



# The Curriculum in Johnstown Primary School

# What's Important at Johnstown

Be All You Can Be!

At Johnstown Primary, our committed team, work in partnership with all stakeholders to provide a welcoming, purposeful and nurturing environment. Every member of our community is valued, respected and treated as an individual, where guidance, support and challenge are matched to the needs of our learners. Our aim is to equip our pupils with life-long learning skills, to inspire passionate, reflective learners, who strive for personal growth and achievement throughout their lives.

School Rules:

Respect Others  
Respect Yourself  
Be a Responsible Citizen





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# Curriculum for Wales



Equipping life-long learners with skills for the world of the future.

[Curriculum for Wales Guidance for Parents / Carers](#)

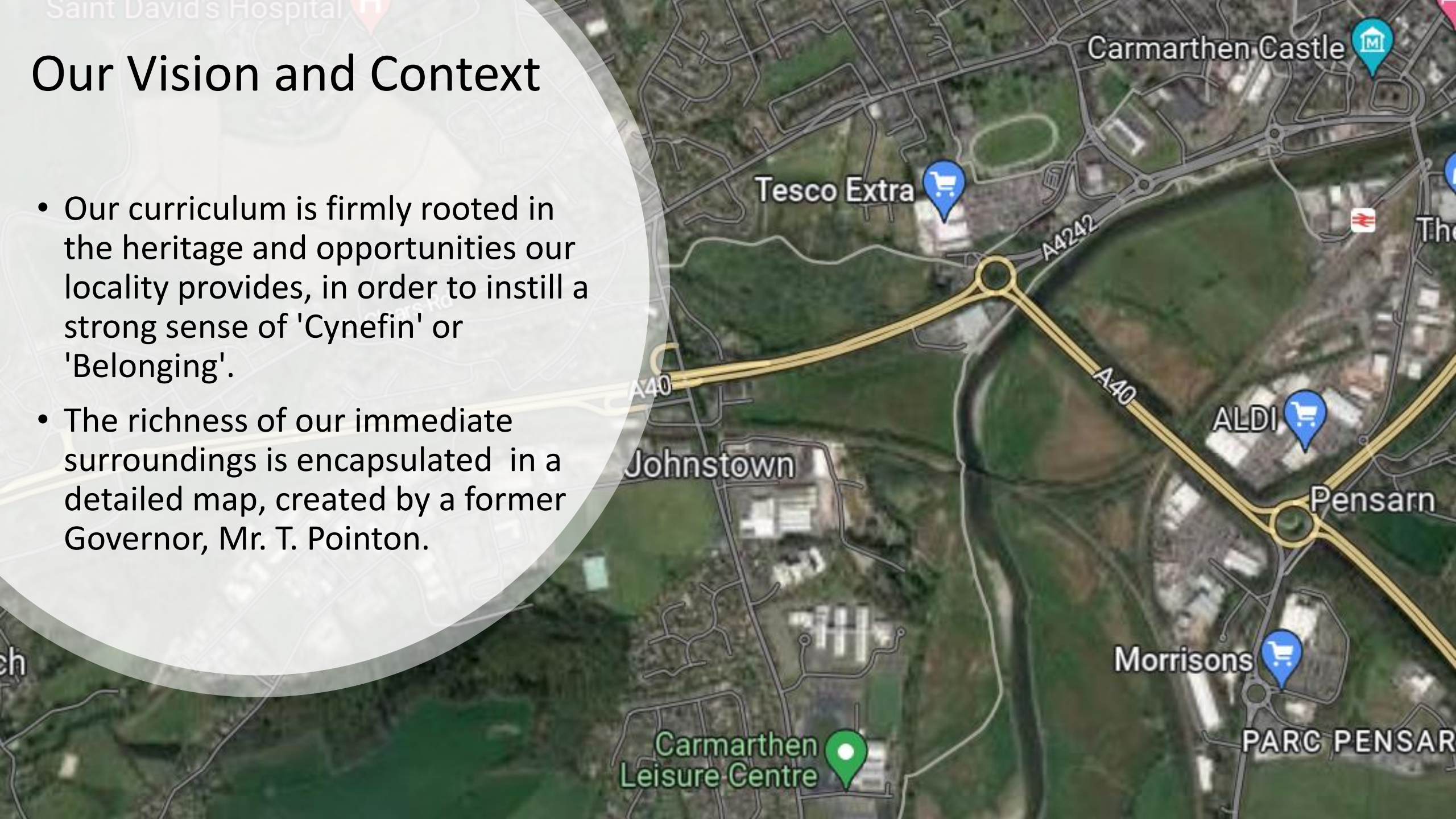
- Six Areas of Learning Experiences
- What Matters Statements
- Principles of Progression
- Descriptions of Learning
- Religion, Values and Ethics (RVE)
- Relationships and Sexuality Education (RSE)

