

St Peter's Curriculum

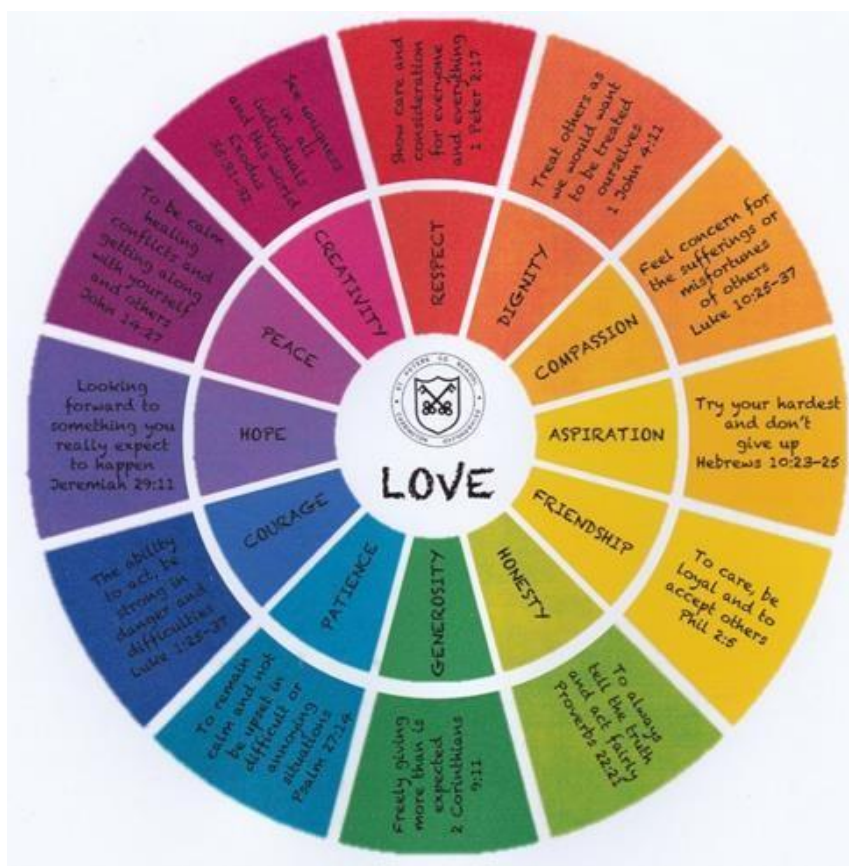
Everything we do at St Peter's has its very heart and foundation in our vision for the school:

Unlocking minds that learn, hearts that love, faith that gives.

Everyone at St. Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. Through Christian worship, values and love, helping hands are offered to support every member of our community to reach their potential.



This is underpinned by our values which characterises our daily life



What our children say about our vision and how it helps them

Unlocking...

Minds that Learn

'We enjoy teaching each other'

'We help each other with our work'

'We achieve what we never thought possible like the 100 challenge!'

'I learn to be kind and helpful'

'Our big questions make me think!'

Hearts that Love

'We visit Churchfields Care Home and do activities with the residents'

'We do charity events like Odd Socks Day for anti-bullying and bake sales for the Marine Conservation Society'

'We get to see the fish and feed them'

'We planted trees around the school'

'Our values help me because when I get angry, I know what to do'

Faith that gives

'We learn about people around the world and send them positive thoughts and prayers on our world map'

'We put notes on the bubble tube and it helps us think about what we want the world to be like'

'We do our own collective worships – it's fun being at the front!'

'Our vision and values help me by encouraging me to do my very best'

'I have time to respect what I have deeply, in collective worship'

Our staff say

'Our school vision reminds us to live by and encourage the children to live by our values'

'Working on our spirituality in school helps me to think about how I've approached things and whether I could have done it differently'

'Each of us are really encouraged to step out of the boat' as Peter did and strive to achieve things that we thought were impossible'

Intent

At St Peter's, the curriculum is designed to build on children's prior learning through the use of Knowledge, Concepts and Vocabulary Organisers (KCVs).

Knowledge is the core element of our curriculum and all our curriculum experiences and skills development are centred around subject based knowledge progression. Knowledge acts as 'building blocks' of learning, enabling our pupils to make relationships to memory and cognition, providing a basis for 'higher-order' thinking. It also ensures carefully considered design of activities, vocabulary, questions and assessment of learning.

We believe this to be important because we aim to widen horizons for all pupils by giving them knowledge that they wouldn't otherwise have access to. A knowledge-led curriculum allows children particularly those who are disadvantaged, to access the necessary opportunities and experiences to succeed in life building on our values of ready, respectful, responsible and resilience.

