



St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.
Inspired by John 10:10, we strive for all members of our community to learn and live
'Life in all its Fullness'.

CURRICULUM POLICY

St Peter's Church of England Junior School is a special place to grow with '*Learning and Living - Life in all its Fullness*' at the heart of our curriculum and wider school life. Situated in a beautiful Grade 2 listed building, our school is a happy place to learn and live - a place for curriculum adventures and character growth.

Our Christian Vision

Our Christian vision is inspired by John 10:10: 'I have come that they may have life, life in all its fullness'.

In celebration of the loving gift of life, which we believe that Jesus offers to all in abundance, we strive to 'Learn and Live - Life in all its Fullness'. As members of St. Peter's school, we are encouraged by the lessons we see in the life and learning of St. Peter, who challenges us to extend fullness of life to our local and global community as we seek to 'use whatever gift you have received to serve others' (1 Peter 4:10).

Our Curriculum Vision

At St. Peter's, we believe in providing our children with a meaningful, memorable and engaging curriculum that goes beyond that of the National Curriculum and fully enables '*Life in all its Fullness*'. Our curriculum is underpinned by our Christian Values of Celebration, Collaboration, Respect, Responsibility, Service and Truth.

Our curriculum ethos is inspired by our heartfelt vision of '*Life in all its Fullness*' for all members of our community. We strive to plan and provide curriculum opportunities that instil a love of learning and enable all children to learn for life.

Through our curriculum, we aspire to:

- Ignite children's curiosity
- Foster childhood and life-long memories
- Develop character and aspiration
- Inspire and celebrate beautiful learning
- Provide a sense of belonging
- Promote active citizenship
- Place school at the heart of our community
- Enable children to become leaders of their own learning
- Grow the whole child

Our School Values

Inspired by our church school vision, we are fully committed to a holistic education, recognising that each child is a unique individual. We believe in the rounded development of the whole child. In support of this, we strive to embed our values in all areas of school life, promoting them as a guide for flourishing in life and learning.

- **Celebration:** Living life with joy and appreciation, learning to rejoice in the achievements of others and showing gratitude for all that we have.
- **Collaboration:** Learning the roles that we can play and living them out to bring fullness of life to our class, school and wider community. Supporting one another to be our best selves.
- **Respect:** Living our lives with kindness and compassion and learning to live with open hearts and minds. Loving each other and ourselves in all our fullness.
- **Responsibility:** Learning to lead by example and living to serve others. Modelling kindness and care to one another and ourselves, for our environment and our wider world.
- **Service:** Learning to use our gifts to bring happiness to others and living life with others before ourselves. Volunteering our time to bring life in all fullness to our local and global community.
- **Truth:** Learning to show honesty and friendship through life in all circumstances. Living life with integrity, guided by our values and staying true to ourselves.

Further information about our values in action, relevant to each subject, can be found under the curriculum page of our school website.

Church of England Vision for Education

As a Church of England school and underpinned by our vision and values, we are wholly committed to the Church of England Vision for Education, which includes:

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our Curriculum

We believe in delivering a broad and balanced ambitious curriculum. At St. Peter's, children study the full curriculum; it is not narrowed. The full curriculum, which is coherently planned and sequenced, includes the national curriculum, religious education and age-appropriate relationships and sex education.

Through our project design, further enhanced by specialist delivery in some areas of the curriculum, children study the following subjects:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Languages (French)
- Music
- Physical Education (PE)
- Religious Education (RE)
- Relationships, Sex and Health Education (RHE)

Further information about these subjects, including curriculum sequencing and details of progression, can be found under the curriculum page of our school website.

Our Curriculum in Action

Through our curriculum design, we strive to provide a full learning experience that will equip our children to acquire the intended knowledge, skills, values and attitudes to become lifelong learners and responsible citizens of the future.

At St. Peter's, we use an enquiry-based approach to deliver our curriculum with projects led by open-ended, problem-solving questions to promote curiosity and encourage wondering. Our curriculum is organised into half termly projects - planned and sequenced so that new knowledge and skills build on what has come before. Each project features an overarching question, which children can grapple with and respond to through their wider learning. Our project design encourages children to make and consider links across the curriculum subjects, supporting them to respond to their overarching question '*in all its fullness*'. Across the subjects, units of work feature big enquiry questions, which are broken down into smaller questions for individual lessons.

Each project begins with a hook event, designed to promote wondering and instill memories at the first introduction to the enquiry question. Each project finishes with a celebration of learning event, which also acts as a key driver throughout. Designed to celebrate children's end outcomes, these events often involve a real life, community audience. Guided by our vision of beautiful learning, we strive for every child to achieve work and learning that reflects pride, purpose and progress. Examples of our children's high-quality work can be found under the curriculum page of our school website.

Through our curriculum planning and teaching, we aim to:

- Uphold the principles of high-quality inclusive teaching in every subject, for every child
- Implement oracy techniques to promote and facilitate pupil talk
- Plan collaborative learning to enable active engagement, team work and problem-solving skills
- Include critique and feedback opportunities to move learning on
- Deliver learning journeys that result in high quality, meaningful outcomes
- Design authentic learning in response to our community
- Empower our children to ask questions and be curious
- Create opportunities for children to apply their learning and think critically
- Encourage our children to believe in themselves as learners
- Enable our children to achieve more than they think possible
- Promote well-being and create happy memories
- Meet the needs of every child

Reading

Reading features at the heart of school life; it is prioritised to allow children to access the full curriculum. Through our reading curriculum and wider offer, children are encouraged, challenged and inspired to read broadly across a range of genres, authors and texts, helping them to develop a sense of self. This is achieved through a variety of approaches, including rich texts that support and stimulate our project-based curriculum.

