



ADDYSGWYR CYMRU
EDUCATORS WALES



**Addysgu Cynefin a hanes
amrywiol Cymru: Sut i gynnwys
themâu Du, Asiaidd a
Lleiafrifoedd Ethnig yn y
cwricwlwm newydd**

1 Mawrth 2022

**Teaching Cynefin and the
diverse history of Wales: How
to include Black, Asian and
Minority Ethnic themes in the
new curriculum**

1 March 2022

cynnefin

♥CWTCH♥

The welsh word meaning
cuddle or hug

It creates a safe place in a
house or peoples hearts

10. 2000 1000
 11. 2000 1000
 12. 2000 1000
 13. 2000 1000

HIRAETH





The New Zealand
Curriculum Online


Powys

[Home](#) > [The New Zealand Curriculum](#) > [Social sciences](#) > What are the social sciences?

Social sciences

What are the social sciences?

Why study the social sciences?

Learning area structure

Achievement objectives

What are the social sciences about?

Unuhia te rito o te harakeke kei whea te kōmako e kō?

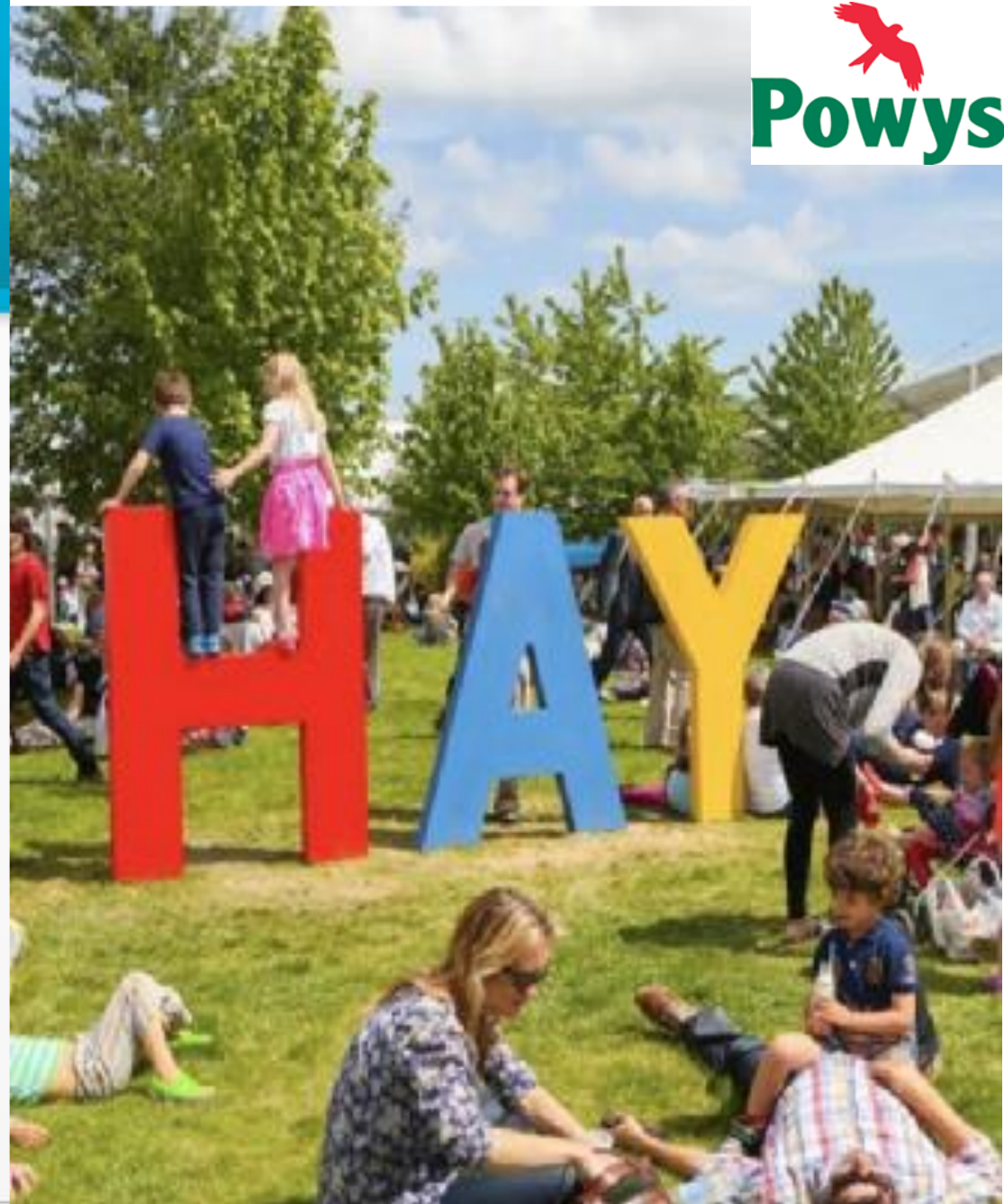
Whakatairangitia – rere ki uta, rere ki tai;

Ui mai koe ki ahau he aha te mea nui o te ao,

Māku e kī atu he tangata, he tangata, he tangata!

Social Sciences

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.



Cynefin

This is the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.





**This is the only thing
that unites all pupils!!!!**

**Dyma'r unig beth sy'n uno
pob disgybl!!!!**

Confidence to look out at the world

Hyder i edrych allan ar y byd





There are two things children
should get from their
parents: roots and wings.

Johann Wolfgang von Goethe

 quote fancy

MERED – Hero/Arwr



Cynefin

(Mered's last poem)

Ble bynnag af hyd gyrrau'r cread crwn
Af a'm cynefin hefo mi,mi wn.

The Welshman, the scholar, the philosopher,
the teacher, the entertainer, the singer, the
historian, the language campaigner, the
television producer, the friend.



Support the Guardian
Available for everyone, funded by readers
Subscribe → Contribute →

The Guardian
News website of the year

Search jobs Sign in Search UK edition

News Opinion Sport Culture Lifestyle More

Education ▶ Schools Teachers Universities Students

Black history lessons to become mandatory in Welsh schools

Government says learning about BAME histories will help youngsters become 'ethical and informed'

Steven Morris
@stevenmorris20
Fri 19 Mar 2021 09:49 GMT

f t e



Schoolchildren at Willows high school in Cardiff on Monday after secondary schools reopened in Wales. Photograph: Matthew Horwood/Getty Images

All pupils in **Wales** are to be taught about racism and the contributions of black, Asian and minority ethnic communities, the devolved government has said.

