



## 1. Our Vision

We are St Peter's, a Christian village school rooted in our community. We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness.

Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings.

We have three key aims:

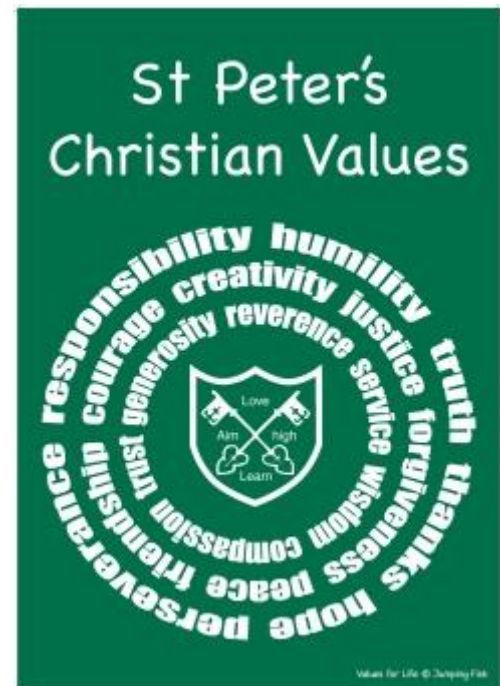
- To LOVE one another in the way God loves us.
- To inspire children to love to LEARN; and equip them with the skills and attitudes\* to do so all their lives.
- To AIM HIGH so every child can achieve their full potential.

*\* Refer to St Peter's Christian Learning Attitudes – 1.1*

Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others and their own unique talents in a broad curriculum.

When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.

*"Whatever you do, work at it with all your heart,  
as working for The Lord". COLOSSIANS 3:23*



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## ST PETER'S CHRISTIAN LEARNING ATTITUDES



- **Courage**

(Take a risk – have a try!)

- **Respect and Love**

(Co-operate – Work as a team!)



- **Reflection** (Take time to think!)



- **Creativity** (Be Resourceful)

- **Perseverance**

(Never give up! God is with you!)



## **2. Vision into Reality Through our Curriculum**

Our curriculum is the key vehicle through which this vision for our pupils can be achieved. Hand in hand with Collective Worship, and the way all stakeholders interact with the children during a school day, our curriculum (with its accompanying pedagogy) is how we can make a difference to the lives of our pupils.

### **2.1. Our Statement of Intent**

All stakeholders have contributed their views about what our curriculum should deliver to, and develop in, the pupils. Governors, staff and parents worked together during a 'Vision Day' in July 2019. The children themselves made valuable contributions through their School Council Representatives. From this collaborative process we have established 'Our Curriculum Drivers'. These are the key things our curriculum should develop, deliver or be like.

### **2.2. Our Curriculum Drivers**

#### **2.2.1 Christian Values**

**To inspire children to love to LEARN; and equip them with the skills and attitudes to do so all their lives.**

From our Vision it is clear to see what an important part of The Curriculum fostering life-long Christian Learning Attitudes is at St Peter's. In addition to these being an integral part of Worship, we do this by overtly referencing these as we teach. Each classroom has our 5 'Animal Icons' up at the front and teachers, and pupils, refer to these as they go about daily learning e.g. "On this next activity, you are going to have to cooperate and work as a team, like our Meerkat does". Our classroom pedagogy also incorporates this and we explain more about how we foster Christian Values and Learning Attitudes in our Teaching and Learning Policy (Appendix 5).