Principles of Knowledge, Concepts and Vocabulary Organisers:

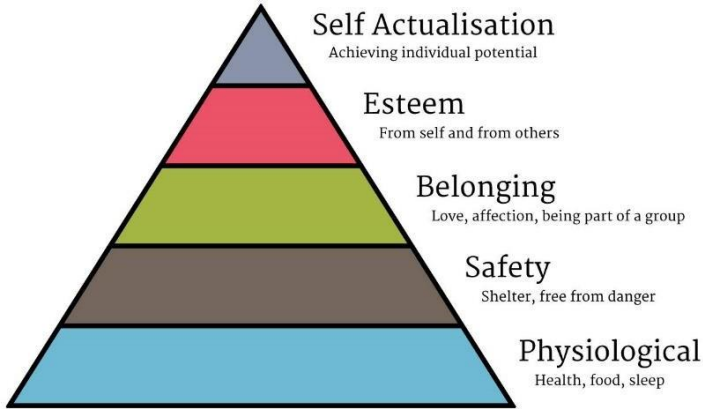
<u>Principles</u>	<u>So that....</u>
KVCs are stuck in children's books at the beginning of each unit. These form the minimum level of knowledge that all children will learn.	Children, teachers and parents are clear about what KCVs are being taught and assessed in each unit.
There is a clear link between the KVC of each unit and the sequence of lessons which intend to facilitate the learning of this content.	All lessons are designed to teach and assess the KVC intended within the unit.
Each unit contains an assessment of the KVC	Teachers know how successful their teaching has been and what 'gaps' in learning need to be addressed.
Attention is paid to any gaps in learning uncovered by the unit assessment	Any 'gaps' in children's learning are reduced which will help children link future, more complex, knowledge to previous learning.

Our curriculum is sequentially built from the start of Early Years with a focus on teaching the 'whole child'

- We care deeply about every child and support the most vulnerable in our community.
- We ensure we give children the tools to make every possible success of their life.
- We believe that wellbeing and involvement are the keys to deeper learning and life success.

We achieve this through: (Implementation)

The whole child



We understand that all children have different starting points and these needs will likely change during their school career. We support them at every stage and always seek to maximise their potential built on solid foundations.

Inside Out

We work closely with the charity Inside Out and use their evidence-based framework to improve wellbeing throughout the school. The '5 Keys to Happiness and Wellbeing' unlock children's understanding of themselves so that they can be more aware of their feelings and mental health. This ensures that children at St Peter's have practised strategies of how they can care for themselves and others.



KEY 1 / LOOK INSIDE
Inspire self reflection, focusing, being quiet, self calming



KEY 2 / MOVE OUTSIDE
Promote non-competitive outdoor exercise



KEY 3 / SHARE MORE
Encourage connection, teamwork and communication



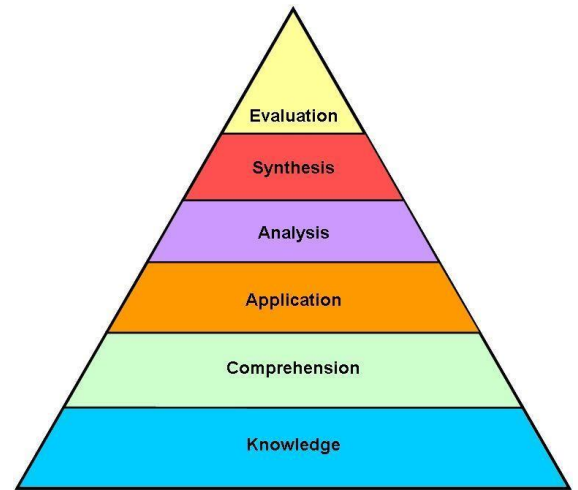
KEY 4 / BE CURIOUS
Stimulate growth mindsets, exploration, experimentation and making



KEY 5 / BE KIND
Support an attitude of caring for oneself, others and the environment

Learning challenge philosophy

Our approach to teaching and learning is designed to give each child appropriate support and challenge for their learning. Each lesson is carefully planned so higher-level thinking skills are developed through a lesson, series of lessons and through year groups. Each lesson includes carefully differentiated learning objectives - with matching learning and assessment activities.



This approach is designed to allow three main learning features:

- Children are prepared to select their own challenge appropriate to their prior attainment. This allows high involvement in their own learning. Children take ownership of their own learning and are encouraged and expected to make their own learning choices so that every lesson is maximised in terms of immersion in the moment, challenge and enjoyment.
- Learning objectives are carefully and precisely worded to make learning extremely visible. This precision learning approach allows teachers to assess, adapt and address ongoing learning rapidly. Precise knowledge of learning allows ongoing refinement of delivery and assessment – thus promoting enhanced transfer of key knowledge to long-term memory.
- All children feel challenged in their learning – promoting engagement, self-motivation and self-initiative.

We give children the skills to make these choices by building their individual learning power (cultural capital):

This is achieved through the 4Rs which the children have developed themselves so they acquire the tools needed to become independent learners and maximise their opportunities in life from their first day in nursery to adulthood where they will pass on these skills themselves.

Our children have been the architects of how this looks in school and relate each R to the characteristics of animals we can learn from. The detailed analysis of these characteristics and the learning points that follow are intrinsically linked to Bloom's Taxonomy and are built upon sequentially as the children move through the school.

Reciprocity



Resourceful



Reflection



Resilience



Our children are the leaders of their own school

We believe that today's children are the leaders of tomorrow and as such, they have a huge voice in how their school is shaped. We have 8 Pupil Leadership Groups covering all aspects of school life where the children drive forward their own projects for the good of the school, wider community and the world. Children run and manage their own lunchtime clubs which give a great depth and richness to the school experience for all. This belief in doing for the greater good is indicative of our vision and values at work.