Under changes to the curriculum the teaching of BAME histories will be mandatory, with the Labour-led government saying this would help young people grow into "ethical and informed citizens".

Prof Charlotte Williams, who led a working group created by the Welsh government to look at the teaching of minority ethnic contributions through history, said there was considerable evidence of racial inequality in Wales's education system.

She said: "The attainment of children and young people from some minority communities is being hampered by a curriculum that has failed to represent their histories, and the contributions of their communities, past and present. They are hampered by the lack of positive role models in an education workforce that does not adequately reflect the ethnically diverse profile of Wales; and they are hampered by experiences of racism in their everyday school life. This must change."









What's the connection?



Beth yw'r cysylltiad?



Beth yw'r cysylltiad?



What's the connection?



Beth yw'r cysylltiad?



Beth yw'r cysylltiad?



What's the connection?



What's the connection?



What is the connection?



Beth yw'r cysylltiad?



What is the connection?



Beth yw'r cysylltiad?



1

Gareth Hughes



2



3



Ffilm

<https://www.youtube.com/watch?v=K8ewI5Uo4k8>



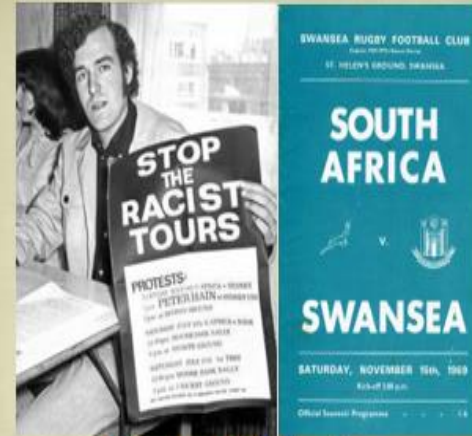
Am fwy o wybodaeth

<http://www.walesonline.co.uk/lifestyle/showbiz/artist-prompts-cause-celebrate-wales-2036273>

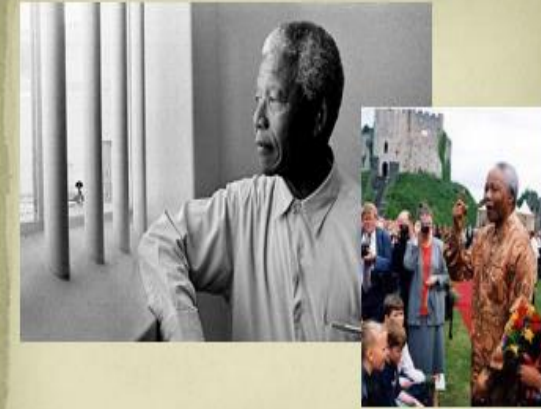
What is the connection?



Battle of Swansea



Peter Hain



Nelson Mandela

Apartheid in South Africa

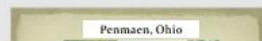


'The Battle of Swansea'

144 views • 29 Nov 2019

Like 3 Dislike 0 Share Save ...

<https://www.youtube.com/watch?v=UNgoW1zaOdY>



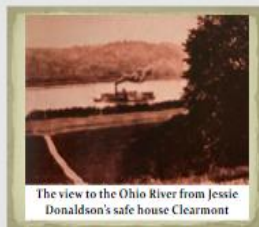
What is the connection?

	
	
	
American Civil War	Slavery

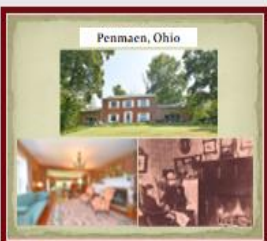
What is the connection?

1. Wales
2. Wind Street, Swansea
3. The American Civil War
4. Heineken
5. Slavery

4



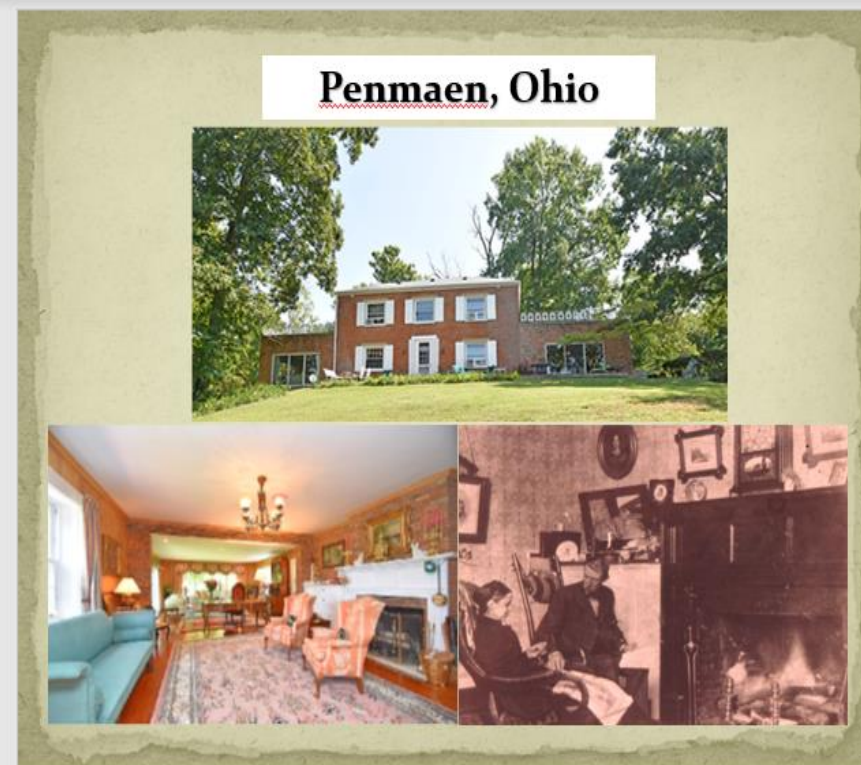
5



6



7



Other members of Jessie's family also moved to the USA and were also active in the anti-slavery movement. Between them they set up three safe houses. One, named Penmaen, still stands on the banks of the Ohio river as a historic guest house.

