

St. Peter's Church of England Primary School

At St. Peter's Church of England Primary School, our aim is to provide our children with a curriculum that encapsulates our Christian mission statement which is:

"The child grew and became strong in body, mind and spirit"

Luke 2:40

We call our curriculum, the COURAGE curriculum, which embodies the strength that 'the child – Jesus Christ' demonstrated throughout his life. We also celebrate the courage of Norman Harvey, an ex-pupil who won the Victoria Cross in World War I. COURAGE enables our pupils to grow in body, mind and spirit.

COURAGE

Culture

Oracy

Understanding the World

Reading

Arts

Growth

Enquiry

Our COURAGE curriculum is designed to recognise children's prior learning, to provide first hand learning experiences, allow children to develop interpersonal skills, build resilience through a positive mind-set, become critical thinkers and develop spiritually. Our Christian ethos is intrinsic to our curriculum design, by providing an environment in which the uniqueness of each person, as a child of God is recognised and developed.

St. Peter's lies in the heart of a local community that is steeped in significant, global and historical importance.

Our rich local history, heritage and geographical community links permeate our entire Courage Curriculum design, ensuring that children make connections between the past, present and future.

We celebrate and welcome differences within our school community. Through the use of growth mind-set, we provide opportunities for children to develop as independent, confident learners with high aspirations who know how to make a positive contribution to the community and wider society.

We provide a broad and balanced curriculum where learning takes place in and out of the classroom, enhancing opportunities and memorable learning experiences in order to engage learning in both core and foundation subjects. Knowledge and skills acquired in maths and English are embedded throughout our wider curriculum. Our rich, engaging and progressive curriculum encourages a shared love of learning amongst all members of the school community.

By the time our children leave us in Year 6 they will have the skills, knowledge and confidence to prepare them for their next steps in becoming lifelong learners and citizens of our diverse world.

Courage in our Faith

Culture

“Love one another as I have loved you” - John 13: 34-35

Oracy

“Wise speech is rarer and more valuable than gold and rubies.” - Proverbs 20:15

Understanding

“Make your ear attentive to wisdom and include your heart to understanding” - Proverbs 2:2-5

Reading

“Study to show yourself approved to God” – Timothy 2:15

Arts

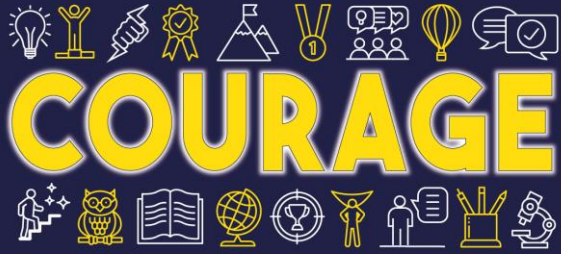
“We have different gifts, according to the grace given to each of us” - Romans 12:16

Growth

“The child grew in body, mind and spirit.” - Luke 1:80

Enquiry

“Come and see the wonders of God”- Psalms 66:5



at



St Peter's
C.E. Primary School

Culture

At St. Peter's, we embrace the rich heritage and historical importance of our local area within our Courage Curriculum embedding a sense of pride of our community. We promote and actively teach an understanding of British Values within our school culture. Our Christian ethos and links to St. Peter's Church develop traditional C of E values and culture whilst also valuing the diverse range of faith within our local and wider community.

We celebrate the very best of human intellectual achievement and civilisation studying renowned authors, artists, scientists and locally significant individuals. Whilst comparing our culture and civilisation with contrasting settlements around the world, we gain a greater understanding of our own place within the history of humanity and wider cultural perspectives.

Oracy

At St Peter's, we consider language to be fundamental in our children's learning and development. We place oracy at the heart of all we do, ensuring it is part of our whole school culture.

Children draw upon the vocabulary used across the curriculum to explain their reasoning, knowledge and understanding through conversation and debate. We strive to develop articulate learners who can express their ideas, thoughts and feelings confidently and clearly.

Children are given opportunities to develop and strengthen their oracy throughout their entire school journey.

Understanding

At St Peters, our knowledge-based courage curriculum develops children to be naturally curious, determined and creative learners, to discover first-hand the world around them. Children learn about the local community and their personal impact and purpose in the wider world.