Find out more here:

- [Health and Well-being](#)
- [Languages, Literacy and Communication](#)
- [Mathematics and Numeracy](#)
- [Humanities](#)
- [Science and Technology](#)
- [Expressive Arts](#)

# Our Vision and Context

- Our curriculum is firmly rooted in the heritage and opportunities our locality provides, in order to instill a strong sense of 'Cynefin' or 'Belonging'.
- The richness of our immediate surroundings is encapsulated in a detailed map, created by a former Governor, Mr. T. Pointon.





# Developing a sense of Belonging or 'Cynefin'

- The Map created by former Governor, Mr. T. Pointon captures together the wealth and richness of the immediate surroundings within Johnstown and Carmarthen.
- Cross AoLE links are plentiful and formed the bases of Johnstown School's Long Term Plan.
- Local experts including a former mayor were also interviewed by staff to add relevant detail, ensuring that our bespoke curriculum is firmly rooted in our locality.

## Johnstown Map



# Curriculum Design - Stakeholder Co-Construction

## **Community:**

Local expert interviews

## **Pupils:**

Pupil voice sessions to give feedback on what is working and what could be better under each AoLE.

## **Staff:**

AoLE Working Groups established. Familiarisation tasks completed.

INSET sessions to create a long-term plan

Medium Term plans created with a strong focus on trips and visits to create authentic real-life experiences.

## **Governors:**

Regular meetings to feedback on curriculum development and opportunities to contribute suggestions and ideas.

Key members of staff invited to meetings to update Governors.

## **Parents / Carers:**

Parent Engagement group established

Online questionnaire to ascertain parental view on the new curriculum.

# Authentic Real-Life Experiences

Opportunities to maximise the rich and diverse experiences available within our locality and Wales are continuously being identified.

These may comprise of:

- Visits out of school
- Visitors into school
- Community engagement
- A hook to create interest and enthusiasm, e.g. a book, film clip, illustration, book, a curious object etc.



Creating Memorable Moments!





We are excited to be working with Wales Restorative Approaches Partnership (WRAP) focussing on developing skills to build, maintain and repair relationships and community, as well as reacting/ responding when things go wrong.

Restorative Approaches engage and develop positive relationships and resilient communities, to reduce harm, and de-escalate conflict quickly by problem solving effectively.

### Whole staff training

'The training was an excellent way to understand our staff, and everyone's needs better. This is helping us all work as a more cohesive and supportive team.'

'Our needs are displayed in class and referenced regularly. Pupils are using the term 'repair relationship' and using the hand bridge is very supportive. It is working well for pupils.'

### Pupil Council support



### Governor training

'I now have a very different outlook on how I approach behaviour after the training.'

### Parent workshops

'An informative session that provided an insight in to the approaches and practices being adopted at school.'