<https://www.cincinnatiimagazine.com/homefrontblog/this-historic-ohio-township-home-was-a-stop-on-the-underground-railroad/>



Jessie Donaldson's brother Samuel Heineken also emigrated to live in America. Samuel Heineken was born in Bristol in 1802 but was brought up in Swansea. At the age of sixteen, he entered the navy as midshipman and served on board numerous British naval vessels. In 1852 at the age of 50 with his wife Llanelli born wife Caroline Williams he decided to emigrate to Indiana. But Samuel Heineken's colourful life doesn't come to an end there, when the American Civil War broke out in 1861 he enlisted at the age of 59 in Co G 3rd Regiment Indiana Cavalry as a private, and was mustered out in 1865 as a Quartermaster Sergeant. At the Battle of Stone River in 1863 his horse was shot from under him and he was captured and held as a prisoner of war in Virginia.

Samuel Heineken, was buried at Greenlawn Cemetery, Fredrick, Indiana on the 21 April 1883 (aged 80). Further information can be found at –

https://www.findagrave.com/memorial/152613138/samuel-p_-heineken

6
★



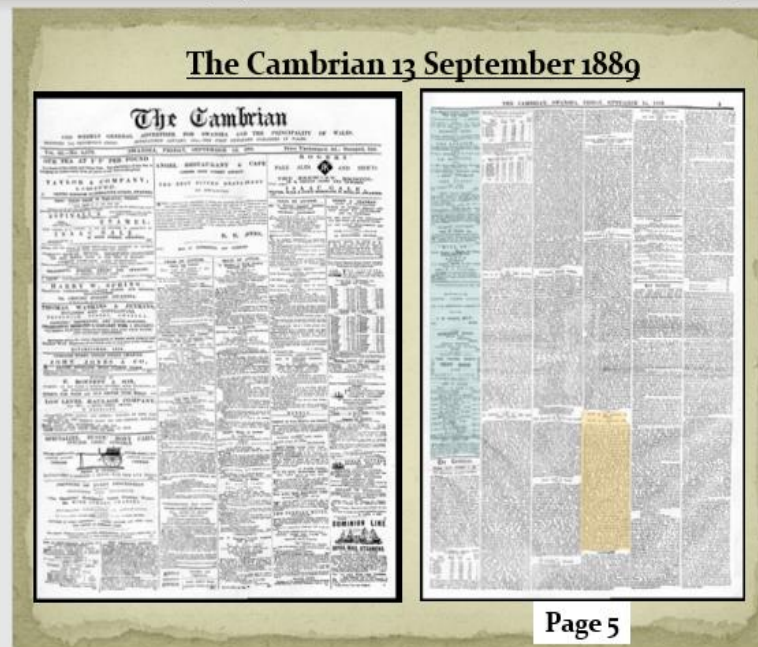
7



8



9
★



<https://newspapers.library.wales/view/3338346/3338351/33/>

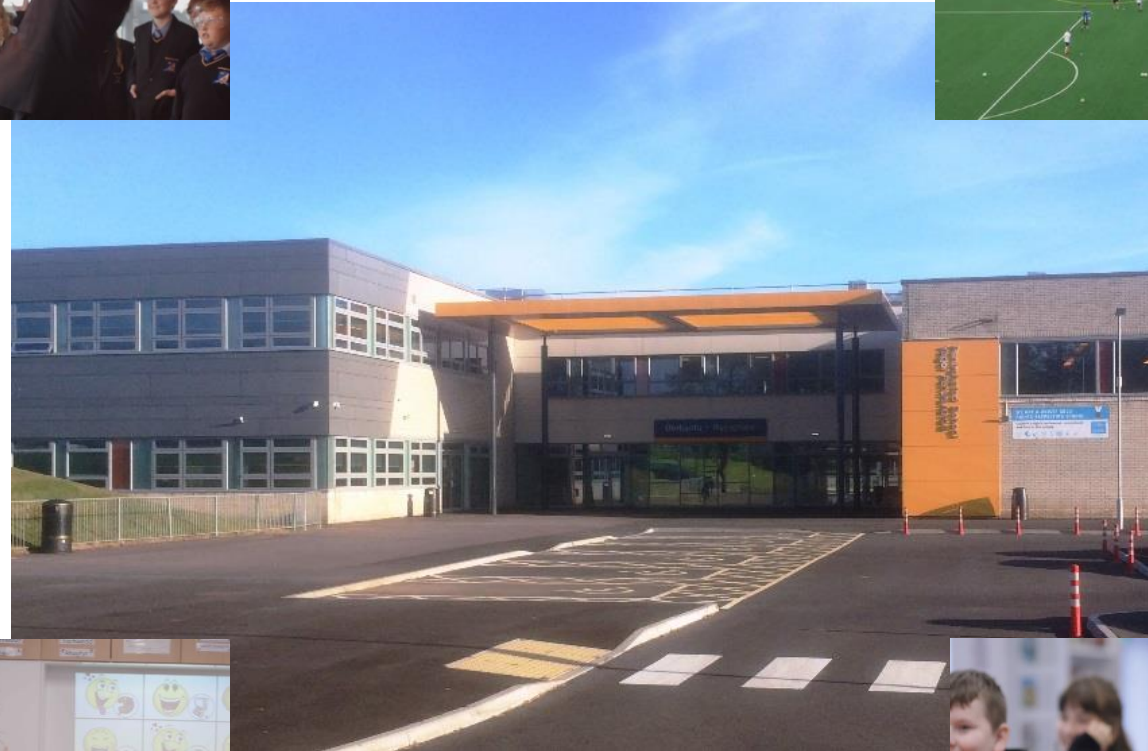
An obituary to Jessie Donaldson titled **"Death of Mrs Donaldson of Swansea. Record of a Remarkable Life"** which appeared in The Cambrian newspaper in Swansea on th 13 September 1889.



