



The unique St Peter's Curriculum – summary version

Growing together in mind, body and spirit.

Preamble

This curriculum has taken many terms to create, and is the culmination of work, consultation and support from many of the stakeholders at the school and it's vibrant and varied community. Thank you to everyone who has given their time and been involved.

The main document is quite large, detailed and prescriptive. *This is a short summary version that is easier to digest. Please read the main document if you want to find out more.*

Aim and principles

At St Peter's we aim to live our motto of '**Growing together in mind, body and spirit**'. This recognises that we are a team or community of people, each trying to improve ourselves in every way we can.

We aim to have a curriculum that meets the needs of the children and community of Budleigh Salterton. We will follow the objectives from the nationally set curriculum but have also adopted the following principles to make it unique to our school.

Child-centred

The children in our school have a strong say in what they want to learn and experience. Fundamental to this is whatever they choose should contain a purpose or experience. Children should enjoy their learning, always challenge themselves to achieve their best, and learn about how to learn. It is vitally important that we use formative assessment¹ as the way to focus our curriculum on the needs of our children.

Children like to have fun. Our curriculum aims to engage and inspire pupils – giving them a reason to come to school every day. It is absolutely essential that outcomes should have a purpose – a reason for doing them – as why else should we bother?!

Embedded in our locality and community

We are extremely privileged to live in a part of the world with such amazing natural, man-made and social resources on our doorstep. We are passionate about utilising these. We have included in our policy how we intend to engage our children in learning about, understanding, experiencing and utilising the resources in the area that we live in.

The school also recognises the immense contribution that parents, carers and relatives can add to the school. Alongside supporting with home learning, we welcome families to take part in school life, through supporting the curriculum or experiencing the outcomes.

We will seek to utilise the skills and experiences that adults can contribute to the school. This might involve inviting visitors in that have a particular skill or experience that can enhance the curriculum.

Life skills and social skills

Aside from teaching to the statutory requirements, we have an additional set of objectives focussed on life skills and social skills, to ensure that our children become well-equipped and confident global citizens. Many of the jobs that children will go into when they finish school don't currently exist! So we hope to prepare them as best we can for an uncertain future.

High-quality

Each topic that we undertake will have a **high-quality outcome** that will be celebrated in some way. This might be through our newsletters, the website, or inviting parents/the community in to take part in an event.

¹ Formative Assessment - is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student outcomes.



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Linked to our Christian values

These are threaded through the curriculum to encourage children to become good Christian citizens – or even just good citizens - and to develop their mind, body and spirit.



Characteristics of Effective Learning

The starting place for staff planning are the three characteristics of effective learning, which start in the Foundation Stage and will be extended all the way through the school.

Playing and exploring – engagement

- Finding out and exploring;
- Playing with what they know;
- Being willing to 'have a go'.

Active learning – motivation

- Being involved and concentrating;
- Keeping trying;
- Enjoying achieving what they set out to do.

Creating and thinking critically – thinking

- Having their own ideas;
- Making links;
- Choosing ways to do things.

Specific curriculum areas

We have defined how we will teach each curriculum area in the main document. Below is a short synopsis of some important areas.

Reading

We have an aim for reading: “**Lifelong reading for enjoyment**”. It is simple – we want every child to leave St Peter's loving reading so much that they never stop!!

Writing

We view writing as a key communication and thinking skill. Writing is not seen as a discrete subject, but permeates all curriculum areas. There is a high-quality writing outcome associated with each class book that we read. Spelling is taught across the school, developing from phonics in Reception and Year 1, to learning whole words in Years 2-6. Handwriting is encouraged from the early days of mark-making, to cursive writing further up the school. Classes follow the same model and handwriting is taught as well as practised.



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Speaking and Listening

Speaking and Listening are the literacy skills most used throughout life, and yet traditionally are not always taught the most. Here at St Peter's, we ensure that there are many opportunities to develop the vital skills of speaking and listening. Not only are they essential in their own right, but these skills also underpin the ongoing development of reading and writing. If a child is able to express themselves orally, they are more likely to do so on paper.