Learning in our environment

We have a very active approach to our learning which ensures that childhood at St Peter's is an explosion of experience. Every child in in EYFS and KS1 has weekly forest school lessons on site and KS2 regularly bring the classroom outside by using our inspiring environment in all areas of our curriculum.



These fundamental building blocks underpin our curriculum and build our children's cultural capital:

A focus on reading, oracy and vocabulary

- Reading for a wider enjoyment and purpose e.g. weekly book review competition to share knowledge and help others
- Reading a range of cross curricular texts to develop not only their reading skills and widen their vocabulary but also to aid with making links in their learning
- Lunchtime story throne sessions supported by an adult to encourage story telling
- Daily 'Jackanory Teacher Story' sessions where excitement and joy of reading is modelled by teachers
- Teachers ensure that all children are introduced to and have the opportunities to revise key subject specific vocabulary in every lesson

A care for our environment

- Biodiversity projects in school where children's care for nature is nurtured
- Actively raise money for our school charity – The Marine Conservation Society

A respect for people in our community and beyond

- Termly visits and activities with our local care home
- Work with St Peter's Church to support charity work
- 'People Who Inspire Us' visits that help us make friends with people from all backgrounds, faith, colour and ability
- Looking after and making a priority our most vulnerable children and families

Whole school time together through collective worship and assemblies

- Collective worship follows a weekly Religious, Social, Moral, Spiritual, Cultural pattern
- Our weekly 'Big Question' gives opportunities for deep thinking and debate
- Child-led collective worship across all ages gives children the confidence to speak in front of other children and lead discussion

Milestone moments

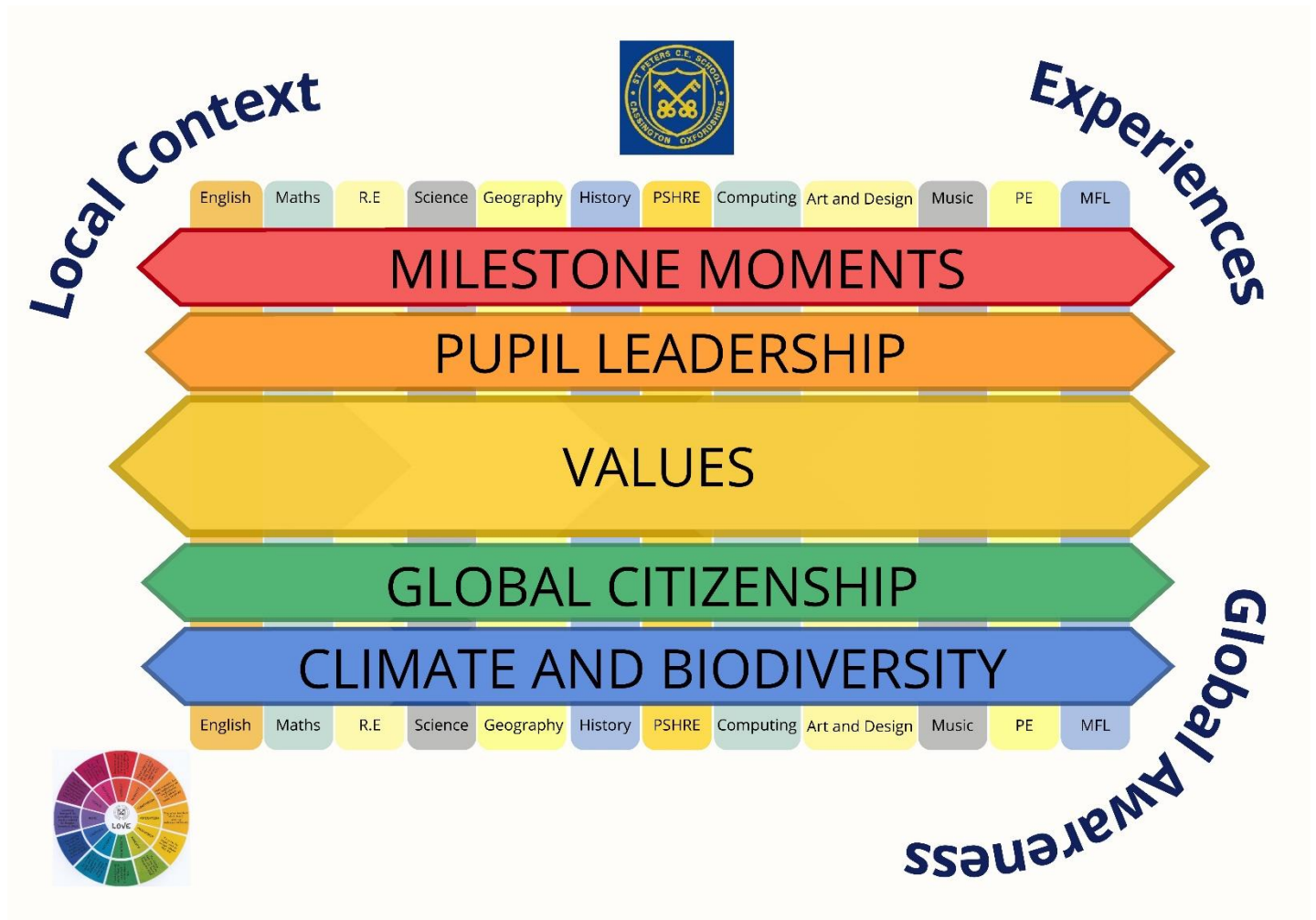
Everyone at St Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. As the children journey through St Peter's they will encounter Milestone Moments. These Milestone Moments are experiences that put learning in real life contexts, give children opportunities to apply our school values and are memorable and fun! The children only get one chance to be in primary school, so we will endeavour to make sure it is the very best time of their young lives.