Dr. Huw Griffiths

huw.griffiths@powys.gov.uk

Ysgol Pentrehafod | Pentrehafod School



CYD-DDYSGU
LEARNING TOGETHER

Pentrehafod School
Ysgol Pentrehafod



Cyd-destun yr Ysgol

- Ysgol uwchradd i ddisgyblion 11 – 16 oed yn Hafod
- 1071 o fyfyrwyr ar y gofrestr
- 17% Saesneg fel Iaith Ychwanegol
- Yr unig ysgol uwchradd yn Abertawe i gael ei phennu'n Ysgol Noddfa
- Athro Saesneg fel Iaith Ychwanegol
- Dyfarniad Ysgol sy'n Parchu Hawliau Aur CCUHP
- Adolygiadau o'r Cwricwlwm ac Adborth Llais y Dysgwr
- Golwg amgen

School Context

- 11 – 16 secondary school in Hafod
- 1071 students on-roll
- 17% English as an Additional Language
- Only secondary school in Swansea to be classified as a School of Sanctuary
- EAL Teacher
- UNCRC Rights Respecting School – Gold Award
- Curriculum Reviews and Student Voice Feedback
- Alternative Lens

Gwreiddio themâu Pobl Dduon, Asiaidd ac Ethnig Lleiafrifol yn y Dyniaethau

- Y cwricwlwm presennol – pynciau ‘traddodiadol’ sef caethwasiaeth a Hawliau Sifil.
- Gweledigaeth – dathlu hanes amrywiol Cymru ac osgoi dysgu hanes pobl dduon, Asiaidd ac ethnig lleiafrifol o safbwynt gwrthdaro.
- Ymchwilio i storïau lleol ac ehangach er mwyn sicrhau bod y cwricwlwm yn gynrychiadol.
- Straeon lleol gan Huw Griffiths. Er enghraifft ‘Brwydr Abertawe’ – dysgu am Apartheid.
- ‘Du a Phrydeinig’ – David Olusoga.
- ‘Hanes heb Sylfaen’ – Elin Jones.
- Llais y disgybl – rhan annatod o’r newidiadau.

Embedding Black, Asian and Minority Ethnic themes within Humanities

- Current curriculum – ‘traditional’ topics of slavery and Civil Rights.
- Vision – to celebrate the diverse history of Wales and avoid teaching black, Asian and minority ethnic history from a position of conflict.
- Research around local and wider stories to ensure curriculum is representative.
- Local stories from Huw Griffiths. For example ‘Battle of Swansea’ – teaching of Apartheid.
- ‘Black and British’ – David Olusoga.
- ‘History Ungrounded’ – Elin Jones.
- Pupil voice – integral to changes.

Ar draws y cwricwlwm

- Rhaglen ddarllen amser cofrestru – herio testunau sy’n edrych ar faterion yn ymwneud â hil ac amrywiaeth. Gwneir hyn yn eglur ac yn ymhlyg.
- ‘Face’ – Benajmin Zephaniah, ‘And The Stars Were Burning Brightly’, Danielle Jawando, ‘The Hate U Give’ – Angie Thomas.
- Maes Dysgu a Phrofiad Saesneg – astudiaeth o leisiau diwylliannol, geirfa, stereoteipio a rhagfarn hiliol.
- Maes Dysgu a Phrofiad Gofal Cymdeithasol Iechyd a Llesiant – cynrychiolaeth mewn gyrfaedd a’r cwricwlwm ôl-16.
- Maes Dysgu a Phrofiad y Celfyddydau Mynegiannol – myfyrio ar hunaniaeth. Addysgu mwy eglur ynghylch diwylliannau sy’n berthnasol i broffil ein hysgol.

Across the curriculum

- Registration reading programme – challenging texts that look at issues surrounding race and diversity. This is done explicitly and implicitly.
- ‘Face’ – Benajmin Zephaniah, ‘And The Stars Were Burning Brightly’, Danielle Jawando, ‘The Hate U Give’ – Angie Thomas.
- English AoLE – study of cultural voices, vocabulary, stereotyping and racial bias.
- SCHWB AoLE – representation within careers and post-16 curriculum.
- Expressive Arts AoLE – reflections on identity. More explicit teaching around cultures relevant to our school profile.



West Park Primary School

A JOURNEY ...



Ysgol Gynradd West Park

TAITH...



West Park Primary School Porthcawl

- Situated on the outskirts of Porthcawl in Nottage.
- Most pupils are neither advantaged nor disadvantaged with 8.6% of pupils currently in receipt of free school meals. There are currently no pupils for whom Welsh is a first language.
- There are currently 420 full time pupils on roll
- Just under 4% of pupils are from minority ethnic and cultural backgrounds.

Ysgol Gynradd West Park Porthcawl



- Wedi'i lleoli yn Nottais ar gyrion Porthcawl.
- Nid yw'r rhan fwyaf o'r disgyblion yn freintiedig nac yn ddifreintiedig ac mae 8.6% o'r disgyblion yn cael prydau ysgol am ddim ar hyn o bryd. Nid oes unrhyw ddisgyblion sy'n siarad Cymraeg fel iaith gyntaf ar hyn o bryd.
- Ar hyn o bryd, mae 420 o ddisgyblion amser llawn ar y gofrestr.
- Mae ychydig yn llai na 4% o'r disgyblion o gefndiroedd lleiafrif ethnig a diwylliannol.

- We have an established staff and governors, who have been involved in the school for many years and also live in the community.
- The problem we have is that we only represent one demographic – we are white, and broadly Christian and broadly privileged
- Teaching diversity was scary – where to start? This was beyond our realm of experience!
- WE WERE ALL ON THIS JOURNEY AT THE SAME TIME !

- Mae gennym ni staff a llywodraethwyr sefydledig a fu'n rhan o'r ysgol ers blynyddoedd lawer ac sy'n byw yn y gymuned hefyd.
- Y broblem sydd gennym yw ein bod yn cynrychioli un grŵp demograffig yn unig – rydyn ni'n wyn, yn Gristnogol yn gyffredinol ac yn freintiedig ar y cyfan.
- Roedd addysgu amrywiaeth yn beth brawychus – ble i ddechrau? Roedd hyn y tu hwnt i'n profiad ni!
- ROEDDEN NI I GYD AR Y DAITH HON AR YR UN PRYD!

So, in the beginning ...

- We were/are novices – initially we looked for ways to gain ‘easy wins.’
- Made a conscious effort to infuse our teaching with more diverse learning opportunities along these lines making offerings that would develop an awareness in our staff and children.
- There was a realisation that we must provide for the needs of all our children.
- So the journey began in earnest ...

Felly, yn y dechrau...

- Roedden ni/rydyn ni’n nofisiaid – i ddechrau, edrychon ni am ‘fuddugoliaethau hawdd’.
- Gwnaethom ymdrech ymwybodol i drwytho ein haddysgu gyda chyfleoedd dysgu amrywiol ar hyd y trywydd hwn, gan gynnig arlwy a fyddai’n datblygu ymwybyddiaeth ein staff a’n plant.
- Sylweddolom fod rhaid i ni fodloni anghenion ein holl blant.
- Felly, dechreuodd y daith o ddifrif...

