



# St. Peter's C of E Primary School Curriculum Statement

## **Our vision is:**

'As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.'

**"Sowing the seeds of tomorrow."  
Matthew 13:1-23**

Our curriculum has been created and personalised through staff knowledge of our children's needs and experiences with a view to developing the values, knowledge, skills and competencies that will enable them to live full and satisfying lives.

**"Let the questions be the Curriculum."  
Socrates**

## **Curriculum intent**

Our intent is to foster a passion of learning for life's journey and the entitlement for all St. Peter's children is to access a curriculum that:

- is broad and balanced – whilst considering knowledge and key skills in English, Maths, Science and Computing as well as the foundation subjects
- encompasses a range of teaching styles from direct teaching to child led exploration – across all year groups from EYFS to Year 6.
- immerses children through both subject specific sessions and through topic-based learning. This enables children to regularly and often develop their knowledge and skills alongside a deeper learning over extended periods.
- enriches them with opportunities to ensure a sense of purpose and to make connections across their learning. The learning that takes place is ambitious, inspiring and engaging.
- allows for children to become risk assessors/risk takers in their learning and become independent and collaborative learners. We aim for them to be challenged and in turn challenge their own thinking and the thinking of others.

Across the whole of our curriculum we encourage children to "fulfil their potential, their dreams and aspirations".

## **CURRICULUM IMPLEMENTATION**

### **Curriculum Content**

Our approach to curriculum design recognises the benefits of a focus on subject specific content coupled with a flexible, thematic approach that enables us to make links across the curriculum.

We use topics as the starting point for the construction of termly themes: Art, Design Technology, History and Geography are delivered through these creative learning topics with the other curriculum subjects linked wherever there is a clear and purposeful connection. Each Key Stage Phase has a curriculum map.

Although we place a strong emphasis on a thematic approach, in order to ensure progression and coverage, curriculum leaders have developed long term plans that provide an overview for every subject, and for each year group, broken down into termly units.

**An overview of each subject is as follows:**

**English**

The teaching units are progressive and designed to meet the National Curriculum English requirements for each year group from Year 1 to Year 6, covering spoken language, reading and writing. Some units focus on teaching specific text types, while others apply learning across a range of contexts, including cross-curricular reading and writing opportunities. The units for each year group, are balanced to encourage our children to write for a variety of purposes and audiences.

Phonics progression in school follows “Letters and Sounds”. Teaching uses a variety of resources, for example ‘Jolly Phonics’ and ‘Phonics Play’.

**Mathematics**

Mathematics units are based upon the ‘Lancashire Mathematics’ yearly overviews for each year group from Year 1 to Year 6. Each term is split into blocks of work, with time allowed for the introduction of new content and the integration of fluency, reasoning and problem solving.

**Science**

Science planning follows the ‘PLAN Primary Science’ scheme of work which ensures a practical based approach to science teaching.

**Computing**

Computing planning is based on the ‘Rising Stars’ scheme and includes units on Computer Science, Technology Around Us and Transferable Skills. Each unit also has a specific focus on e-safety if applicable.

**French**

French is a school designed curriculum for Key Stage 2. The curriculum provides for the development of spoken and written language using the context of familiar themes and routines.

**Music**

Music follows ‘Charanga’ with units covering: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing. All year groups are also involved in at least one musical performance each year.

**Physical Education**

Physical education is based on a scheme written in conjunction with Lancashire County Council. There are two units each half term covering gymnastics, dance, athletics and games.

## **PSHE**

The school makes a conscious effort to incorporate PSHE into the curriculum, placing a great deal of importance on the children's emotional health and well-being and the part they can play in the sustainability agenda.

We use Jigsaw PSHE/SRE which provides a series of sequential and developmental 'puzzles' across each year group.

## **Religious Education**

The Religious Education curriculum is based on the 'Blackburn Diocese' agreed syllabus and includes units on the major world religions. This is supplemented with units and ideas from 'Understanding Christianity'.

## **Curriculum Enrichment**

Our curriculum is extended by a variety of enrichment activities including day visits, cultural experiences, themed days and visitors to school. We also offer lunchtime and after school clubs, which are available throughout the school year. Attendance at the clubs is monitored and pupils are consulted to ensure our offer meets the needs of our children.

## **CURRICULUM IMPACT**

St. Peters C of E Primary School uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. The impact is evidenced as follows:

The children enjoy their learning and we believe it is this enjoyment of the curriculum that promotes achievement, confidence and good behaviour.

The range of learning opportunities provided enables the children to develop their own interests, knowledge, skills and strengths. Learning for 'Cultural capital' embeds the knowledge and skills that are needed to improve our children's life chances. Local places that we study and visit and the experiences we provide, offer opportunities for our children to find out about and discuss the world around them. This is the essential knowledge that children need to prepare them for their future success, whilst also providing them with new challenges. Our children feel safe to try new things.

The design of our curriculum ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. This has a very positive impact on children's outcomes.

Rigorous assessment and tracking of children's performance takes place to inform classroom practice, allowing children to make good progress and close attainment gaps.

A high proportion of children participate in extra-curricular activities.

Subject Leaders are aware of the strengths and areas for improvement and use this information to produce purposeful action plans that continue to develop the curriculum offer.