

St Peter's R.C. Primary School

Curriculum Policy



Policy	Curriculum
Date	September 2025
Date of review	September 2026
Signed Chair of Governors	<i>Christine Murray</i>
Signed Headteacher	<i>C Scott</i>

Mission Statement

*We, the family of St Peter's, united by our faith by God,
love, learn and grow together.*

Introduction

At St Peter's RC Primary School, our curriculum is the lived expression of our mission and our school values of Perseverance, Respect, Integrity, Compassion and Enthusiasm. It provides every pupil with a rich, ambitious and well-rounded education rooted in our Catholic identity and commitment to nurturing the whole child. We aim for excellence in learning and character formation so that all pupils develop academically, spiritually, socially and emotionally. Our curriculum is designed to celebrate diversity, foster responsible citizenship and recognise each child as unique, capable and valued.

This policy describes our aims, principles and expectations for the curriculum, drawing on diocesan requirements, the National Curriculum, statutory frameworks and the 2025 Ofsted Inspection Toolkit. It sets out how we design, deliver and evaluate the curriculum to ensure that every child succeeds and flourishes.

Catholic Ethos and School Values

Our Catholic identity underpins every element of school life. Religious Education is a core subject, taught for at least 10% of curriculum time, and follows the diocesan curriculum. Prayer, reflection and worship are embedded daily and key liturgical events shape the rhythm of the school year.

Our curriculum is shaped by our school values:

- Perseverance – encouraging resilience and determination in learning.
- Respect – promoting dignity, kindness and appreciation of every individual.
- Integrity – fostering honesty, responsibility and moral awareness.
- Compassion – nurturing empathy, care for others and a commitment to justice.
- Enthusiasm – inspiring curiosity, joy and a love of learning.

These values inform the behaviours, attitudes, relationships and aspirations we expect from all members of our school community.

Curriculum Aims

Our curriculum is designed to provide all pupils with an ambitious, coherent and enriching education grounded in our core values of Perseverance, Respect, Integrity, Compassion and Enthusiasm. Through our curriculum we aim to nurture confident, thoughtful and knowledgeable pupils who are fully prepared for the next stage of education and for life in a diverse and changing world. We ensure that children grow not only academically but also socially, emotionally and spiritually.

To achieve this, our curriculum aims to:

- Provide a broad, balanced and well-sequenced education that builds knowledge progressively from EYFS to Year 6.
- Embed the values of Perseverance, Respect, Integrity, Compassion and Enthusiasm throughout school life.
- Secure strong foundations in reading, writing, mathematics and spoken language.

- Enable pupils to “know more, remember more and do more” through a carefully structured and knowledge-rich curriculum.
- Foster curiosity, creativity, critical thinking and a genuine enjoyment of learning.
- Promote spiritual, moral, social and cultural development, encouraging responsible decision-making and thoughtful citizenship.
- Ensure equitable access for all pupils, including those with SEND, those who are disadvantaged and those with EAL.
- Develop resilience, confidence and independence so that pupils engage positively and ambitiously with their learning.
- Celebrate diversity, promote inclusion and ensure pupils treat one another with dignity and respect.
- Equip pupils with the cultural capital and personal competencies needed to thrive academically and socially.

Curriculum Implementation

The curriculum at St Peter’s is implemented through high-quality teaching practices that reflect our values and our high expectations for every child. Learning is carefully sequenced so that knowledge builds cumulatively and pupils make meaningful connections over time. Teachers model and encourage Perseverance, Respect, Integrity, Compassion and Enthusiasm, enabling pupils to grow both academically and personally. Our learning environments are purposeful, calm and engaging, supporting pupils to demonstrate pride and commitment in their work.

Our curriculum is implemented through:

Curriculum Structure and Planning

- Long-term, medium-term and short-term planning that identifies clear progression in all subjects.
- Thoughtfully sequenced units that introduce new knowledge in manageable steps and revisit learning through retrieval practice.
- Subject progression documents outlining key knowledge, vocabulary and disciplinary skills.
- A commitment to teaching all National Curriculum subjects and maintaining curriculum breadth for all pupils.

