

The Four Purposes

At Cila, the four purposes are the starting point and aspiration for the schools' teaching and learning and curriculum policies. The aim is to support learners to become:

ambitious, capable learners, ready to learn throughout their lives.

enterprising, creative contributors, ready to play a full part in life and work.

ethical, informed citizens of Wales and the world

healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Statements of What Matters

Our curriculum provides opportunities and experiences to develop the key concepts, knowledge and skills as described in the statements of 'What Matters' and in the line with the Statements of What Matters Code.

Welsh and English

As an English Medium school learning will take place in Welsh and English from the early years onwards.

Co Construction

Our curriculum is constructed with input from all stakeholders

Cila Primary School Curriculum for Wales Summary

Our curriculum is based on our motto, vision and ethos of the school. A curriculum that is broad and balanced and is inclusive, ensuring all learners can succeed. It introduces pupils to a wide range of experiences, knowledge skills and understanding. Promotes pupils' spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities, responsibilities and experiences for adult life.





Cross Curricular Skills

Key Competencies

In addition, the curriculum at Cila encourages the development of:

Literacy (NLF)

Numeracy (NNF)

Digital Competency (DCF)

And the wider skills of critical thinking and problem solving, planning and organisation, creativity and innovation and personal effectiveness.

An Inclusive Curriculum

Our curriculum raises the aspirations of all learners. We have considered how all learners are supported to realise the four purposes. We have considered our ALN provision and how we meet the needs of different groups of learners.

Learning, Progression and Assessment

Our curriculum supports learning through designing learning opportunities that draw upon the pedagogical principles, which enables all learners to make meaningful progress over time. Learners develop and improve their skills



and knowledge. Our curriculum focuses on understanding what it means to make progress in a given Area or discipline and how learners should broaden and deepen their knowledge and understanding. It is informed by the Progression Code. This, in turn, supports our approach to assessment, the purpose of which is to inform planning of future learning. Assessment is embedded as an intrinsic part of learning and teaching. All learners are assessed on entry to the school.

Our School Motto

Achieve, Build, Celebrate.

Areas of Learning and Experience

The structure of the curriculum is based on six areas of learning and experience.

Expressive Arts: Art, dance, drama, film and digital media and music.

Health and Well-being: Personal and social education, physical education and relationships and sexuality education.

Humanities: History, religious education and geography

Language, Literacy and Communication: English and Welsh

Mathematics and Numeracy

Science and Technology: Science, design craft and technology and information communication technology.

UNCRC/ UMCPRD

Our school promotes knowledge and understanding of Part 1 of the UNCRC and of the UNCRPD, among those who provide teaching and learning



RVE

Religion, Values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3-16. 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 City and County of Swansea

RSE

Our curriculum embraces the guidance in the RSE code. Our RSE provision has a positive and empowering role in our learners' education and plays 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 wellbeing, resilience and empathy.

Review and Refinement

Our 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. We will publish a summary of our curriculum and revise the summary if changes to the curriculum are made during the review process.

Head teacher: Mrs. V Taylor September 2025

Acting Chair of Governors: Mr. Paxton Hood Williams

Review Date: September 2026