### Pupil Assemblies

# Pupil Voice and Children's Rights

- Pupil Voice shapes learning, opportunities and events across the school. Through our Pupil Councils, School, Eco, Welsh and Digital priorities are discussed and important decisions made.
- The United Nations Convention on the Rights of the Child or UNCRC underpins experiences and opportunities within Johnstown School. Learners explore and understand their rights and responsibilities.

Pupil Voice - Stained Glass Windows 3B January 2023

<p><i>What do I already know...</i></p> <ul style="list-style-type: none"> <li>• Stained glass windows have lots of vibrant colours (colourful)</li> <li>• There is lead on stained glass windows.</li> <li>• Some of us think that stained glass windows are stronger than normal windows.</li> <li>• Stained glass windows can be found in churches and cathedrals.</li> <li>• Glass is made from sand.</li> <li>• Stained glass windows have different patterns and shapes.</li> <li>• There are stained glass windows in some houses. Some of us have them.</li> <li>• Some stained-glass windows have arch shapes in them.</li> <li>• Some stained-glass windows are shiny.</li> <li>• Stained glass windows need light for them to work.</li> <li>• Some stained-glass windows have pictures of Jesus or God on them.</li> <li>• Stained glass windows are all sorts of shapes and sizes.</li> <li>• Stained glass windows are made in an oven.</li> <li>• Some stained glass windows are hard to make.</li> <li>• We know that the Roman's had stained glass windows.</li> <li>• The first stained glass window was found 1500 years ago.</li> </ul>	<p><i>What I would like to find out...</i></p> <ul style="list-style-type: none"> <li>• Why do stained glass windows have black lines on them?</li> <li>• How do stained glass windows get put in buildings?</li> <li>• How are stained glass windows coloured in and not broken?</li> <li>• What is the scientific way of saying stained glass windows?</li> <li>• How old are stained glass windows?</li> <li>• How strong are stained glass windows?</li> <li>• Who designs and makes stained glass windows?</li> <li>• Are there any with only dark colours?</li> <li>• Who invented glass?</li> <li>• When was the first stained glass window ever made and how long ago was that? Who designed it?</li> <li>• Did Thomas Edison design stained-glass windows?</li> <li>• How do stained glass windows get set up?</li> <li>• We would like to make stained glass windows.</li> <li>• How are the different colours made?</li> <li>• How does the light shine through glass and stained-glass windows?</li> <li>• Where are stained glass windows made?</li> <li>• Can we map where we can find stained glass windows?</li> <li>• Are there famous stained-glass windows?</li> <li>• What is used to make the colours on stained glass windows?</li> <li>• How do stained glass windows get moved from place to place?</li> <li>• How is glass made?</li> <li>• What were stained glass like in Roman times?</li> <li>• How do they put detail on the windows?</li> <li>• What different sized stained-glass windows can you get?</li> </ul>
<p><i>Where could we visit or what visitors could come to help us?</i></p> <ul style="list-style-type: none"> <li>• Art Gallery</li> <li>• We could go to a glass company (Nolan Windows) or they could visit us.</li> <li>• Visit churches in our local area.</li> <li>• A stained-glass window factory</li> <li>• Stained-glass window artist</li> <li>• Mrs Driscoll - Glass artist</li> <li>• Visit somewhere where stained-glass windows are made</li> <li>• Scientist - help us understand about how glass is made.</li> <li>• Visit a Cathedral</li> <li>• A priest / vicar could visit us.</li> </ul>	



Comisiynydd Plant Cymru  
Children's Commissioner for Wales

Listen. Support. Speaks up.

Hi! My name is Beo Chwiler and I'm the Children's Commissioner for Wales from April 2022 until April 2029.

It's my job to support you to find out about your rights. I make sure that people who care for you, if you think you've been treated unfairly, or someone offers to help you, all children get their rights.

Speak up for you on important issues.

Learning more about rights means you can help others on an adult working with young people. You can get information on the website: [www.childrenscommissioner.wales](http://www.childrenscommissioner.wales) or by calling 0800 01 1000. You can also contact the office of the Commissioner for Children's Rights in Cardiff.