Maths

The key areas of learning in Mathematics are **Number Sense** (counting and place value), **Additive Reasoning** (addition and subtraction), **Multiplicative Reasoning** (multiplication and division) and **Geometric Reasoning** (knowledge of 2D and 3D shapes, position and direction). Fractions, measures (length and height, mass/weight, volume, capacity, time and money) and data handling are incorporated into all these areas.

At St Peter's we embrace a specific Calculation Policy which ensures consistency in the methods, strategies and key skills our children are taught across the school. Parents have access to a simplified version of this policy which acts as a reminder of the main strategies their children are being taught in school. This allows them to know what their children are learning and how to support them with weekly home-learning activities.

Science, History and Geography

We are very proud about the links we have been able to make with our locality. **Almost all of our Science, History and Geography can be taught using our surrounding area**, which is quite a remarkable feat. This should not only leave the children with a fantastic understanding and knowledge of their locality and community, but strengthen and deepen their learning because it will be more purposeful and relevant.

Religious Education

We are a Church of England school, and our RE teaching follows the Diocesan Programme of Study. Our aims are that children will have an inner knowledge that God loves them and also to nurture mind, body and spirit. We hold daily acts of Collective Worship that follow plans from the Diocese. The learning and work produced by the pupils is shared at the monthly all-age Celebration service at the local church of St Peter's.

Music

We currently employ a specialist music teacher to deliver our music provision in Key Stage 2. We have a music programme that ensures that all children have an opportunity to experience learning at least four instruments by the time they leave St Peter's.

The next year will see them experience these instruments:

- Beat Blocks;
- Ocarinas;
- Recorders;
- Ukuleles;
- Djembes;
- Guitars;
- Melodeons.

During the course of the year, we perform regularly in our community, for Church events, in local nursing homes and for local festivals.

We have a wide range of music clubs, including choir, ukulele and 'The Big Scratch Project'. We are the hub for the Otter Music Collective, which provides the opportunity for children from local schools to play and perform together in a group on a weekly basis.



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Physical Education

Taking part in Physical Education has been proven to have significant benefits for young people. A growing evidence base demonstrates the impact that high quality PE and sport has in improving educational standards. It helps young people become more active and healthy, and can play a central role in developing young people's confidence and self esteem, helping develop team working and wide social and personal skills.

Through the delivery of high quality Physical Education, including Out of Hours Opportunities and Competitive Opportunities, we intend to give pupils the skills, confidence and desire to be physically active throughout their lives.

We are very lucky to:

- be able to employ a specialist sports teacher to coach the children in Key Stage 2 and support staff across the whole school delivering high-quality PE.
- have our own school pool, where the children have swimming lessons every week.
- have a wide range of sporting clubs and extra-curricular activities.

Social skills and life skills

At St Peter's we believe it is important to teach some additional social and life skills. Here is an outline of the content.

- The **Thrive** approach is an intrinsic part of school life. Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable.
- Our curriculum is rooted in **real life experiences**. Wherever possible we try to plan opportunities for these in; this gives learning an even greater sense of purpose.
- Teaching at St Peter's is structured to acknowledge different perspectives and to celebrate cultural diversity. **Tolerance** is one of our core Christian Values. Children are taught to respect the opinions of others and are open to multiple perspectives on many issues in a climate of mutual respect. A large amount of our cultural diversity work is done through our RE and PSHE curriculum.
- Each year our upper KS2 children have the opportunity to learn **basic first aid skills** with the support of the Budleigh Salterton Patients Participation Group. They learn how to recognise and treat a range of injuries and illnesses which is such a valuable life skill. In Lower KS2 they will be taught dementia awareness, as part of the Budleigh dementia friendly initiative. In KS1 the Budleigh Salterton Patients Participation Group will support the children with a basic understanding of the human body.
- We also build in further skill based activities, such as an **Enterprise Week, Team building activities** and learning about **sustainability**.
- The school grounds are used as a resource for learning about becoming more **sustainable citizens** and **protecting nature and our landscape**.

Our Personal, Social, Health and Economic curriculum covers a wide range of topics which are based around Three Core Themes:

1. **Health and Wellbeing.**
2. **Relationships.**
3. **Living in the wider World.**

I hope this gives you a good idea of the kind of content your child will learn while they are at St Peter's. Please refer to the main curriculum document for more detail.