#### **2.2.2 Ambition and Opportunity**

**To AIM HIGH so every child can achieve their full potential.**

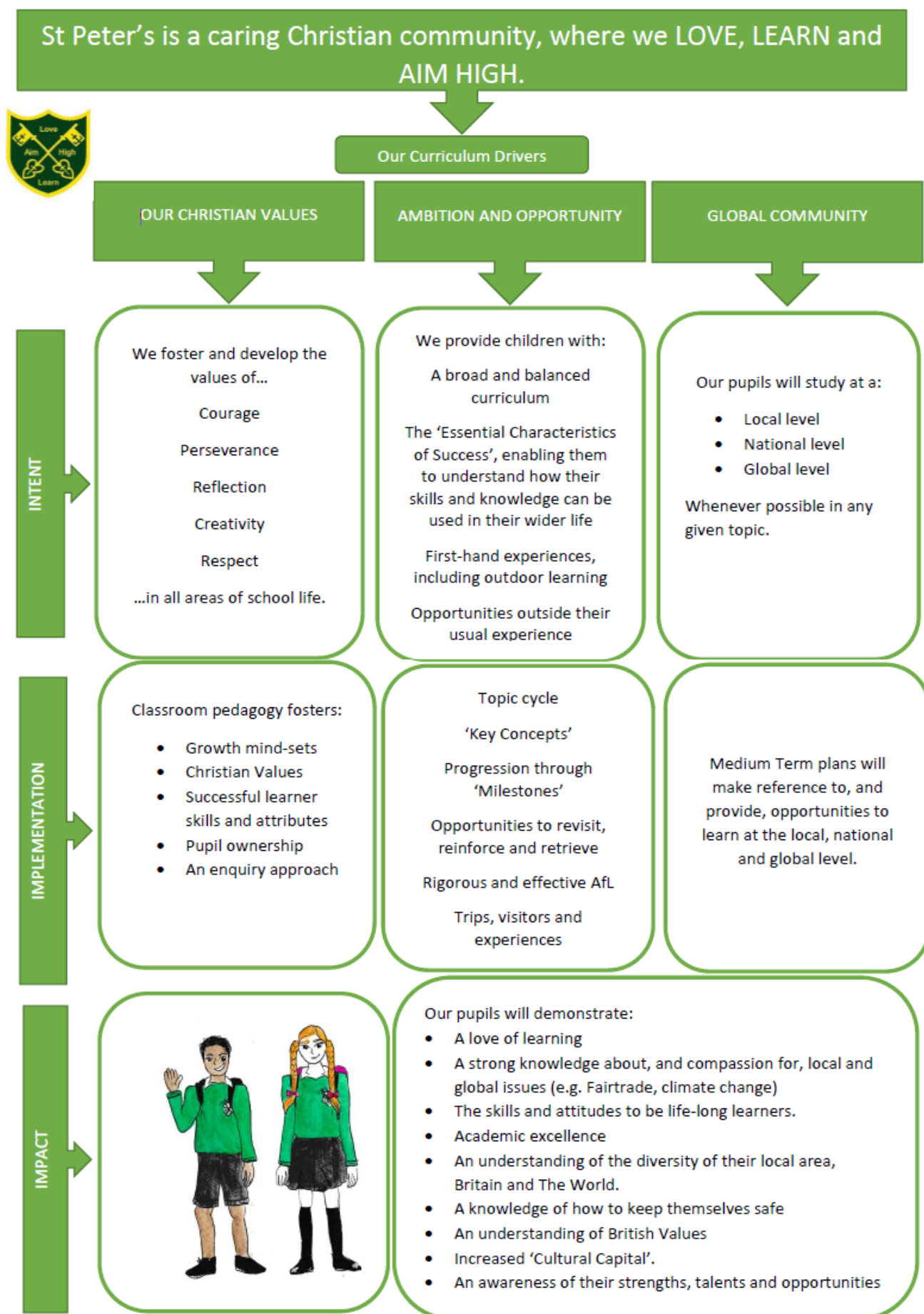
We want our pupils to discover their talents and we can only do this by exposing them to a broad curriculum. When they leave St Peter's we want them to have a growing sense of what they are good at and what they like to learn. We are committed to developing their 'Cultural Capital', exposing them to experiences they may not have at home and encouraging social mobility for disadvantaged pupils. Through our Curriculum we want our pupils leave the school not only having an awareness of their strengths and talents, but also a good sense of the opportunities that lie ahead for them at Secondary School, in Further Education and in 'The Working World'. For each subject we outline the 'Essential Characteristics of Success' to the children, enabling them to understand how their skills and knowledge can be used in their wider life and in the future. These are the key things they need to do to be, let's say, an effective Scientist, Musician, Artist, Geographer etc....

#### **2.2.3 Global Community**

**To LOVE one another in the way God loves us.**

Koinonia (Christian Fellowship) is very much part of our vision and we want our pupils to learn to love and value their immediate local community and want to help others in Cowfold, as well as preserve it. Then we want our pupils understand more about The U.K. – how diverse its people are and why Fundamental British Values are so important. Cowfold is not particularly diverse so this is an important part of building Cultural Capital. The key for our pupils is to have a good sense of how they look after God's Earth and The Global Community. We want them to have knowledge of how they can live sustainably in the future and how they can aid the development of poorer nations through simple, practical measures such as buying Fairtrade products. Therefore, it is vital that, in any given Topic, study is done at a Local Level, National Level and a Global Level.

## 2.3. Our Curriculum Overview



### **3. The Implementation of our Curriculum**

Section 3 of this Curriculum Statement, below, outlines how we achieve the key factors listed above.