## KNOW YOUR RIGHTS

The United Nations Convention on the Rights of the Child, or the UNCRC, is a list of rights that all children and young people in Wales and across the world have.

<p><b>Article 1:</b> Everyone under 18 has these rights.</p> <p><b>Article 2:</b> All children have these rights no matter what. All children should be treated equally.</p> <p><b>Article 3:</b> Adults should always do what is best for you.</p> <p><b>Article 4:</b> The Government should make sure that all children and young people get these rights.</p> <p><b>Article 5:</b> The Government should respect the right of your family to help you know about your rights.</p> <p><b>Article 6:</b> You have the right to life, to grow up and reach your full potential.</p> <p><b>Article 7:</b> You have the right to a name and a nationality.</p> <p><b>Article 8:</b> You have the right to an identity.</p> <p><b>Article 9:</b> You have the right to live with your parents, if that is what's best for you.</p> <p><b>Article 10:</b> You have the right to see your family even if they live in a different country.</p>	<p><b>Article 10:</b> You have the right to be listened to and taken seriously.</p> <p><b>Article 11:</b> You have the right to find out and share information, and to say what you think.</p> <p><b>Article 12:</b> You have the right to provide your own opinion, even if you're not stopping people from enjoying their rights.</p> <p><b>Article 13:</b> You have the right to speak with friends and your group.</p> <p><b>Article 14:</b> You have the right to privacy.</p> <p><b>Article 15:</b> You have the right to have information from the media that you can understand, as long as it's safe.</p> <p><b>Article 16:</b> You have the right to be brought up by both parents, if possible.</p> <p><b>Article 17:</b> You have the right to be protected from being hurt or badly treated.</p> <p><b>Article 18:</b> You have the right to be looked after properly if you can't live with your own family.</p> <p><b>Article 19:</b> If you can't live with your parents, you have the right to be the best place for you.</p>	<p><b>Article 20:</b> If you are a refugee, you have the same rights as any other child in the country.</p> <p><b>Article 21:</b> If you are disabled, you have the right to special care and support so that you can lead a full and independent life.</p> <p><b>Article 22:</b> You have the right to clean water, healthy food, a clean environment and good healthcare.</p> <p><b>Article 23:</b> If you're not getting your family, you have the right to regular check-ups to know you're being cared for.</p> <p><b>Article 24:</b> You have the right to support from the Government if your family hasn't got enough money to live on.</p> <p><b>Article 25:</b> You have the right to be protected during a war and not to be in the army if you're under 15.</p> <p><b>Article 26:</b> You have the right to special help if you've been hurt or badly treated.</p> <p><b>Article 27:</b> You have the right to be brought up in your own language and to learn your own language.</p> <p><b>Article 28:</b> You have the right to an education.</p> <p><b>Article 29:</b> You have the right to be the best person you can be. Education must help you develop your skills and talents to the full.</p> <p><b>Article 30:</b> If you live in your country, you have the right to speak your own language and to learn your family's own language.</p> <p><b>Article 31:</b> You have the right to play and enjoy your leisure time.</p> <p><b>Article 32:</b> You have the right to be protected from being dangerous work.</p>	<p><b>Article 33:</b> You have the right to be protected from dangerous drugs.</p> <p><b>Article 34:</b> Nobody should touch you in ways that make you feel uncomfortable, unsafe or sad.</p> <p><b>Article 35:</b> You have the right to not be abducted, sold or trafficked.</p> <p><b>Article 36:</b> You have the right to be kept safe from things that could harm your development.</p> <p><b>Article 37:</b> You have the right not to be punished in a cruel or harsh way.</p> <p><b>Article 38:</b> You have the right to be protected during a war and not to be in the army if you're under 15.</p> <p><b>Article 39:</b> You have the right to special help if you've been hurt or badly treated.</p> <p><b>Article 40:</b> You have the right to be treated fairly and to be treated like a young person if you've broken the law.</p> <p><b>Article 41:</b> If the laws in your country protect you better than the rights in this list, those laws should stay in place.</p> <p><b>Article 42:</b> The Government must let children and families know about children's rights.</p> <p><b>Article 43-46:</b> These articles are about how adults and the Government must work together to make sure all children get their rights.</p>
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**Do you need to talk to us about a problem?**  
Our investigators and advice services are free and confidential. It's there to help and support children and their families. Get in touch to find out how we can help.  
Phone: 0800 01 1000 Email: [advice@childrenscommissioner.wales](mailto:advice@childrenscommissioner.wales)