'We didn't realise we were making memories, we JUST knew we were having FUN.' Winne the Pooh

"Tell Me and I Forget; Teach Me and I May Remember; Involve Me and I Learn." Benjamin Franklin

The impact of our curriculum

Our children leave St Peter's with high standards and expectations of themselves. They embrace challenge which means they are well prepared for the next stage of their lives beyond the school gates. Through the school vision 'Minds that Learn, Hearts that Love, Faith that Gives', our children have a deep understanding of what it means to be a good person in an ever-changing world. Our Values, rooted in Christian scripture, help guide their life choices and help them reflect on decisions they make.



Detailed principles of our curriculum

Early Years

We pride ourselves on knowing our children so well so that we can nurture them and provide support and challenges to encourage all of the children in our class to reach their full potential. We aim to give all the children in the EYFS the best start to their school learning experience. We use the development matters curriculum to assess and plan lessons, this enables us to develop individual next steps for each child.

	Spiritual	Moral	Social	Cultural
Intent	Provide children with activities to experience and develop a love and excitement of learning and exploring for life.	<p>Inspire children to want to learn and take on challenges.</p> <p>Support children to understand their behaviour affects others.</p> <p>Focus on phonics and reading</p>	<p>Express interests and share experiences with others.</p> <p>The reception children support the nursery children with their learning, so this has a positive impact for all children.</p> <p>We support children to have positive relationships with others to develop friendships.</p>	Be confident to share our home experiences to create awareness and knowledge of other cultures.
Implementation	<p>Children have weekly Forest School opportunities to experience the awe and wonder of nature through hands on experience.</p> <p>All staff are knowledgeable about the characteristics of effective learning and activities are planned to encourage children to develop these. For example, encouraging</p>	<p>Investigating and exploring resources, engaging trips and visitors to inspire children to want to learn and share their learning with others.</p> <p>Children are involved in developing a class rules list at the start of every school year, where they decide how we want to be treated or treat others. For example, being kind,</p>	<p>We understand that communication is key so give opportunities for small Group work and discussions. Giving opportunity's for others to share their learning and knowledge with others.</p> <p>Skilled staff seize opportunities to support children to play positively and reach compromises through discussions.</p>	We celebrate the things that make us unique, including the different experiences children have at home. We explore other countries and cultures throughout the year. For example, exploring Diwali during our Awesome Autumn topic and exploring Chinese New Year during our Brrr Winter topic and Easter

	<p>children to select their own resources or supporting children to push through when difficulties arise.</p> <p>Exciting topics and trips to enhance (Crocodiles of the world, story museum trips) Visitors to our class to give real life experiences.</p> <p>Exploring carefully planned open ended activities alongside adult led activities. Engaging continuous provision.</p>	<p>listening to others, taking turns to talk by putting your hand up, and using kind hands.</p> <p>This is engrained in the ethos of the EYFS classroom and throughout daily discussions and adults being role models we reflect on choices we are making, both to celebrate kindness and to make amends.</p> <p>Daily stories, parent reading workshops</p>	<p>For example, using a timer for children to take turns with certain toys independently.</p> <p>Each week children have PSHE activities which focus on one of our 5 keys to wellbeing and happiness. For example, our share more activities are all about collaborating with others.</p> <p>Nursery children stories at lunchtime</p>	<p>during our Super Spring.</p>
Impact	<p>Develop the 'I can do it' attitude and feel proud to give things ago and even more pleased to achieve goals.</p> <p>Curious children who have developed a love of learning.</p>	<p>Leave the EYFS with the skills to continue to flourish in KS1.</p> <p>Children who make positive choices taking others needs into account.</p> <p>Children are confident with phonics and have developed a love of reading.</p>	<p>To have the ability and confidence to work competently with small or large groups.</p> <p>Children demonstrate friendly behaviour and are able to get along well with each other.</p>	<p>Children will develop knowledge to understand and respect other beliefs, differences and values.</p>

RE

RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

As Peter was given the keys to the kingdom of God, so the hope is that through the teaching of RE, children at St. Peter's School will be given the keys to unlock their hearts and minds, developing knowledge and understanding of how faith impacts on people's lives. Learning about people of all faiths, in RE, is underpinned by our school values which are the embodiment of the school's Christian vision. St Peter's School promotes Christian values and fosters an environment of spirituality, creativity and respect where everyone, of all faiths, is valued, living out Peter's words: "Above all, love each other deeply" 1 Peter 4:8