Autumn 2019 - First topic - EVERYONE COUNTS

- Conversations between staff
- Looking at our themes in school and looking for ways to develop knowledge through the children's own learning
- We tackled a topic on Children's Rights - Malala Yousafzai (Everyone Counts) to access this learning and it has been one of the best topics we have completed in recent times – the children loved it!

Tymor yr Hydref 2019 – Pwnc cyntaf – MAE PAWB YN CYFRIF

- Sgyrsiau rhwng aelodau staff
- Edrych ar ein themâu yn yr ysgol a chwilio am ffyrdd i ddatblygu gwybodaeth drwy ddysgu'r plant eu hunain
- Aethom i'r afael â phwnc ar Hawliau Plant - Malala Yousafzai (Mae Pawb yn Cyfrif) i fanteisio ar y dysgu hwn, a bu'n un o'r pynciau gorau rydym wedi'u cwblhau'n ddiweddar – roedd y plant wrth eu bodd!

Heroes Topic Spring 2021

- Building on the learning in 'Everyone Counts' and make progress in our journey - a new theme - HEROES
- The backdrop of Heroes - current affairs and the Black Lives Matter movement, George Floyd
- Heroes Theme had a clear strategy to teach our children about diversity but the key message to this was offering them knowledge about the world that was beyond their experience and to help them understand that we are all equal and human.

Pwnc Arwyr Gwanwyn 2021

- Adeiladu ar ddysgu 'Mae Pawb yn Cyfrif' a gwneud cynnydd ar ein taith – thema newydd – ARWYR
- Cefnlen Arwyr – materion cyfoes a'r mudiad Mae Bywydau Du o Bwys, George Floyd
- Roedd gan y thema Arwyr strategaeth glir i addysgu ein plant am amrywiaeth, ond y neges allweddol oedd cynnig gwybodaeth iddynt am y byd y tu hwnt i'w profiadau a'u helpu i ddeall bod pob un ohonom yn gyfartal ac yn fodau dynol.

Heroes topic and lockdown 2021

We wanted the children to recognise that society is made up of all different kinds of people however unique they are. That we are all human beings and deserve the same respect. That people can overcome great adversity if they persevere and work hard and that we are all heroes. At this stage we were less concerned with developing their sense of cynefin so we looked at heroes from all walks of life – and asked the children themselves who they wanted to learn about eg

- Tanni Grey
- Captain Tom
- Rosa Parks
- Martin Luther King

Y pwnc Arwyr a chyfnod clo 2021

Roeddem am i'r plant gydnabod bod cymdeithas yn cynnwys pobl o bob cefndir, ni waeth pa mor unigryw y maent. Bod pob un ohonom yn fodau dynol ac yn haeddu'r un parch. Y gall pobl oresgyn adfyd mawr drwy ddyfalbarhau a gweithio'n galed, a bod pob un ohonom yn arwyr. Ar yr adeg hon, roeddem yn poeni llai am ddatblygu eu hymdeimlad o gynefin, felly edrychom ar arwyr o bob cefndir – a holi'r plant eu hunain pwy yr hoffent ddysgu amdanynt e.e.

- Tanni Grey
- Capten Tom
- Rosa Parks
- Martin Luther King

The OUTCOME of HEROES?

- Time to explore our own thoughts and feelings and understanding of what we mean by diversity.
- Staff had a lot of fear attached to the teaching of Diversity
 - What do I say if they ask a difficult question? What is the right vocabulary? What if we upset someone? What if we get it wrong? What if I'm accused of racism? What if we mess up?
 - We found it scary because we recognised that we couldn't step inside the shoes of so many people who suffer daily as a result of DISCRIMINATION and we knew we had to offer something better than before – we wanted to get it right
- The SLT recognised that there was a need to develop teacher confidence so we went in search of answers and support

DEILLIANT ARWYR?

- Roedd yn bryd i ni archwilio ein myfyrdodau a'n teimladau ein hunain a'n dealltwriaeth o beth yw ystyr amrywiaeth.
- Roedd llawer o ofn ymhlith staff o ran addysgu Amrywiaeth
 - Beth ydw i'n ei ddweud os byddant yn gofyn cwestiwn anodd? Beth yw'r eirfa gywir? Beth os byddaf yn peri gofid i rywun? Beth os byddwn ni'n ei wneud yn anghywir? Beth os caf fy nghyhuddo o fod yn hiliol? Beth os byddwn ni'n gwneud cawl ohono?
 - Roedd yn codi ofn arnom gan ein bod yn cydnabod na allwn gamu i le cymaint o bobl sy'n dioddef yn ddyddiol oherwydd GWAHANIAETHU, ac roeddem yn gwybod bod rhaid i ni gynnig rhywbeth gwell nag o'r blaen – roedden ni am ei wneud pethau'n iawn
- Roedd yr UDRh yn cydnabod bod angen datblygu hyder athrawon, felly aethom i chwilio am atebion a chymorth

Help and support part one Spring 2021

- As we were teaching this topic we sought help from different sources but soon realised two things

There is not a lot out there and if there is it is mostly American

Its good to talk!

- We found a route to Sue Davis at Cardiff Met and had a conversation and she just gave us the freedom to try!
- This empowered me as a leader to respond in my conversations from then on and just tell everyone to have a go, to trust our professionalism and just keep trying but we needed more.

Help a chymorth rhan un Gwanwyn 2021

- Wrth i ni addysgu'r pwnc hwn, chwiliom am gymorth o wahanol ffynonellau, ond sylweddolom ddau beth

Nid oes llawer o gymorth ar gael ac, os oes, mae'n Americanaidd yn bennaf

Mae'n dda siarad!

- Daethom o hyd i Sue Davis ym Mhrifysgol Met Caerdydd a chael sgwrs â hi, a rhoddodd hi'r rhyddid i ni fentro!
- Fe wnaeth hyn fy ngrymuso i, fel arweinydd, i ymateb yn fy sgysiau o hynny ymlaen a dweud wrth bawb am roi cynnig arni, ymddiried yn ein proffesiynoldeb a dal ati i fentro, ond roedd angen mwy arnom.

After lockdown Let's Talk about Race 2021

- We use books as a way in, ALL the time: it helps sets the tone, unifies the topic across the school, frames the conversations and helps drive consistency.
- So we used this book for artwork mainly on return to school. The message in the book is that on the outside we look different but on the inside we are all the same - It opened up discussions about skin colour while driving home the understanding that we are all the same but unique in our own way - feedback from staff was now less fearful but there were still conversations about categories and vocabulary that were holding some back from more meaningful discussions with their class
- We haven't got it right but we felt we were trying!