**Get in touch**  
Website: [www.childrenscommissioner.wales](http://www.childrenscommissioner.wales)  
Email: [post@childrenscommissioner.wales](mailto:post@childrenscommissioner.wales)  
Facebook: [Facebook](https://www.facebook.com/childrenscommissioner.wales) Twitter: [Twitter](https://twitter.com/childrenscommissioner.wales)

[Children's Rights Information](#)

[British Sign Language Articles](#)

# Learning for Life

- In order to give context and purpose, key learning habits have been identified, linked to the Twelve Pedagogical Purposes.

## [Learning for Life and the Pedagogical Principles](#)

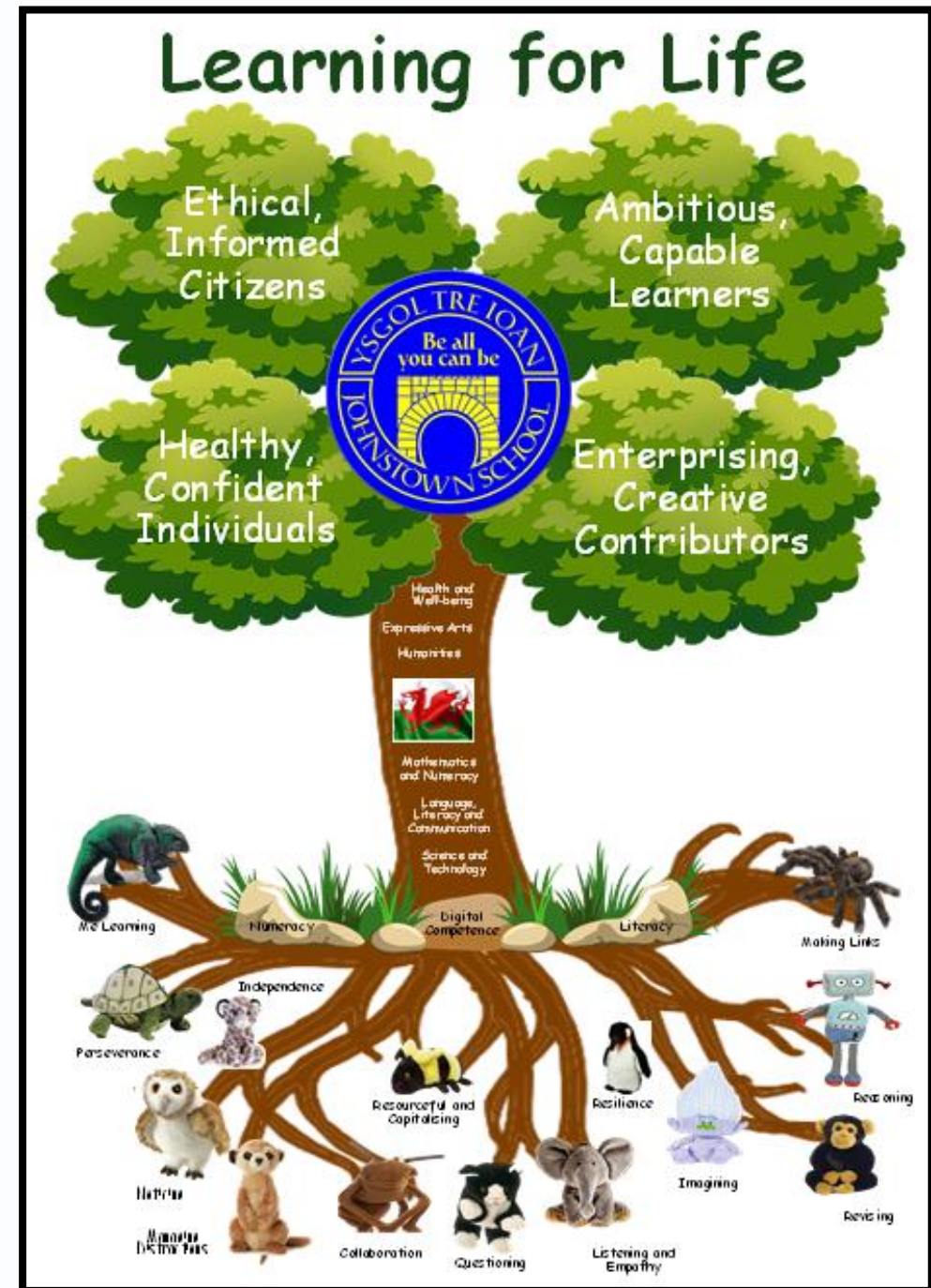
- For our younger learners in Progression Step 1, favourite well known characters have been selected and these are linked to the animal characters for Progression Steps 2 and 3.

