



CURRICULUM INTENT STATEMENT

September 2019

Curriculum intent statement

At St. Peter's Catholic Primary School, we believe that pupils' learning and development should be at the heart of our school's curriculum; it should be broad and balanced and equip pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how we have created our curriculum and the benefits that we believe it will bring to pupils' learning and self-improvement. It also outlines the subjects available for each year group within the school and a table for all the extra-curricular activities open for pupils.

What the curriculum is designed to do

At St. Peter's Catholic Primary School we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

How the school intends to deliver the curriculum throughout the school

As briefly mentioned above, we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

Classroom-based learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences, this includes the use of PSHÉ days. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use different learning resources to teach core content, e.g. educational videos, guest speakers and ICT lessons. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

The school carries out one-to-one teaching sessions for pupils who require additional support. Parents can request this, but the school prioritises pupils who need the most help. We also carry out interventions for small groups of pupils with TAs. Within these interventions, TAs breakdown the content of the lesson in a more digestible way for pupils.

The sessions can last between 10 minutes to 1 hour and groups are generally no larger than six pupils to every TA. This allows pupils to get dedicated one-to-one time with the TA, ensuring any questions that pupils may have get answered in a way they understand. It is important to note that these interventions supplement the work of the teacher and **do not** replace it.

A full list of the subjects available to our pupils in each year can be found below.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits – a list of the extra-curricular activities available for each year group is available below. Extra-curricular activities are designed to enhance pupils' learning experience, form personal connections between pupils and their peers, and teach skills essential for life after school.

How the school involves parents, pupils and the local community in curriculum planning and delivery

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is why we send pupils and parents questionnaires on an annual basis. These questionnaires ask questions about factors such as what pupils enjoy about learning and lessons, what they find challenging, and whether they feel well informed on attainment.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. litter picking. We embed each project within the curriculum into the relevant subjects, e.g. creating art out of litter and investigating the effects litter has on the environment. This shows pupils the value of protecting and being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life.

How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education or training and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers

- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Curriculum table

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education
Communication and Language	English	English	English	English	English	English
Physical Development	Maths	Maths	Maths	Maths	Maths	Maths
Personal, social and emotional development	Science	Science	Science	Science	Science	Science
Literacy Development	D&T	D&T	D&T	D&T	D&T	D&T
Mathematics	History	History	History	History	History	History
Understanding the World	Geography	Geography	Geography	Geography	Geography	Geography
Expressive arts and design	Art and Design	Art and Design	Art and Design	Art and Design	Art and Design	Art and Design
Protective Behaviours	Music	Music	Music	Music	Music	Music
PSHE/World Debate	PE	PE	PE	PE	PE	PE
Relationships and Sex Education	Computing	Computing	Computing	Computing	Computing	Computing
	Protective Behaviours	Protective Behaviours	Modern Foreign Languages	Modern Foreign Languages	Modern Foreign Languages	Modern Foreign Languages
	PSHE/World Debate	PSHE/World Debate	Swimming	Swimming	Protective Behaviours	Protective Behaviours
	Relationships and Sex Education	Relationships and Sex Education	Protective Behaviours	Protective Behaviours	PSHE/World Debate	PSHE/World Debate
			PSHE/World Debate	PSHE/World Debate	Relationships and Sex Education	Relationships and Sex Education
			Relationships and Sex Education	Relationships and Sex Education		

Extra-curricular activities table

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mindfulness Club	Mindfulness Club	Mindfulness Club	Netball	Netball	Netball	Netball
Glee Club	Homework Club	Homework Club	Gymnastics	Gymnastics	Gymnastics	Gymnastics
School Council	Glee Club	Glee Club	Homework Club	Homework Club	Homework Club	Homework Club
School trips throughout the year	Chaplaincy Team	Chaplaincy Team	Glee Club	Glee Club	Glee Club	Glee Club
	School Council	School Council	Basketball*	Basketball*	Basketball*	Basketball*
	School trips throughout the year	School trips throughout the year	Chaplaincy Team	Chaplaincy Team	Chaplaincy Team	Chaplaincy Team
			School Council	School Council	School Council	School Council
			Music Lessons	Music Lessons	Music Lessons	Music Lessons
			School trips throughout the year	School trips throughout the year	School trips throughout the year	School trips throughout the year
					Residential visit every 2 years	Residential visit every 2 years
					Stewardship roles across the school	Stewardship roles across the school