Ar ôl y cyfnod clo *Let's Talk about Race 2021*

- Rydym yn defnyddio llyfrau fel man cychwyn BOB amser: mae'n helpu pennu'r naws, rhoi strwythur i'r sgysiau a helpu sicrhau cysondeb.
- Felly, defnyddiom y llyfr hwn ar gyfer y lluniau'n bennaf wrth ddychwelyd i'r ysgol. Y neges yn y llyfr hwn yw ein bod yn edrych yn wahanol ar y tu allan, ond ein bod ni i gyd yr un fath y tu mewn. Sbardunodd hyn sgysiau am liw croen wrth gyfleu'r ddealltwriaeth ein bod ni i gyd yr un fath ond yn unigryw yn ein ffordd ein hun. Yr adborth gan staff oedd eu bod yn llai ofnus erbyn hyn, ond roedd sgysiau am gategorïau a geirfa o hyd a oedd yn atal rhai ohonynt rhag cael sgysiau mwy ystyrlon â'u dosbarthiadau.
- Nid ydym wedi taro'r nod, ond roeddem yn teimlo ein bod yn mentro!

Epic Wales – Spring 2022!

Sue and Huw !

- We made a conscious decision to develop our understanding of diversity whilst also capitalising on previous learning, but to now approach topics from a different viewpoint. To look through a different lens.
- **Epic Wales** is the new modernised version of our **Wonderful Wales** topic and we want to explore what that means and address the sense of place and cynefin.
- Huw Griffiths and Sue James - increased our confidence and inspired us to do better!
- The conversation allowed us to continue the chat in the staff room and develop confidence and embrace the responsibility we have to striving to make a difference
- We just talked and listened and felt better. It was invigorating.

Cymru Epic – Gwanwyn 2022! Sue a Huw !

- Gwnaethom benderfyniad gwybodys i ddatblygu ein dealltwriaeth o amrywiaeth, wrth fanteisio ar ddysgu blaenorol, ond i fynd i'r afael â phynciau o safbwynt gwahanol. I edrych drwy lens wahanol.
- **Cymru Epic Wales** yw'r fersiwn gyfoes newydd o'n pwnc **Cymru Ryfeddol** a hoffem archwilio beth mae hynny'n ei olygu a mynd i'r afael â'r ymdeimlad o le a chynefin.
- Cynyddodd Huw Griffiths a Sue James ein hyder a'n hysbrydoli i wneud yn well!
- Caniataodd y sgwrs i ni barhau i drafod yn yr ystafell staff, magu hyder a chofleidio'r cyfrifoldeb sydd gennym i ymdrechu i wneud gwahaniaeth.
- Gwnaethon ni siarad, gwrando a theimlo'n well. Roedd yn fywiogus.

Epic Wales plan – even better if...

- Decided that we need to explore religions in Wales and further develop understanding of diversity across Wales – what are the stories WE have on our doorstep.
- The HT and another member of staff visited Mount Stuart Primary School and we received online training from Show Racism the Red Card
- We planned our unit of work and that's where we are!
- Using Huw's conversation and resources as a start eg Paul Robeson visit to Porthcawl Pavilion and Iris de Frietas story
- We are currently in the middle of this topic but the plan is to go to Cardiff Bay, visit the Betty Campbell statue and decide on the next person who should be commemorated in a statue to celebrate Wales' diverse culture.
- In order to do this the children will have to learn about our industrial past and the wealth of talent that came to help us in Wales and how that has over time developed into vibrant and talented Welsh people
- I do recognise that these ideas came about through our talking with Huw and Sue and that they helped us see life through a different lens which was a crucial development in our thinking.

Cynllun Cymru Epic – hyd yn oed yn well pe byddwn...

- Penderfynom fod angen i ni archwilio crefyddau yng Nghymru a datblygu dealltwriaeth o amrywiaeth ledled Cymru ymhellach – pa storïau sydd gennym NI ar drothwy'r drws?
- Ymwelodd y pennaeth ac aelod arall o staff ag Ysgol Gynradd Mount Stuart a chawsom hyfforddiant ar-lein gan Dangos y Cerdyn Coch i Hiliaeth.
- Cynlluniom ein huned waith, a dyna lle'r ydym ni ar hyn o bryd!
- Defnyddio sgwrs ac adnoddau Huw fel man cychwyn e.e. Ymweliad Paul Robeson â Phafiliwn Porthcawl a stori Iris de Frietas
- Rydym ar ganol y pwnc hwn ar hyn o bryd, ond y bwriad yw mynd i Fae Caerdydd, ymweld â cherflun Betty Campbell a phenderfynu ar yr unigolyn nesaf y dylid ei goffáu â cherflun i ddathlu diwylliant amrywiol Cymru.
- I wneud hyn, bydd rhaid i'r plant ddysgu am ein gorffennol diwydiannol a'r cyfoeth o ddoniau a ddaeth i'n helpu yng Nghymru, a sut mae hynny wedi datblygu dros amser i greu Cymry bywiog a thalentog.
- Rwy'n cydnabod y daeth y syniadau hyn yn sgil ein sgysiau â Huw a Sue, a'u bod wedi ein helpu i weld y byd o safbwynt gwahanol, a oedd yn ddatblygiad hollbwysig yn ein meddylfryd.

Conclusions ? Competent to teach? Confident to try?

- It has been so important to find people to talk to and to be encouraged by others for having a go. But we had to go in search of them ourselves.
- Not enough resources anywhere and nothing linked to Wales
- Schools need more help in the form of suitable stories, books, media footage (that is not American), places to visit and people to see, networks to belong to.
- Access to stories – we need the stories we don't know about!
- Support from people to help navigate the fear. Support from others to open up the conversation and support from each other to know each others journey
- We are still on our journey at WPPS and we don't say we have got it right but today my colleagues worries are about making statues with real clay! Not the jargon

Casgliadau? Yn gymwys i addysgu? Yn hyderus i fentro?

