each teacher at St Joseph's focuses on a specific area of their practice and then undertakes research and trials to explore the effectiveness of a specific approach. The impact of this approach on pupils' learning is analysed and each teacher's findings are shared within and across departments and across areas of learning and experience.

- To be able to shine a light on deep **connections** in learning across the curriculum

When teachers share their enquiry findings within and across areas of learning and experience, this enables a much deeper discussion around how we highlight the connections in learning within and between subjects. This means that learning feels authentic, relevant and purposeful but also that it benefits pupils' 'understanding of each of the contributing areas in more depth.' (Sherrington, 2021)

Evaluating the curriculum as an iterative and collaborative process

For the first time, schools have the freedom to design a curriculum which is responsive and adaptive to the needs of our pupils. If our curriculum is to be genuinely responsive, we have to embrace this iterative aspect of our work and accept that continuous evaluation and reflection is required to ensure that it continues to fulfil the needs of our pupils. While we accept that curriculum design is an iterative process, we have a duty to ensure that the curriculum delivered to and experienced by pupils is as strong and tight as possible. (Myatt and Tomsett, 2021)

As a school, we will employ a range of evaluative activities including

- listening to pupils' views
- listening to the views of parents/carers
- listening to staff views, including partner primary colleagues
- looking at pupils' work
- discussion of teaching and learning documentation, resources and lessons

The two questions which will drive our evaluation are detailed below:

- Are pupils progressing as described in the **principles of progression**, supporting them to develop towards our **Catholic Virtues** and the **four purposes**?
- Are pupils progressing at an appropriate rate in line with the expectations of teachers and the curriculum?

How will we ensure that our curriculum continues to meet the needs of the pupils we serve?

At St Joseph's, we accept that if we are going to design and maintain a curriculum which fulfils the needs of all our pupils, we have to see, as Claire Hill states, 'curriculum development is an ongoing process; it's not going to be finished – ever.' While this may seem a daunting task, we will never stop in our mission, 'Serving God through Learning Together', providing an education for our pupils which is driven by our Catholic Virtues and instils in the young people we serve a sincere faith and trust in God's love and His eternal beneficence.

'My child, don't forget what I teach you. Always remember what I tell you to do. My teaching will give you a long and prosperous life. Never let go of loyalty and faithfulness. Tie them around your neck; write them on your heart. If you do this, both God and people will be pleased with you. Trust in the Lord with all your heart. Never rely on what you think you know. Remember the Lord in everything you do, and he will show you the right way.'

(Proverbs 3:1-6)