Every classroom features a reading display and our library is a source of inspiration to promote reading for pleasure. Other initiatives include author visits, themed reading events and committed staff, who model a love of reading.

We strive to ensure that every child can read fluently and confidently by the time they leave our school. Where necessary, there will be specific phonics teaching through the delivery of the Read Write Inc phonics programme. Further information about our reading provision can be found under the curriculum page of our website.

The Wider Curriculum

At St. Peter's, we believe in a much wider curriculum, including enrichment opportunities and experiences that enable our children to *'Learn and Live – Life in all its Fullness'*.

Examples of our wider curriculum include day trips and residential visits, school visitors, performances and workshops. Opportunities to promote spiritual growth include participation in church services, collective worship, pause days and prayer space. To promote good mental health and well-being, themed events such as Empathy Day and Children's Mental Health Day are planned into the curriculum, in addition to after school clubs, taster sessions and sporting fixtures to promote keeping active and healthy. To foster skills for life, a wide range of student leadership roles are available for all children to embrace and our curriculum extends beyond the walls of the school and out into the community.

Character Education

At St. Peter's, we strive to grow and develop the whole child in order for them to thrive in life, learning and work. As part of our curriculum, we believe in delivering a character education.

“Character Education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues. Character education is more than just a subject. It has a place in the culture and functions of families, classrooms, schools and other institutions. Character education is about helping students grasp what is ethically important in situations and how to act for the right reasons, such that they become more autonomous and reflective in the practice of virtue.” (The Jubilee Centre for Character and Virtues)

Underpinned by our vision of ‘life in all its fullness’, we believe that children benefit from opportunities to fully discover the person they are and want to become, instilling a sense of belonging, identity and fulfilment. We strive to grow our children with an understanding of their place in the local community and wider world, undertaking a sense of responsibility and feeling empowered to make a difference. This vision is well supported by our religious education curriculum, which enables children to serve our local and global community. Through the planned curriculum and wider opportunities, children are inspired to make a real life, active difference.

**Please refer to appendix one for further information about Spiritual, Moral, Social and Cultural (SMSC) Development at St. Peter's.*

Inclusion

Inspired by our Church school vision, we strive for every child, particularly disadvantaged pupils and pupils with SEND, to flourish across all areas of school life. Guided by the principles of *High-Quality Inclusive Teaching* in every subject, for every child, the curriculum is adapted to be ambitious and meet the needs of all children, enabling them to achieve the aims and ambition of the curriculum.

Related Policies

- Assessment and Feedback Policy
- SEND Policy and SEND Information Report
- Spiritual Development Policy
- Behaviour and Relationships Policy

Appendix One: Spiritual, Moral, Social and Cultural (SMSC) Development

At St. Peter's, we recognise that the spiritual, moral, social and cultural development of every child is fundamental to their personal development as an individual.

Spiritual Development:

At St. Peter's, spiritual development flows through all aspects of school life and is essential to the personal development, growth and well-being of all within our school community. Spiritual Development is a personal journey and we recognise that there are many spiritual styles. Throughout the curriculum and within the ethos and daily life of our school, children will encounter these building blocks for Spiritual Development:

- Self-Awareness or Self Knowledge
- Forming Relationships
- Asking Ultimate Questions
- Uncertainty, Awe and Wonder
- Beliefs and Values
- Creativity
- Feelings and Emotions

These building blocks are aligned to half term curriculum projects (and all subjects), enabling children to experience and re-visit them throughout their time at St. Peter's.

Moral Development:

Throughout the curriculum and collective worship, children actively engage with issues of justice and responsibility. A Global Goal for Sustainable Development is aligned to every curriculum project, enabling children to connect with global themes and issues, while considering the role they might play in helping to tackle them. Children are introduced to global goals through class worship, enabling dedicated time for reflection.

Underpinned by our vision and driven by the curriculum, children are inspired to 'use their gifts to serve others'. Our celebration of learning events, planned at the end of every curriculum project, provide varied opportunities for children to demonstrate social action, both locally and globally, throughout their time at St. Peter's.

Social Development:

Alongside the curriculum, we offer a wide range of pastoral support to enhance children's social and emotional development. This provision includes Emotional Literacy Support (ELSA), Therapeutic Active Listening (TALA), Emotional Regulation and our Dog Mentor programme (Humphrey, the school dog).

Based on extensive research, our behaviour approach is rooted in relational and restorative practice. Our Behaviour Values underpin the learning and social behaviours that we aspire for all members of our school community to demonstrate. Underpinned by Luke 6:31, '*treat others as you would want to be treated yourself*', our Behaviour Values are:

- Kindness (Be Kind)
- Safety (Be Safe)
- Respect (Be Respectful)
- Responsibility (Be Responsible)

Cultural Development:

Our 'life in all fullness' curriculum equips children in developing an awareness and understanding of our local and global community. Rooted in the theme of 'belonging', we strive for our curriculum to reflect the diverse community in which we are proud to serve. Each curriculum project features an artist study and a text driver, carefully chosen to reflect the diversity of our wider world, in keeping with the project theme. Music and dance workshops enhance cultural capital and the geography curriculum enables children to experience life beyond their own context. Our religious education curriculum enables children to become 'global neighbours' as they learn about and experience global faiths, worldviews and traditions. Classroom doors also feature a welcome sign, displaying the different languages spoken in each class.