- Bu dod o hyd i bobl i siarad â nhw a chael ein hannog gan bobl eraill i roi cynnig arni yn hollbwysig. Ond bu'n rhaid inni ddod o hyd iddyn nhw ein hunain.
- Nid oes digon o adnoddau ar gael yn unman ac nid oedd unrhyw beth yn gysylltiedig â Chymru.
- Mae angen mwy o gymorth ar ysgolion ar ffurf storïau addas, llyfrau, sylw yn y cyfryngau (nad yw'n dod o America), lleoedd i ymweld â nhw a phobl i'w gweld, rhwydweithiau i fod yn rhan ohonynt.
- Gallu manteisio ar storïau – mae arnom angen y storïau nad ydym yn gwybod amdanynt!
- Cefnogaeth gan bobl i helpu i ymdrin â'r ofn. Cefnogaeth gan bobl eraill i ddechrau'r sgwrs a chefnogaeth gan ein gilydd i wybod am deithiau ein gilydd.
- Rydym ar ein taith yn WPPS o hyd ac nid ydym yn dweud ein bod wedi'i wneud o'n iawn, ond erbyn heddiw mae pryderon fy nghydweithwyr yn ymwneud â gwneud cerfluniau â chlai go iawn, yn hytrach na'r jargon!

Lles, Dyheadau Uchel a Pherthnasoedd



**Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!**

**Addysgu Cynefin a hanes
amrywiol Cymru: Sut i gynnwys
themâu Pobl Dduon, Asiaidd a
Lleiafrifoedd Ethnig yn y
cwricwlwm newydd**

**Educating Cynefin: Wales'
diversity and history: How to
include Black, Asian and Minority
Ethnic themes in the new
curriculum**



**Ryan Chappell
Dirprwy Bennaeth/ Deputy Headteacher
@mrchappell84
ChappelR@hwbcymru.net**

Lles, D

o hedyn
awredd
fach -
dd MAWR!



Yr Anthem Genedlaethol

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Mae hen wlad

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Fy nhad/au

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Yn ann/wyl i mi

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Gwlad beirdd

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



a chan/tor/ion

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



En/wog/ion o fri

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



En/wog/ion o fri

Lles, Dyheadau Uchel a Pherthnasoedd



**Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!**

Addasu ein Gweledigaeth Ysgol Adapting our School Vision

Lles, Dyheadau Uchel a Pherthnasoedd

Rydyn ni'n gofalu am yr hadau,

Rydyn ni'n eu hannog i dyfu tuag at yr
haul

Fel eu bod yn gallu sefyll yn gryf a
gwehyddu o fewn eu cymdeithas.

Well-being, High Expectation and Relationships

We take care of the seeds,

We guide them to grow towards the sun

So that they are able to stand strong and
weave within their society.

Lles/ Well-being

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!

**Lles pob disgybl fydd yn
arwain penderfyniadau
Ysgol Pen-y-Groes.**

**Wrth ddathlu natur aml-
ddiwyllianol Pentwyn a'r brif
ddinas, cawn ddatblygu
disgyblion sy'n teimlo'n hyderus
yn eu crwyn eu hunain ac sy'n
dathlu gwahaniaethau.**

**All pupils' well-being will be at
the forefront of all decisions
made within
Ysgol Pen-y-Groes.**

**While celebrating the multi-
cultural nature of our capital city,
we will develop:
pupils that feel confident in their
own skins and enjoy differences in
others.**

Perthnasoedd/Relationships

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!

Daw ein disgyblion i ymfalchio yn eu hunaniaeth, trwy brofi cwricwlwm sydd yn dathlu eu hieithoedd, hanesion, diwylliant a'u treftadaeth o fewn cyd-destunau perthnasol.

Yn ddisgyblion dinesig, cânt ddatblygu eu perthnasoedd â chymuned Pentwyn a'r brif ddinas er mwyn meithrin dewisiadau, ymddygiadau a chyfraniadau sydd yn cael effaith gadarnhaol ar eu hardal, eu gwlad a'r byd ehangach.

Relationships between pupils and their language, history and heritage are important so that they are respectful and socially-minded citizens of Cardiff and Wales.

Pupils will develop relationships with their community, country and the world so that they understand how their choices, behaviour and contributions can have a positive impact to change and continually improve.

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!

GWELEDIGAETH Y CLWSTWR

Bwriad Cwricwlwm Clwstwr Bro Edern yw diwallu anghenion ein disgyblion, sy'n dod o gefndiroedd amrywiol mewn dalgylch gymysg yn Nwyrain Caerdydd, prifddinas Cymru.

Mae'r Pedwar Diben wrth galon Cwricwlwm Clwstwr Bro Edern. Er mai dibenion hir dymor yw'r rhain, maent angen sylw dyddiol er mwyn cael eu gwireddu.

Wrth i ni arwain disgyblion sy'n falch o'u treftadaeth ddinesig yn ein prifddinas, mae Cymreictod, yr iaith Gymraeg a'i datblygiad hanesyddol yn greiddiol i'n gweledigaeth.

Mae plethu meysydd ein cwricwlwm yn bwrpasol yn sicrhau bod disgyblion Clwstwr Bro Edern yn elwa o ehangder y cwricwlwm tra'n canolbwyntio ar yr Hyn sy'n Bwysig.

Mae'r bobl a astudir yng Nghwricwlwm Clwstwr Bro Edern yn drawsddoriad amrywiol ac yn cynnwys modelau rôl sy'n ysbrydoliaeth i'r holl ystod o ddisgyblion yn y clwstwr.



GWELEDIGAETH Y CLWSTWR

The Bro Edern Cluster Curriculum aims to meet the needs of our pupils, who come from varied backgrounds in a mixed catchment area in eastern Cardiff, the capital of Wales.

The Four Purposes are at the heart of the Bro Edern Cluster Curriculum. Despite the fact that they are long-term aspirations, they need daily attention if they are to be realised.

Guiding pupils who are proud of their civic heritage in our capital city means that Welshness, the Welsh language and its historical development are all core to our vision.

Purposefully interweaving the areas of our curriculum ensures that the pupils of the Bro Edern Cluster benefit from the breadth of the curriculum, while concentrating on What Matters.

The diverse range of people studied in the Bro Edern Cluster Curriculum include role models to inspire the whole cross-section of cluster pupils.

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!

GWELEDIGAETH Y CLWSTWR ... Parhad

Wrth gael eu magu mewn dinas aml-ddiwyllynnol ble mae cyd-fyw a chyd-dynnu'n rhan allweddol o fywyd beunyddiol, mae ennyn goddefgarwch a pharch yn ein disgyblion yn hanfodol.

Mae annog uchelgais yn ein disgyblion yn golygu datblygu sgiliau a strategaethau cadarn i'w galluogi i wynebu llwyddiant a methiant. Mae dyfalbarhad a gwydnwch yn allweddol fel rhan o'r feddylfryd twf a fegir yn ein disgyblion.