## [Learning for Life Characters](#)

- Pupils are explicitly taught each key learning habit across all Areas of Learning Experience (AoLEs). These habits are refined and uplevelled throughout the learning journey in Johnstown Primary School, meeting the requirements of the four core purposes:

- ✓ Ethical Informed Citizens
- ✓ Ambitious, Capable Learners
- ✓ Healthy, Confident Individuals
- ✓ Enterprising, Creative Contributors

## [Learning for Life & the Four Core Purposes](#)



## [Learning for Life Tree](#)

# Inclusive Approaches

- Inclusive approaches lie at the heart of learning and teaching in Johnstown Primary School. We recognise that all pupils are entitled to learning experiences that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.

- High quality Universal Learning Provision (ULP) is accessible to all pupils, regardless of their learning need.

- We strive to remove any barriers pupils may have in their learning, enabling them to engage meaningfully and purposefully with the curriculum. Inclusivity, ensure learners have a sense of belonging in the classroom. This is essential in enabling all learners to succeed and achieve their full potential.

- [Universal and Additional Learning Provision Map 2022-2023.pdf](#)



# Education for Sustainable Development and Global Citizenship

Education for Sustainable Development and Global Citizenship (ESDGC) is an established integral part of school life at Johnstown Primary School. We believe that all pupils should have the opportunity to develop knowledge, skills and values that can equip them to make decisions that can impact on local and global issues without damaging the planet and creating a more equitable and sustainable world. Education for Sustainable Development is about the things we do every day. It teaches the future generation that they matter along with the choices that they make.

It is not a subject but rather a way of life incorporating values and attitudes. Our aim is to instill this attitude in all pupils at Johnstown, so that they contribute to the local community in Carmarthen, nationally in Wales and globally in a positive way. It is a whole school ethos, and every attempt is made to integrate it across the school, through the curriculum, involving all stakeholders, including teachers, support staff, governors and links with organisations, charities and the local community.

Johnstown has a long history of Eco Awards dating back to 2003 and we have again successfully maintained and renewed our platinum Eco School Status in 2022-2023 for the 7<sup>TH</sup> time. This commitment to the nationally and internationally recognised award empowers and inspires our pupils to make positive environmental changes to their school and wider community, while building on their key skills, including numeracy and literacy, and encompassing Education for Sustainable Development and Global Citizenship.