Our strong CE faith ensures that children experience first-hand the awe and wonder of God's world, embedding our core values of faith, love, hope and trust. Children also develop a deep understanding and celebrate the diversity of other religions and faiths. At St Peters, we carefully plan and select appropriate knowledge, making links throughout the curriculum.

Children experience visits and educational experiences that develop their interest in the world and ignite their love for learning.

Reading

The ability to read fluently matters emotionally, culturally and educationally to the individual and the wider society as a whole (DfE, July 2021). We recognise that proficiency in reading is fundamental to the education of our children, and vital to their success. We therefore endeavour to embed the key skills of reading, as well as ensuring our children are as widely read as possible, in all subjects and contexts across school. Understanding vocabulary is vital for comprehension and also wider learning and progress.

By focussing our programmes of study towards vocabulary development, we aim to equip our learners with the tools required to dive deeper into our wider curriculum.

Arts

At St. Peter's, we believe that our curriculum develops creativity and encourages a journey of self-expression and individuality. We aim to develop a love of the Arts which permeates through all aspects of school life.

We encourage every child to develop their own individuality allowing them to express their own ideas, thoughts and feelings through the Arts.

Growth

At St. Peter's, we place the growth of the 'body, mind and spirit' at the heart of our school.

It is the golden thread that ties together our curriculum, challenging our pupils to grow and develop in order to achieve their aspirations.

The growth mindset and wellbeing of our pupils is something we celebrate and encourage as part of our daily lives.

We want our children to relish challenges, embrace their mistakes as part their learning process and have the perseverance to complete challenging tasks. This will help them to achieve not only with us but in their future lives as adults.

Enquiry

At St. Peter's, we provide an enquiry based learning environment where children are encourage to ask questions, research, share their learning and draw their own conclusions.

Children are naturally curious and have a built in desire and thirst to learn first- hand about the world around them.

Our COURAGE curriculum has been designed to encourage and promote enquiry allowing children to develop their deep love of learning.

We strive to provide children with the opportunities to enquire and develop an understanding of the world that God created.

COURAGE Curriculum in EYFS

In the Early Years, the delivery of our Courage Curriculum begins through our provision across the seven areas of learning. EYFS is the foundation for which all future subject specific learning is based upon. In the EYFS, it is clear to see how Courage is woven through the curriculum, enhanced by our Christian Values.

The EYFS is taught through a balance of guided, adult led, child-led, independent and open ended exploratory activities. We have clear pedagogical approaches and follow the seven key features of effective practice, the best for every child, high-quality care, curriculum, pedagogy, assessment, self-regulation and executive function, partnership with parents

Culture

Oracy

Understanding of the World

Reading

Arts

Growth

Enquiry

The school personal attributes of courage run through the EYFS curriculum

The seven areas of learning are interwoven with the Characteristics of Effective Learning- Playing and Exploring, Active Learning, Creative and Critical thinking.



Communication and Language

Physical Development

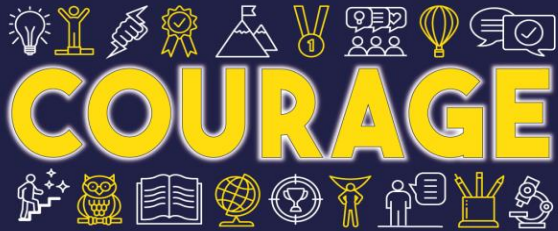
Person, Social and Emotional Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



in EYFS



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Culture

Rights respecting
British Values
Church Visits
Jigsaw Lessons
Core values-underpin worships
Home learning
Church calendar followed
SMSC woven throughout
Celebration of other faiths and world religions

Oracy

Speaking and listening
Daily opportunities planned for
Show and Tell
Pathways to write
NELI Programme
Talk Boost
Daily read aloud and sing along
Story times
Reading sessions
Key focus on vocabulary- link to KS1

Understanding

Characteristics of effective learning
Outdoor learning- school field and outdoors
Enhanced, open ended learning environment
Visits from people in the community
Education visits and visitors
Investigations and experiments to embed knowledge for KS1 Science, History, Geography and R.E.