Gwybodaeth gadarn sy'n gosod y sylfaen i ddisgyblion y clwstwr elwa o sgiliau a phrofiadau y gellir eu trosglwyddo i amryw o gyd-destunau heddiw, ac yn y dyfodol.

Mae gan ysgolion y clwstwr y gallu i drawsnewid bywydau ein disgyblion. Dyma ble maen nhw'n ennill yr wybodaeth, y sgiliau a'r profiadau a fydd yn cyfoethogi gweddill eu bywydau. Mae'r gwreiddiau ac adenydd yn logo'r Clwstwr yn crisialu hyn.

Cluster Vision - Continued

Growing up in a multicultural city, where living and getting along with others is a key part of daily life, requires the encouragement of tolerance and respect in our pupils.

Fostering aspiration in our pupils means developing firm skills and strategies, enabling them to face success and failure. Perseverance and resilience are a key part of the growth mindset we nurture in our pupils.

Secure knowledge is the foundation on which cluster pupils gain experiences and build transferable skills, to be applied today and in the future.

Our cluster's schools have the ability to transform the lives of our pupils. With us our pupils gain the knowledge, skills and experiences which will enrich the rest of their lives.

The roots and wings in the Cluster logo encapsulate this

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Thema Blwyddyn Chwech – Dociau Caerdydd i'r Bae

Year 6 Topic – Cardiff Docks to the Bay

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Dr Susan Davies (@drsuzyw) yn cyflwyno taith ei thad-cu o Lagos i Gymru.

Dr Susan Davies (@drsuzyw) presented her grandfather's journey from Lagos to Wales.

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



BBC Ebony 1984



Gwyn Thomas visits Butetown 1960

“Whenever any two children of different races play together – humanity grows an inch or two.” Gwyn Thomas

Defnyddio ffynonellau hanesyddol i ddysgu am hanes Trebiwt.
Using historical sources to learn about the development of Butetown.

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Gaynor Legall (Tiger Bay & the World)
Defnyddio pobl o gymuned Trebiwt er mwyn dysgu.
Using people of Butetown to learn.

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!

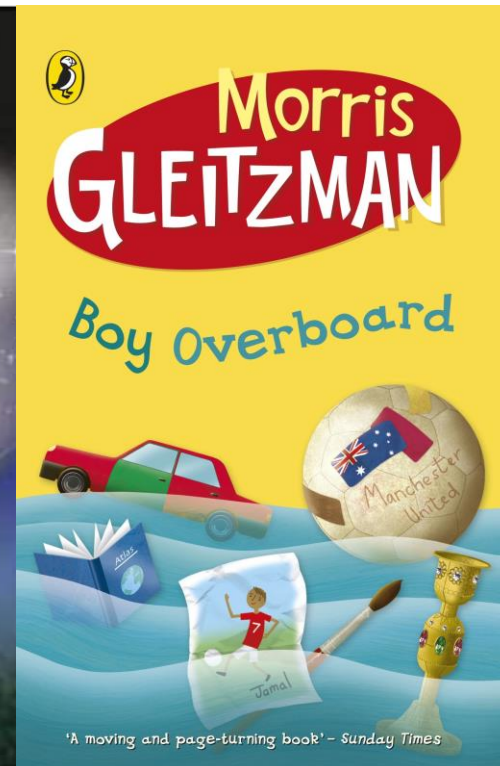
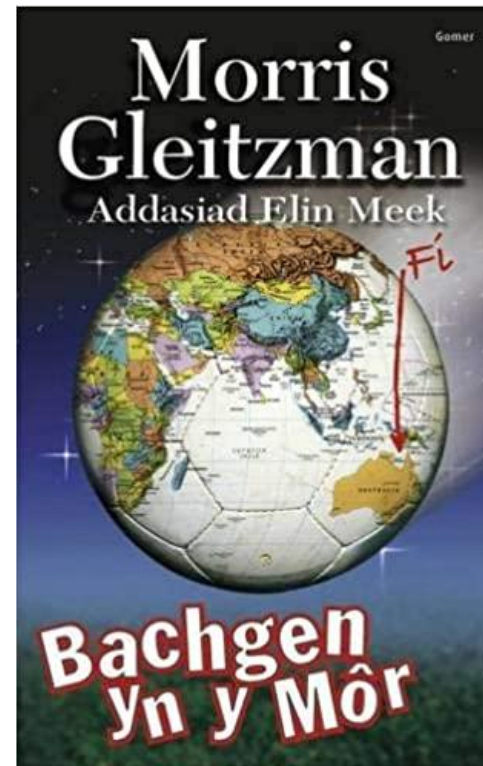
Stop the Road Clive Webster

From Bute Street through back street
To High Street
Bank Street
Money Street
Miser Street
Power Street
White Street
Queen Street
to tell them
Stop the road!

Mother there, father there, baby there, push chair
Rastaman
You, them, all of them
To tell them
Stop the road!

Write letter, phone call, make banner, done wall
To tell them
Stop the road!

No home
No park
No car
Street dark



Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



@Celf_cymru
Yusuf Ismail
@unifycreative_
Robyn Hughes
@crysauti

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Gwen John



Helen Elliott



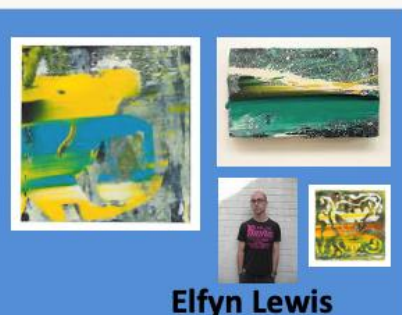
Mary Lloyd Jones



Thomas Jones



Ernest
Zobole



Elfyn Lewis



Kyffin Williams



Shani Rhys
James



Iwan Bala



Cedric Morris



Sonja Benskin-Mesher



Pat Lewis

Pob un yn wyn. All are white

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Isabel adonis.



**Roedd fy mam yn hanu o Fethesda, Gogledd Cymru a fy nhad, Dennis,
yn dod o Guyana yn Ne America.**

My mother was from Bethesda, North Wales and my father, Dennis, was
from Guyana in South America..

Lles, Dyheadau Uchel a Pherthnasoedd



Bach yw hedyn
pob mawredd
Ysgol fach -
cyfleoedd MAWR!



Unveiling Islam Cardiff

Mudiad Elusennol



Tanvier
Ahmed

@UICardiff