	Spiritual	Moral	Social	Cultural
Intent	To promote an understanding of the beliefs of people of all faiths and none, within an environment of spirituality, creativity and respect.	Children will have the opportunity to consider some of the big questions of life and to explore moral frameworks. RE teaching is underpinned by the following twelve values: Peace, friendship, honesty, hope, generosity, courage, compassion, dignity, creativity, respect, patience and aspiration	For children to learn about themselves and their place in the world. For children to develop their role as responsible citizens in our world.	To promote an understanding of the cultural practices associated with different religions and how faith impacts on people's lives.
Implementation	Throughout their time at St. Peter's School all children will be taught the main principles of different world religions: Judaism, Hinduism, Islam and Christianity.	Each RE unit has an over-arching Big Question which children are encouraged to discuss throughout the unit. Children are given the chance and encouraged to ask questions. 'I wonder ..?' questions on RE Learning Walls in classrooms.	Within RE lessons there are opportunities for children to reflect on their own experiences and emotions and to respond personally. Children often work in groups with others and so are given opportunities to share their thoughts and ideas allowing	Visits to Mosques, Hindu temples, Jewish Synagogues and Christian churches are planned into the RE curriculum over the two year cycle. Opportunities are taken to learn about world religions from the perspective of people from

			<p>them to model consideration and respect for those who hold different views to themselves. In RE lessons, links are made to the 4Rs.</p>	<p>within each faith group. (i.e. visitors to school or online resources)</p>
<p>Impact</p>	<p>Children are able to talk knowledgeably about the main beliefs and practices of world religions. Children are able to make comparisons between religions. Children show respect for the beliefs of others.</p>	<p>Children are able to express their own opinions of what is right and wrong. Children are able to discuss moral questions and issues showing respect for others. Children treat others with dignity and respect, valuing differences.</p>	<p>Children have a strong sense of identity, both personally and as a school community. They show the personal attributes needed in order to make positive contributions to the communities that they belong to.</p>	<p>Children show respect for the cultural practices of different religions including Hinduism, Judaism, Islam and Sikhism. Children have an understanding of the way in which people of different religions live out their faith. Children value the multi-cultural nature of our local community, our country and the wider world.</p>

Reading

Our aim is to ignite children's interest and passion for reading and books so that they choose to read for pleasure. We know that children's exposure to new vocabulary greatly influences their future life chances through their understanding of the world and how they can also express themselves. To encourage a love of books, we have a weekly book review competition and ensure that all children can access books appropriate to both their reading age and interests. Whole class reading ensures that all children can access ambitious texts. In this way, all children can thrive in a world of rich texts that are chronological age appropriate and not capped at their reading age. The texts are shared as a class daily followed by discussion generated by one of the following areas: vocabulary, inference, prediction, explanation, retrieval and summary.

	Spiritual	Moral	Social	Cultural
Intent	A love of reading for life	Excite children with the power that knowledge from reading brings	Express how texts make them feel	Create awareness and open the world to the children
Implementation	Daily story time – Jackanory - Teacher Story -Book reviews competition and archive on website -Engaging book corners -Staff book review in assemblies	Whole class reading Writing inspired/based on a book Highly effective phonics teaching and early intervention support	Whole class reading World Book Day – week of celebrations Dressing up as book characters Drama workshops WOW days Story throne – lunchtime story sessions	Cross curricular links Stories from other cultures Example topics: China Africa – Kenya Mary Anning Mary Seacole
Impact	Explore and engage with the feelings and values found in a wide range of genre Daily habit of reading	Leave primary school with skills necessary for reading pleasure and to function in modern Britain	Book reviews – self expression Gift of enthusiasm to others	Our vision and values brought to life through links to the wider world

English

We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation and enthusiasm for reading and a habit of reading widely and often. We nurture a culture where children take pride in their writing and are able to adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in English skills will give our pupils the tools they need to succeed and be the best they can be.

	Spiritual	Moral	Social	Cultural
Intent	Develop a curiosity of how children can express themselves	Enable children to discuss and evaluate social and moral issues	Build confidence	Be confident in their individual identity and seek to embrace differences in others
Implementation	Deep understanding of types of poetry, fiction and drama Study of myths and legends from other cultures e.g. Greek Mayan Native American	Fairy tales Discussion texts Fables Personalised spelling dictionaries	Drama, discussion, performance Story telling Trips e.g. story museum Performances by all year groups during the year Drama and dance workshops	Stories from other cultures and faiths e.g. Native American tales Magic Paint Brush – recognising and respecting Chinese symbols through they book
Impact	Explore and engage with feelings that new knowledge brings	Children able to critically analyse. Use growing social skills to debate right and wrong	Ability to work in different sized groups and develop the skills of listener, facilitator, contributor	Children develop a deep awareness and respect for others

Maths

Our goal is for all children to be 'number happy'. We have a relentless focus on building children's confidence and aptitude. We use PiXL to identify misconceptions for example to pinpoint their exact learning need and provide personalised learning so that all children will experience challenge and success. These principles guide our planning and teaching:

- **Fluency:** become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- **Reasoning:** reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- **Problem Solving:** can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

	Spiritual	Moral	Social	Cultural
Intent	Children embrace the natural wonder and universality of maths and patterns, order and purpose	Develop a questioning mind. Give mathematical understanding to challenge assumptions and question data presented with	Build self-esteem and confidence	Appreciation of math's roots, languages and symbols across the world. Children appreciate the importance of maths to art, science and rational enquiry
Implementation	Real world maths bringing learning into context. Using outside spaces	Investigations Asking own questions Solving own problems Mastery over time 99 club Bloom's Calculation policy Focus on fluency	Collaboration through paired/group discussion work. Peer marking Peer coaching with child as teacher	Roman numerals Mayan number patterns Cross curricular links
Impact	Developed skills to make connections with the world around them. Ability to identify patterns and manipulate knowledge to solve real world problems.	Children will have developed an enquiring mind Can engage with logical argument	Mathematical voice Powers of logic and reasoning	Deep mathematical knowledge Ability to make links from knowledge