Reading

Characteristics of effective learning
Reading is at the heart of all we do
Daily read in the Essential Letters and Sounds lessons
Reading books all matched to phonics knowledge and progression
Children foster a love of reading
Reading is in all areas of provision

Arts

Primary PE – dance lessons
Creative opportunities in provision- musical instruments, creative workshop, malleable, imaginary play, construction.
Characteristics of effective learning
School performances
Worships

Growth

Challenges in provision
Open ended tasks and investigation, developing resilience
Long term plan prepares all learners for KS1
Subject leaders/EYFS lead agree plans for all areas of learning to ensure progression of knowledge.
Transition plan
Well being/health a focus in school- rainbow team
Personal hygiene routine and dental health lessons.
Physical development/outdoor learning

Enquiry

White Rise maths- reasoning skills
Questioning
Characteristics of effective learning
Quality staff interactions-higher order questioning
Key questions in provision
Exploration and open ended activities in provision.



**in
Religious Education**



Culture

Our school is within deep tradition of Church of England education.

Our R.E work includes studying how a range of countries celebrate Christian festivals.

Each unit from our Understanding Christianity curriculum includes an aspect of a world faith.

Oracy

A huge emphasis on discussion of theological issues and chance to deepen our understanding. discuss,

Children are encouraged to prepare and present their own worships both in front of their own class and the whole school.

When assessing children's work, we give children opportunities to reflect and respond.

Understanding

Our R.E work includes studying how a range of countries celebrate Christian festivals.

Students develop an awareness of the influence of Faith on our British Values.

During each unit and within 'Faith Week' we understand and learn about the main World Religions and their impact on the world.

Reading

Reading Bible and Christian stories is prevalent throughout the curriculum.

Our class Reflective corners display written prayers, Bibles and vocabulary relating to current R.E. learning.

Arts

Art features heavily within our R.E. curriculum, including discussion of famous Christian pieces of Art.

Understanding Christianity uses 'The Big Frieze' to illustrate 'God's Big Story'.

Growth

Our class Reflection journals not only reflect our R.E. journey but our personal growth.

We challenge our own assumptions and often show empathy by contributing to Christian charities and events.

Enquiry

A questful approach to R.E. is adopted by Liverpool diocese that encourages actively investigating and questioning beliefs and evidence.



in Maths



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Culture

Our White Rose Curriculum is drawn from the latest research and good practice around the world.

Oracy

Focus on the mathematical vocabulary and encouraging mathematical discussion throughout.

Verbal reasoning skills incorporated.

Present and explain strategies and results.

Understanding

Using maths to understand and solve real life problems.

Opportunities to link maths with the real world e.g. money, measurement and time.

Reading

Mathematical vocabulary is displayed within every classroom.

Presenting concepts within a variety of written contexts for children to interpret is key to the idea of Mastery in Maths.

Arts

Maths songs, rhymes and actions are embedded within the EYFS curriculum.

Creativity and computer programs help learning within our space and shape learning across school.

Growth

Children use growth mindset regularly to persevere and celebrate progress.

Regular low stakes assessments inform children how they are progressing.

Enquiry

An enquiring approach and persevering through problems is central to our Maths approach.

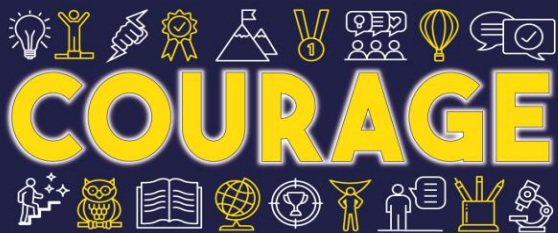
Working through a problem or statistics data problem occurs within each year group.



in English



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in Science



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Culture

STEM professional visits
Studying of scientists around the world.

Local culture and industry studied throughout the curriculum
Educational visits.

Oracy

Key vocabulary in every unit
Verbal presentation of findings and discoveries.

Gathering of ideas and presentation of results by the STEM club.

Understanding

Studies of our natural world and processes studied throughout the curriculum.

Educational visits and trips to study the world around us.

Opportunities to explore non-curriculum ideas and questions in STEM Club.

Reading

Opportunities for reading prioritised in planning.

Research into different scientific concepts, natural phenomena, scientists and their discoveries.

Arts

Drama opportunities (e.g. hot-seating) used to explore scientists and their discoveries.

Promotion of creativity in the development of questions, and the design of investigations.

Creativity of the presentation of findings and discoveries.

Scientific sketching.