#### **3.1. The Essentials Curriculum**

Maths, English, RE and Computing apart (See Appendix 3 for details on those subjects), our Curriculum is underpinned by The Chris Quigley Essentials Curriculum. Its structure of Essential Characteristics, Key Threshold Concepts and Milestone Descriptors fits beautifully with our Vision and gives us a robust, effective structure to implement our Curriculum Intent. We have adapted this Curriculum to fit our school and particular attention is paid to Year 5 to ensure Descriptors from Milestone 3 are developed in the Y3,4,5 Topics. In a nutshell this is how the curriculum is structured:

##### **Four elements make up the Essentials Curriculum**

- **ESSENTIAL CHARACTERISTICS** - The skills / characteristics you need to show, do, understand and have to be a Scientist, Historian, Computer Programmer, Geographer, Musician etc.
- **KEY CONCEPTS** (Threshold Concepts) - Threshold concepts are the 'big ideas' that shape students' thinking within each subject. The biggest ideas we can work at whilst we develop The Essential Characteristics.
- **CONTEXT** – Key Concepts cannot develop in a knowledge vacuum. Our Topic Cycle. (or programmes of work for 'stand-alone' areas of subjects).
- **MILESTONES** – There are 3 points in time. End of Y2, Y4 & Y6. Milestones contain **DESCRIPTORS** that tell teachers what pupils are working towards in a subject, over those 2 years. They are the Essential Characteristics broken down into a progression of descriptors. Do them and you'll gradually achieve those characteristics.

In order to ensure we have cross curricular links and the opportunities for purposeful, quality outcomes St Peter's operates a 'Topic Based Approach' to curriculum organisation. However, some subject content doesn't lend itself to being taught in a 'Topic Approach' and is taught discretely in its own right (e.g. much of maths and many areas of Science, PSHE or RE). In the case of these discrete elements they have been planned out within the system outlined in Appendix 1 as separate elements.

For more detail about how our curriculum is structured, in this manner, please now refer to Appendix 2.

#### **3.2. Knowledge, Skills and Attitudes**

A fundamental underlying principle of St Peter's curriculum is that equal importance is placed upon developing pupils' knowledge in relation to the skills we are teaching and the attitudes we seek to develop.

Scientific skills (such as observation and applying fair testing), enquiry skills, critical thinking and skills for metacognition (the process of taking a step back and reflecting on the learning process) are vital to help pupils all through their lives. Also, without adequate chances to develop the types of attitudes outlined in Section 1.1 (Our Christian Learning Attitudes) our pupils would struggle to be 'Life Long Learners'.

Alastair Smith (once described as the 'UK's leading trainer in modern learning methods) has made the point that we don't necessarily know what jobs the pupils who currently attend our primary schools will be doing when they grow up. Many of those jobs may not have been invented yet, as technology develops at pace. However, one thing is for certain: pupils will need the skills and attitudes to keep learning new things throughout their lives.

**“At times of change, the learners are the ones who will inherit the world, while the knowers will be beautifully prepared for a world which no longer exists.”** Alistair Smith

But – these skills and attitudes cannot be effectively developed in a knowledge vacuum! Knowledge comes into play mainly because, if we want our students to learn how to think critically, they must have something to think about.

### **3.3 The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

### **3.4 The Role of Parents and Carers**

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending home a termly topic planner at the start of each topic so that children and parents can tell us what they already know and what they would like to find out and how
- holding Parents' Consultation Evenings to share their child's targets with parents and to explain the progress made by each child and indicate how the child can improve further
- sharing an End of Year Report to parents
- explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- respect all other parents and children and treat others according to the school's Christian Ethos
- inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in our Home School Agreement.

#### **4. The IMPACT of Our Curriculum**

**This is the impact our curriculum has on our pupils:**

- ✓ Due to the well-constructed, well-taught curriculum outlined in Sections 1, 2 and 3 St Peter's CE Primary School achieve good results in National Tests and Assessments at EYFS, Y1, Y2, Y4 and Y6.  
i.e. In general, they consistently achieve at a level above the National Average and make faster progress than the average rate for our nation.
- ✓ Those results reflect what pupils have learned from our broad, rich curriculum.
- ✓ Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- ✓ First-hand assessment of pupils' work demonstrates that pupils achieve well in comparison to National Expectations and make good, and outstanding, progress over time.
- ✓ Learners are prepared for their next stage of education.
- ✓ As a general rule, pupils are able to read to a level above an age-appropriate level and fluency. This helps them access the rest of the curriculum and achieve these high standards.
- ✓ Our pupils demonstrate:
  - A love of learning
  - A strong knowledge about, and compassion for, local and global issues (e.g. Fairtrade, climate change)
  - The skills and attitudes to be life-long learners.
  - An understanding of the diversity of their local area, Britain and The World.
  - A knowledge of how to keep themselves safe
  - An understanding of British Values
  - Increased 'Cultural Capital'.
  - An awareness of their strengths, talents and opportunities