Pedagogy and Classroom Practice

- Explicit teaching, high-quality modelling and scaffolded practice.
- Responsive teaching informed by regular checks for understanding and targeted feedback.
- Rich opportunities for vocabulary development and structured talk.
- High expectations for effort, conduct, presentation and engagement.

Reading and Early Foundations

- Delivery of early reading through a systematic synthetic phonics programme taught with fidelity.
- Daily reading opportunities promoting fluency, comprehension and enthusiasm for reading.
- Prompt, targeted interventions for pupils requiring additional support.
- High-quality texts that reflect diversity, our school values and the wider curriculum.

Assessment and Adaptation

- Formative assessment used to identify misconceptions and inform planning.
- Summative assessment aligned to curriculum endpoints.
- Adaptations designed to ensure long-term success for pupils with SEND or additional needs.
- Evidence-based strategies used to support disadvantaged pupils and address gaps in prior learning.

Early Years Foundation Stage

- A balanced curriculum that integrates purposeful play, exploration and direct teaching.
- A strong emphasis on communication, relationships, early reading and early mathematics.
- High-quality adult interactions that promote curiosity, creativity and social development.

Inclusion and Equal Access

We are committed to ensuring that all pupils, including those with SEND, those who are disadvantaged and those with EAL, can access the full curriculum. Teachers adopt the graduated approach of assess, plan, do and review, working closely with the SENCo to identify and remove barriers to learning. Adaptations are purposeful and supportive of long-term progress. We have high expectations for every child and ensure that all pupils receive the challenge, support and resources they need to succeed.

Behaviour, Attitudes and Safeguarding in the Curriculum

The curriculum is delivered in a climate of high expectations and respectful relationships. Classrooms are calm and purposeful, reflecting our values of Perseverance and Respect. Pupils learn the importance of kindness, integrity and compassion, which are evident in their behaviour, relationships and approach to learning.

Safeguarding is embedded across the curriculum. Pupils are taught how to stay safe online, build healthy relationships and manage risk. Statutory RSHE is delivered in line with Catholic principles and diocesan guidance. Staff remain vigilant and proactive in identifying safeguarding concerns, in accordance with national expectations.

Attendance is promoted through engaging learning experiences, strong pastoral care and early support for pupils who may be at risk of poor attendance.

Enrichment and Personal Development

We believe that learning extends beyond the classroom. Our curriculum is enriched through educational visits, visitors, clubs, liturgical celebrations, musical and sporting events, and community engagement. These experiences broaden pupils' horizons, build cultural capital and support their spiritual, moral, social and cultural development. Every year group provides meaningful enrichment opportunities that support pupils' personal growth, leadership and curiosity.

Curriculum Impact

We evaluate curriculum impact through pupils' progress, attainment, engagement and the quality of their work, as well as through pupil voice, behaviour and long-term knowledge retention. A successful St Peter's pupil is knowledgeable, articulate, confident, compassionate and ready for the next stage of their education. They demonstrate our school values in how they learn, behave and interact, showing respect, resilience, integrity and enthusiasm for life and learning.

Roles and Responsibilities

The Headteacher, along with the Curriculum Lead, ensures the curriculum meets statutory requirements and aligns with the school's values and Catholic ethos. Senior leaders support curriculum design, delivery and ongoing development. Subject leaders monitor progression, teaching, assessment and resources within their areas. Teachers deliver high-quality learning, adapt teaching as needed and maintain high expectations for all pupils. Governors monitor the quality of education, statutory compliance and the wider curriculum experience.

Monitoring and Review

Curriculum quality is evaluated through lesson visits, book studies, planning reviews, pupil voice, staff feedback and assessment analysis. Findings inform training, school development planning and refinements to the curriculum.

This document was approved and adopted by the governing body

Date_____

Name of Chair of Governors:

Signature of Chair of Governors _____