Science

Our children are keen and natural scientists who are eager to explore, inquire and understand the world around them. We have a vast array of opportunities in our fantastic grounds to investigate life processes, materials, physical processes through lots of practical work and experimentation

	Spiritual	Moral	Social	Cultural
Intent	Develop a sense of awe, wonder and mystery. Spend time reflecting on the wonders of our natural world.	Understanding of moral and ethical issues	Understanding that science is a social subject	Develop knowledge of how scientists from a range of cultures have had a significant impact
Implementation	School grounds Forest school STEM days Visits	Cross curricular links e.g. literacy – dilemmas, discussion, persuasion. Opportunities to make real life connections	Visits e.g. Visitors STEM Group work experiments Science week	Studies of specific scientists Marie Curie Mary Anning Theory of evolution
Impact	Demonstrate a scientific eye and questioning of the world around them.	Deep understanding of moral and ethical issues Ability to have informed discussions about environmental and health issues	Effective collaborators Ability to work towards a common goal	Understanding of science rich heritage and impact on economy and culture of the UK

PE

Develop physical, healthy and active children who understand and respect their bodies. They are given the opportunity to flourish in a range of activities including team sports and also develop core strength through our Real PE programme.

	Spiritual	Moral	Social	Cultural
Intent	Instil a sense of self-worth Understanding the body's performance and feelings when exercising. Sense of joy of life	Promote a healthy and responsible lifestyle. Promote fair play and a sense of justice	Develop skills to work effectively in teams and pairs Develop speaking/listening skills Understand that better outcomes come through cooperation	Knowledge of dances/games from different cultures Foster compassion and respect
Implementation	Variety of activities: Sports Gym Swimming on site Yoga	Sports days Paired/team work in lessons	Swimming gala School swimming including after school Table tennis Lunch time activities Real PE social cog	Dance focussed units with specialists Dance/drama workshops with cross-curricular links
Impact	Positive mindset to physical health	Children abide by rules Children champion fair play	Leadership skills enable them to run own clubs Extra curricular activities	Positivity and open mind towards unfamiliar games/dances. A culture of give it a go

PSHRE

We use Inside Out as the basis for teaching RSE.

We put children's happiness at the heart of school life. We believe happiness fuels success, not the other way around. When we're positive, our brains are more motivated, engaged, energetic, resilient, and productive. Simply, happy children learn better. We understand that no one is happy all of the time and all feelings have an important role to play but we want to teach our children that it isn't healthy to feel unhappy all the time. We endeavor to teach our children strategies they can use to help themselves feel happier and more peaceful inside. Our school values, school assemblies and PSHE sessions all reflect this belief. We have adopted The 5 Keys to Happiness and Wellbeing in our school. Each half term we focus on one key, we have weekly PSHE sessions in each class and a whole school PSHE assembly each week which all focus one of these 5 keys to happiness and wellbeing.

	Spiritual	Moral	Social	Cultural
Intent	<p>A sense of community – its demands, values, rituals and celebrations.</p> <p>A sense of the worth of others.</p> <p>An awareness of limitation, loss and the darker side of life</p> <p>Understand that mental wellbeing is a normal part of daily life and where/how to seek support for themselves and others</p> <p>Develop an awareness that there is a normal range of emotions and learn how to recognise and talk about their emotions</p> <p>Understand the importance of self-respect and how this links to</p>	<p>Understand that in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Understand the negative impact of bullying</p> <p>Know the benefits of physical exercise, time spent outdoors and a healthy diet on wellbeing and happiness</p>	<p>Understand the benefits of community/ voluntary participation on mental wellbeing and happiness</p> <p>Understand the importance of caring, healthy friendships, family relationships and appropriate boundaries to stay safe and where/how to seek help if needed</p>	<p>Understand and respect that all families are different, and characterised by love and care</p> <p>Understand the importance of respecting others, even when they are very different from them (e.g. physically, in personality, backgrounds and beliefs)</p>

	their own happiness			
Implementation	<p>Choice Decision Responsibility 5 keys to happiness and wellbeing School values</p> <p>Through the Key “Be Curious” we encourage a growth mindset, giving children opportunities to explore and create.</p> <p>Magical Days Out Assemblies and activities based on Inside Out’s 5 Keys to Happiness and Wellbeing framework - Look Inside, Move, Outside, Share More, Be Curious, Be Kind</p>	<p>School values</p> <p>Through the Key “Look Inside” we teach children to be quiet. Through activities such as describing their internal weather, breathing exercises and recalling happy memories to charge their ‘happiness stones’ we encourage children to re-focus their thoughts and attention in a positive way.</p> <p>One of our Pupil Leadership groups is called The Happiness and Wellbeing Leadership Group and this group have planned many activities, including leading an anti-bullying assembly and planning a “happy teachers day” and a “friendship day”.</p> <p>Magical Days Out Assemblies and activities based on Inside Out’s 5 Keys to Happiness and Wellbeing framework - Look Inside, Move, Outside,</p>	<p>School blog</p> <p>Through the Keys “Share More” and “Be Kind” we teach children to connect, collaborate and care for each other and the world around them.</p> <p>We endeavour to enable children to create positive, respectful relationships. This is taught explicitly through weekly PSHE sessions and children are given many opportunities to practise. For example, through playground leaders(??) and our Pupil Leadership groups.</p> <p>Magical Days Out Assemblies and activities based on Inside Out’s 5 Keys to Happiness and Wellbeing framework - Look Inside, Move, Outside, Share More, Be Curious, Be Kind</p>	<p>Magical Days Out Assemblies and activities based on Inside Out’s 5 Keys to Happiness and Wellbeing framework - Look Inside, Move, Outside, Share More, Be Curious, Be Kind</p>

