



St. Peter's
CE Primary Academy

Curriculum Intent

Curriculum Drivers:

Metacognition

We aspire for pupils to embrace challenge with a growth mindset and show curiosity, independence and resilience in all that they do. Pupils at St. Peter's are continually challenged to 'own' their learning. Each lesson, reflection questions are used by children to elicit a deep connection with the knowledge and skills developed. Each week, additional opportunities for children to be active learners can be found (such as our maths journals and self-selected writing success criteria). Less frequently, meta-cognition takes the form of pupil-led parents' evenings in which **every** child creates and delivers a presentation to their parents or guardians on the topic of their proudest achievements, and areas for development. Our oldest children are mentored by sixth-formers from the local grammar school. Their sessions involve deep dives into their targets and aspirations.

Ethics

We aspire for pupils to become wise, respectful learners. In the words of Aristotle, "Educating the mind without educating the heart is no education at all." We understand that ethical values are influenced by the culture and upbringing of each individual. For many of our pupils, school is the first opportunity to venture from home and experience opposing views. Ethical discussions which are interwoven into the wider curriculum and regular classroom debate not only expose our students to contrasting ethical opinions, but they also provide an opportunity to understand the reasons behind the differences. As a result, students can expand their understanding of ethics, sometimes even altering their own values and ethical decision-making process.

Oracy

We aspire for pupils to become emotionally mature with a depth of language that enables them to share ideas effectively. St. Peter's is a 'talk rich' school, we equip children with the skills to listen actively, speak confidently and challenge ideas respectfully. Our school community understand that they have the right for their voices to be heard and that we will always listen. We believe that Oracy (the ability to communicate effectively) is a central means of extending pupils' linguistic, social, emotional, and cognitive development; it is key to the progress and attainment of all children irrespective of background. Talk is central to our curriculum and to the way our children learn. Oracy is embedded in all areas of school life and taught explicitly on a fortnightly schedule. As a result, we create pupils with the potential to effect real change.

Diversity

We aspire for pupils to become emotionally literate, tolerant, and appreciative of an ever-changing global environment. Situated in a rural location with 91% of the local community being White British, as a school, we are always incredibly mindful of the need to equip our children with a global perspective and ensure they have an appreciation of the diversity of the wider world. Diversity is celebrated in many ways at St. Peter's. From collective worships and MindShift sessions to the books we share and celebrate with our children, an appreciation of diversity is clear in all aspects of school life. Another example of the way in which Diversity is explicitly addressed is within our 'Hidden Figures' lessons; these lessons focus on the lesser known, oft under-appreciated historical, scientific or artistic figures. These figures will be looked at in the context of their own time and through the lens of the current day.

Inquiry

We aspire for pupils to be reflective, confident learners. "Good learning starts with good questions." (Claxton, 2016). Opportunities for deep thinking are ever-present at St. Peter's. Lessons are typified by higher-order questions and considered thinking time. Units of work are signposted with our 'Gateway' questions that are posed to engage learners and set high expectations for learning outcomes. Units such as "Can you un-bake a cake?" in Science conclude with extended written or spoken responses to the original question. Spiritual inquiry is equally valued at the school, and we are proud of the personal development offer at St. Peter's that nurtures emotional intelligence and opportunities to engage with life's biggest questions.

Curriculum Design:

Our curriculum is designed with these principles and pedagogy in mind so that children leave St. Peter's secondary school ready and with the firmly entrenched mentality that we **Strive Beyond and Defy Limits**. We endow this mentality in a number of ways:

- Coherent and progressive steps in learning so that children build knowledge and understanding in a long-term, sustainable manner.
- Substantive and second-order concepts are the foundation for knowledge, skill and vocabulary development.
- Inspiring pupils with challenging lessons and frequent feedback.
- Listening to pupil voice and valuing opinion.
- Building positive relationships with each other and adults.
- Equipping them with learning skills for life (such as oracy and metacognition)
- Mastering language
- Developing cultural capital for all children through off-site learning and engaging extra-curricular activities.
- Create opportunities for our pupils to contribute to the development and establishment of a brand-new community.