Growth

Environmental studies, safety, healthy diet and living, importance of exercise, drugs and alcohol impact, lifecycles and reproduction.

Appreciate of the natural world
Sense of awe and wonder.

Inspiration and Aspiration week.

Enquiry

'Enquiry bubbles' used to drive investigation and discovery.

Child-led enquiry and investigation.

Expectation for children to self-plan, record and analyse scientific enquiry.

Opportunities to ask non-curriculum specific questions in STEM club.



in PSHE



Culture

Christian values-in all lessons and collective worship
 Rights respecting
 Cultured Education- visits and visitors
 Celebrating Difference- Jigsaw piece promoting cultural diversity
 Worships
 Focus weeks
 World awareness diary- e.g. black history month.
 Cultural Capital-Our life in Newton le Willows

Oracy

Debate and discussion in PSHE Jigsaw sessions
 Vocabulary progression from year to year
 Expressing opinions, ideas and sharing knowledge
 British Values

Understanding

Being in My World- Jigsaw piece in PSHE progresses from R to Y6
 Children learn about all cultures, families and faiths of the world

Reading

Stories based on jigsaw themes-e.g. 'my two mummies'
 Rights respecting rights
 Reading tasks in lessons (PSHE)
 Knowledge mats- progressive vocabulary

Arts

Drama and story telling experiences in jigsaw lessons
 Display work at end of each unit/piece
 Children's presentations in sessions and worships
 Expressing own feelings and emotions/opinions.

Growth

Behaviour approaches
 Growth mindset-resilience and perseverance is instilled in all aspects of school life
 The jigsaw scheme grows from R to Y6, with progression of knowledge
 Team work, social skills
 KABs lessons
 Nurture club
 Guardian Angels
 Rainbow Team
 Growth mindset worships and celebration certificates
 Learning pits in every class
 Personal development-St Peters award

Enquiry

Questioning during jigsaw lessons
 Parent partnerships- sharing information and policies/planning and resources
 Debate and discussion



in History



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in Geography



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Culture

Our pupils learn about diverse places, people, resources and environments , with a deepening understanding of the earth's key physical and human processes.

Promote respect and understanding of other cultures and religious beliefs around the world.

Planning incorporates how cultures and societies shape landscapes

Oracy

Progressive teaching of key vocabulary across units: Place Names, Geographical Terms and Processes, Locational Terms
Opportunities for oracy within lessons including discussion, debate and presentation.

Knowledge mats including vocabulary and definitions of terms to be used to explain knowledge and understanding of the world through geographical conversations

Understanding

Subject planning and delivery sequenced and includes:
Progressive Knowledge Mats including subject specific vocabulary
Progressive planning builds upon previous knowledge and understanding.

Opportunities for fieldwork to develop geographical knowledge, understanding and skills further
Research and retrieval opportunities

Reading

Progressive teaching of to understand the key vocabulary across units: Place Names, Geographical Terms and Processes, Locational Terms
Opportunities for reading and research within lessons
Geographical texts within class reading to develop an understanding of geographical concepts and vocabulary
Knowledge mats including subject specific vocabulary and definitions of terms.

Arts

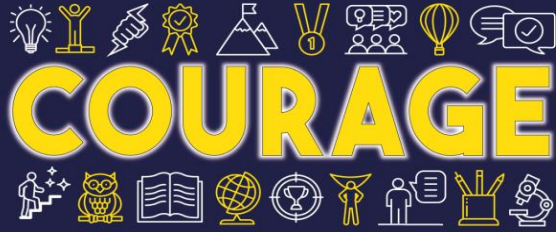
Opportunities for showing geographical understanding through the arts e.g. debating current issues of climate change, using drama, such as hot seating, when looking at different perspectives.
Use of music to set appropriate mood for the places and people studied.
Links to other curriculum areas such as dance and music units focusing on place.

Growth

Scheme of learning includes a wide range of cultures, countries and environments.
Links to careers within geography.
Learning about humans overcoming adversity through discrete units including Mountains (climate change in the Himalayas), volcanoes and earthquakes.