		Share More, Be Curious, Be Kind		
Impact	<p>Children use a common language to discuss emotions and seek support when needed</p> <p>Children gain a 'toolkit' of practical life skills to look after their own wellbeing and happiness</p>	<p>Children know their own self-worth and behave fairly and responsibly</p> <p>Children eat healthily, enjoy being outdoors and active</p>	<p>Children communicate and connect with others in meaningful and safe ways</p>	<p>Children understand, value and celebrate diversity</p>

History

Across the history topics and as the children move through the school, they will learn to be critical thinkers and use evidence and sources appropriately to support the knowledge. What equality lessons of the past can we learn to prevent making the same mistakes in the future?

Children will look at how history is being made today and how decisions now will be the history of the future.

	Spiritual	Moral	Social	Cultural
Intent	<p>Develop an awareness that there is often more to things than meets the eye</p> <p>Develop an understanding of transience and constant change</p>	<p>Develop a deeply engrained need to ask moral questions of the past</p>	<p>An appreciation for how we are fortunate to live in the time that we do.</p> <p>To understand the social challenges of the modern world and how decisions today will be the history of tomorrow</p>	<p>Interconnected - ness of different cultures</p> <p>Understanding of British identity</p> <p>Understanding of a multi-cultural society</p>
Implementation	<p>Physical and immersive experience.</p> <p>Live and breathe what life was like through artefacts and visits</p>	<p>Knowledge will build sequentially through the year groups</p>	<p>Links to school values</p> <p>5 keys to happiness and wellbeing</p> <p>Equality focus through units of cross curricular work</p>	<p>Equalities – specialist advice and work with parents</p> <p>Study links between local, British, European and world history</p> <p>Chedworth</p> <p>Ashmolean</p> <p>Warwick Castle</p> <p>Natural History Museum</p>
Impact	<p>Build a deep sense of curiosity of how and why things happened in the past</p>	<p>Children will show compassion and empathy for people through history.</p> <p>Apply this awareness to modern life where history is being made now</p>	<p>Building children’s own social development to make their own history</p> <ul style="list-style-type: none"> - Pupil leadership groups - Lunchtime clubs - Legacy for the school - Forrest school 	<p>Secure knowledge of their identity and their place in the world</p>

Geography

At St Peter's, we aim for a high-quality geography curriculum which inspires curiosity and fascination. Geography by its nature is an investigative subject and we seek to foster a lifelong interest in the world and its people. We want children to enjoy and love learning about geography by gaining the knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Each geography unit of work includes Global Citizenship links which are build upon through the children's journey through school.

	Spiritual	Moral	Social	Cultural
Intent	<p>Sense of wonder and fascination</p> <p>An awareness of the natural world</p>	<p>Understand the consequences of our actions</p>	<p>Understand local and global impact by making changes to their lives</p>	<p>Understand how different cultures and beliefs can impact environment and human issues</p>
Implementation	<p>Forest school</p> <p>Outside spaces</p> <p>Field trips</p> <p>Christianity links through the positive thoughts/prayers map</p> <p>Links with open doors</p>	<p>Examples, including child-led that matter to the children</p> <p>Eco Pupil Leadership Group</p>	<p>Knowledge- rich curriculum</p> <p>Child initiated clubs</p> <p>School charity – Marine Conservation Society</p>	<p>Real life examples, speakers, visits</p>
Impact	<p>Children appreciate and care for our environment</p>	<p>Children use own initiative to make things better in school and wider world</p>	<p>Children understand consequences of actions</p>	<p>Develop humility and understanding of world as a global community</p>

Art/DT

Art and design plays a vital part in a child's development and we provide opportunities to explore, express and communicate feelings.

Progression through the year groups in a range of media and materials build the children's confidence and the ability to be reflective of theirs and others' work.

	Spiritual	Moral	Social	Cultural
Intent	Experience awe and wonder in the achievements of great works of art and that of their peers.	Develop and encourage mutual respect and consideration	Collaboration in pairs, groups and teams	Study and appreciate art from different cultures and civilisations from around the world and through time
Implementation	Gallery visits	Reference to Austin's Butterfly 4 Rs Covid-19 tiles	Work across classes Big Draw Children teaching each other Art club	Engaging cross curricular work e.g. Work with Rana (Iraqi artist on our 'People Who Inspire Us' project)
Impact	Respect for themselves and others A desire for self-fulfilment which comes from trying your absolute best	Children show compassion when assessing others' work Children appreciate the power of their words and use them for good.	Cooperation and communication skills	Children are hungry to discover and explore other cultures (through the medium of art)

Forest School

We aim to foster the development of a relationship between the child and the natural world. We believe children should be given space, freedom and time to learn and develop through discovery in a natural and interesting outdoor environment. We seek to deliver practical, cross curricular learning through our Forest school. We love Forest School at St Peter's!

