



Curriculum for Wales Statement

The Federation of Tavernspite and Templeton CP Schools

Our Curriculum

At Tavernspite and Templeton CP Schools, we believe every child deserves an education that inspires curiosity, builds confidence and nurtures a lifelong love of learning. Our curriculum has been developed collaboratively with pupils, staff, governors, parents and our wider community and reflects the unique character, values and aspirations of our Federation.

Rooted in the principles of the Curriculum for Wales, our curriculum provides rich, authentic and meaningful learning experiences that enable every child to flourish academically, socially, emotionally and creatively. We recognise that every learner is unique and ensure our curriculum is inclusive, ambitious and responsive to the needs of all.

Our Vision

Our vision is to develop happy, healthy and ambitious learners who are proud of themselves, their community and Wales.

Through engaging, purposeful and memorable learning experiences, we aim to nurture children who are:

- ☐ Curious, resilient and enthusiastic lifelong learners.
- ☐ Kind, respectful and compassionate individuals.
- ☐ Creative thinkers and confident problem-solvers.
- ☐ Responsible citizens who value diversity, sustainability and their local community.
- ☐ Confident communicators who are prepared for an ever-changing world.

We believe children only have one opportunity to experience a primary education. Everyday matters, and every child deserves the highest quality teaching, care and opportunities to succeed.

Our Values

Everything we do is underpinned by our shared Federation values:

- ☐ Respect
- ☐ Kindness
- ☐ Responsibility
- ☐ Resilience
- ☐ Honesty
- ☐ Collaboration
- ☐ Curiosity
- ☐ Inclusivity
- ☐ Wellbeing
- ☐ Pride in our Community

These values shape our relationships, our curriculum and our expectations, ensuring that everyone feels safe, valued and able to achieve their full potential.

Our Inclusive Curriculum

Our curriculum has been designed so that every learner can achieve success regardless of their background, abilities or starting points.

We have high expectations for every child and provide appropriate support, challenge and opportunities to enable all learners to make meaningful progress. Through high-quality teaching, effective assessment and personalised provision, including robust Additional Learning Needs (ALN) support, we strive to remove barriers to learning and promote equity for all.

Our curriculum celebrates diversity, promotes equality and reflects the experiences, identities and cultures of our learners and communities.

The Four Purposes

The Four Purposes are at the heart of our curriculum design and underpin every aspect of school life.

We aim to develop learners who are:

- ❑ **Ambitious, capable learners** who enjoy learning and continue to develop knowledge and skills throughout their lives.
- ❑ **Enterprising, creative contributors** who think independently, solve problems and embrace new opportunities.
- ❑ **Ethical, informed citizens** who understand their responsibilities locally, nationally and globally.
- ❑ **Healthy, confident individuals** who value their physical, emotional and mental wellbeing and contribute positively to society.

Statements of What Matters

Learning is carefully planned around the Statements of What Matters, ensuring children develop deep understanding, transferable knowledge and increasingly sophisticated skills.

Our curriculum promotes enquiry, creativity, critical thinking and collaboration, allowing learners to make meaningful connections across different areas of learning while applying their learning in authentic contexts.

Areas of Learning and Experience

Learning is delivered through the six Areas of Learning and Experience (AoLEs):

- ❑ Languages, Literacy and Communication
- ❑ Mathematics and Numeracy
- ❑ Science and Technology
- ❑ Humanities
- ❑ Health and Well-being
- ❑ Expressive Arts

Where appropriate, learning is connected across Areas to create purposeful, engaging and relevant experiences that reflect children's interests and the world around them.

Learning, Progression and Assessment

Our curriculum is built upon evidence-informed teaching approaches and the principles of progression.

We believe assessment should support learning rather than simply measure it. Assessment is continuous, purposeful and embedded within everyday teaching. It enables staff to identify next steps, celebrate success and provide appropriate challenge and support.

Learners are encouraged to reflect upon their own progress, develop independence and understand themselves as successful learners.

Developing Cross-Curricular Skills

The mandatory cross-curricular skills are woven throughout our curriculum.

Learners develop increasingly sophisticated skills in:

- ☐ Literacy
- ☐ Numeracy
- ☐ Digital Competence

Children are provided with meaningful opportunities to:

- ☐ communicate confidently through speaking, listening, reading and writing;
- ☐ apply mathematical understanding in authentic situations;
- ☐ use digital technologies safely, creatively and responsibly;
- ☐ think critically, solve problems and work collaboratively.

Reading for pleasure and purpose is a key priority across our Federation, with rich opportunities for learners to develop a genuine love of books, language and storytelling both within school and beyond.

Our Curriculum in Practice

Learning at Tavernspite and Templeton extends beyond the classroom.

Our curriculum embraces:

- outdoor learning and the natural environment;
- Welsh language, culture and heritage;
- community partnerships and local experiences;
- sustainability and global citizenship;
- creativity, innovation and enterprise;
- health, wellbeing and physical activity;
- pupil voice and leadership opportunities.

We believe children learn best through first-hand experiences, enquiry and meaningful connections with their local community and the wider world.

Relationships, Wellbeing and Inclusion

Positive relationships are central to our curriculum.

We foster a nurturing environment where every learner feels safe, respected and valued. Children's emotional wellbeing is prioritised alongside academic achievement, ensuring they develop the confidence and resilience needed to flourish.

We work in close partnership with families, recognising that parents and carers are children's first educators and play a vital role in supporting learning.

UNCRC and Children's Rights

As a rights-respecting Federation, we actively promote the principles of the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

Children are supported to understand their rights and responsibilities and encouraged to contribute positively to school life and the wider community.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics forms an integral part of our Humanities curriculum and is taught in accordance with the locally agreed syllabus for Pembrokeshire.

Learning encourages curiosity, respect and understanding of different beliefs, values and worldviews, enabling learners to appreciate diversity and develop their own informed perspectives.

Relationships and Sexuality Education (RSE)

Relationships and Sexuality Education is delivered in accordance with the Curriculum for Wales RSE Code.

Our provision is age-appropriate, inclusive and developmentally appropriate, equipping learners with the knowledge, skills and values needed to build healthy, respectful relationships, understand themselves and make safe, informed choices.

Welsh Language and Culture

As an English-medium school, we are committed to developing learners' confidence in both English and Welsh.

The Welsh language, culture, heritage and identity are celebrated throughout school life, enabling learners to develop pride in Wales while preparing them to become bilingual citizens.

Careers and Work-Related Experiences (CWRE)

Learners are introduced to the world of work through meaningful experiences, enterprise activities, visitors, community partnerships and real-life contexts.

These opportunities help children understand the diverse possibilities available to them while developing ambition, resilience and aspiration for their future.

Monitoring, Review and Continuous Improvement

Our curriculum is regularly reviewed to ensure it continues to meet the needs of our learners, reflects current educational research and remains aligned with national guidance.

The views of pupils, staff, parents, governors and the wider community play an important role in shaping future developments.

Headteacher: Mrs Sarah Arthur

Chair of Governors: Mr Nick Davies

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