Enquiry

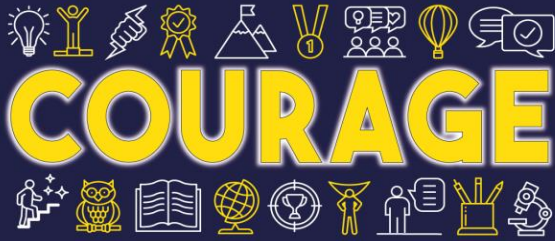
Progressive planning including enquiry skills including asking simple geographical questions in Early Years to current geographical issues and implications.
Research key concepts and investigate people and places.
Survey and fieldwork opportunities.



in Computing



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in Design and Technology



St Peter's
C.E. Primary School



In Art Design



St Peter's
C.E. Primary School

Culture

Appreciation of artists from a range of diverse backgrounds and cultures.

British values – tolerance.

Oracy

Reflection and evaluation of own and peers' work.

Vocabulary linked to Art.

Discuss and critique famous works of art and techniques.

Understanding

Art appreciation – learning about famous artists, sculptors and architects/designers.

Links to local businesses, such as St. Helens Glass.

Links to local artists, St.Helens Hub

Reading

Use of a range of interactive sources.

Fact files.

Use of art gallery websites.

Arts

Use of music for mood during art.

Growth

Use of sketch books encourages perseverance in developing and improving work as the child moves through school.

Art for mindfulness and relaxation.

Sense of accomplishment in seeing the journey of an idea to the creation of a final piece.

Enquiry

Research on artists - key information, works of art, famous pieces

Use and exploration of different media.

Use of sketch books.

Visits to galleries.



in Physical Education



Culture

Celebrate worldwide events e.g. Olympics and World Cup.

Practise sports from around the world.

Dance from around the world.

Oracy

Vocabulary bring taught and used.

Reflection on their own and peer's performance.

Articulate key coaching points.

Understanding

Understanding of different methods and skills for different sports.

Understanding the importance of sports for health and wellbeing.

Understanding how the body works and the importance of warming up.

Reading

Reading for research into different sports.

Reading rules for different sports.

Arts

Music from around the world for dance and gymnastics.

Art and symbolism e.g. Olympic rings.

Growth

Self reflection on performances.

Raising the profile of PESPA.

Daily mile.

Extracurricular activities

Celebrate sporting successes.

Opportunities to learn and experience.

Sports day.

Enquiry

Asking questions.

Developing performances.

Questioning

Team sports and enquire into next steps and improving practice.



in Music



St Peter's
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Culture

Opportunities to play new instruments within the curriculum.

Links with the St Helens Music Service.

Educational visits including Peace Proms, Young Voices and to our local church.

Oracy

In built opportunities within music lessons to listen, sing, play and perform.

Celebration of a wide range of musical styles.

Nursery rhyme progression in key stage one.

Understanding

Subject planning and delivery sequenced and enhanced through charanga.

Opportunities for collaboration to ensure understanding.

Reading

The ability to read basic symbols of musical notation.

To research and learn about famous artists and learn about the history of music.

Arts

Aspirations to play a musical instrument and take part in an extra-curricular options.

Focus on developing confidence to perform music in assemblies.

Celebration of World Music Day across school.

Growth

Aspirations to play a musical instrument and take part in an extra-curricular options.

Choice of charanga units.

Learning music has a positive impact on mental health and wellbeing.

Enquiry

Peripatetic teacher used to enhance curriculum and children's knowledge.

Listen and appraise performances and collaborate own ideas.



in French



St Peter's
C.E. Primary School

Culture

Learning about the lifestyles of others-
reflect on own positive lifestyle
choices.

Celebration of other cultures'
occasions like Epiphany.

Oracy

Aspirational and inspiring content
supported by Primary Languages
Network.

Wide opportunities for oracy in all
lessons.

Take part in a simple conversation and
can express simple opinions.

Understanding

Subject planning and delivery
sequenced and enhanced through
Primary Languages Network.

Creation of progressive knowledge
mats.

Reading

Retrieval opportunities, including
knowledge mats.

To read out familiar words/ phrases in
French.

Arts

Celebration of European Day of
Languages- raise awareness of the
importance of lifelong language
learning for everyone.

Growth

Learning about other lifestyles/
cultures: French Culture- comparing
similarities and differences.

Partner school links with feeder school
Hope Academy.

Enquiry

Kidslingo after school French club for
our Year 2 children- this club
introduces the concept of learning a
new language to our key stage 1
children.