	Spiritual	Moral	Social	Cultural
Intent	Provide opportunities for children to spend time reflecting on the amazing wonders which occur in our natural world. To promote a sense of wonder and fascination with the natural world and foster an understanding of how all life is linked together.	To encourage pupils to value the environment and its natural resources and to consider the environmental impact of everyday products.	Provide opportunities for children to spend time reflecting on the amazing wonders which occur in our natural world. To promote a sense of wonder and fascination with the natural world and foster an understanding of how all life is linked together.	To encourage pupils to value the environment and its natural resources and to consider the environmental impact of everyday products.
Implementation	<p>Together we explore the changes of the seasons, the different weather and how it feels as we experience it, we find out more about the living creatures and plants that live within our Forest School site.</p> <p>We give pupils not only the opportunities to explore for themselves but also the time to look more closely and follow their developing interests in the natural world.</p>	<p>Together we discuss issues, such as sustainability, with an emphasis on how they can make a difference by making small changes to their lifestyles.</p> <p>One of our three Forest School rules is "We look after our environment" and every session we talk about ways we can look after our environment by looking after the plants and animals and minimising our impact on our environment.</p>	<p>One of our three Forest School rules is "We look after ourselves", we seek to support children to make decisions and manage risks for themselves. Another is "We look after each other". We seek to build a community of people who care for each other – adults and children. We provide many opportunities for children to work as a team and to practise the skills needed to be able to work successfully with others. Virtually every session</p>	<p>We encourage children to value the ideas of others.</p> <p>We embrace opportunities for cross curricular links, e.g. art and DT, history and Geography.</p> <p>We use tools and techniques of cooking that are used in other parts of the world.</p>

	<p>We encourage pupils to reflect on what they observe, to think about how these things make them feel and ask the questions 'why?', 'how?' and 'where?'. Much of this is done incidentally, with skilled practitioners seizing the opportunities as they arise but this also comes during our discussion times around the fire circle and during our reflection times at the end of each session.</p> <p>We encourage pupils to exercise their imagination through creativity and risk taking. For example, by using materials found in the natural world in creative ways.</p>		<p>sees children sharing resources.</p> <p>We promote equality of opportunity, encouraging everyone to have a go. For example, encouraging girls to use tools and take part in activities that have traditionally been male dominated.</p>	
Impact	Children who engage with the natural world, who are curious and able to notice small details that can bring great pleasure.	Children who have respect for the natural world and are proactive in helping to look after it.	Children who co-operate, care and are able to work successfully within a team.	Children who are keen to discover and explore other cultures and who see value in others.

ICT

Children will have opportunities to be coders, designers and through teaching e-safety, will become safe and competent users of computer technology.

123ICT and Teach Computing schemes of work to ensure progression of skills and deepening of knowledge.

	Spiritual	Moral	Social	Cultural
Intent	Children learn the limitations and abuse of the internet in the context of their spirituality	Develop an understanding of how ICT developments have had an impact on the environment both positively and negatively	Awareness of advantages and disadvantages and consequences in collaborative working in ICT	Develop an awareness of the impact of technology on different groups, locally, nationally, worldwide
Implementation	Use the benefits of ICT to enhance discussions	Using the school values and rules, children will be encouraged to reason their own choices regarding their own and others' use of ICT	Specific guidance in e-safety Social media Cyber bullying Code of conduct. Coding for real world issues e.g. coding microbits to track energy usage in school. Coding for pleasure in making digital games	Cross curricular opportunities taken to identify and explore cultural factors e.g. science and topic research into global issues
Impact	Children question and justify the aims, values and beliefs with a critical eye to what they see	Children will be critical and independent thinkers in the choices they make	Children are well versed in the choices they have and are able to make critical decisions for themselves and others. They understand systems and networks and how they impact access to the internet	Children are considerate to the opportunities and access others' may have/not have to technology and the developing world. Children use ICT to develop knowledge of the world around them

Music

We encourage children to participate in a variety of musical experiences with the intention to build confidence and inspire creativity. In curriculum time we teach the skills to enable a clear progression in learning. We provide access to music through the wider curriculum and through a wealth of musical extra-curricular activities.

	Spiritual	Moral	Social	Cultural
Intent	Support spiritual development through the experience of responding to, performing, listening to and composing music	Engage in critical discussions of musical performances from other children/ visiting professionals	Music to support social development through collaboration and the skills to critique others' work	Children develop a respect for cultures around the world who have contributed to music styles
Implementation	School song Collective worship	Charanga String lessons	iRock Choir Festival of voices School performances Churchfields Care Home performances	Specific cultural references identified and central to the learning Musical performances
Impact	Children are spiritually active in how they engage the world through music. Know. They understand and live by our values through our school song	Fair and objective assessment of their own and others' work	4Rs Time management Building strength of character	Children appreciate the roots of styles of music