



# The unique St Peter's Curriculum

*Growing together in mind, body and spirit.*

## Preamble

This curriculum has taken many terms to create and is the culmination of a large amount of work, consultation and support from many of the stakeholders at the school, and our vibrant and varied community. Thank you to everyone who has given their time and been involved.

It is not a finished curriculum. There are many aspirations still to add, or even achieve. There are cycles of learning to trial, test and refine. So this will be a dynamic document, one that responds to the needs of the children and community, that will grow in time to be the perfect vehicle for growing minds, body and spirit at St Peter's.

The aims and principles are unique to our school. They may be shared by others, but I hope they summarise the attitude and ethos that we are creating at St Peter's.

## Aim and principles

At St Peter's we aim to live our motto of '**Growing together in mind, body and spirit**'. This recognises that we are a team or community of people, each trying to improve ourselves in every way we can.

We aim to have a curriculum that meets the needs of the children and community of Budleigh Salterton. We will follow the objectives from the nationally set curriculum but have also adopted the following principles to make it unique to our school:

- **Child-centred.** The children in our school have a strong say in what they want to learn and experience. Fundamental to this is whatever they choose should contain a purpose or experience. Children should enjoy their learning, always challenge themselves to achieve their best, and learn about how to learn. It is vitally important that we use formative assessment<sup>1</sup> (see below) as the way to focus our curriculum on the needs of our children.
- Embedded in our **locality and community.** We are extremely privileged to live in a part of the world with such amazing natural, man-made and social resources on our doorstep. We are passionate about utilising these. We have included in our policy how we intend to engage our children in learning about, understanding, experiencing and utilising the resources in the area that we live in.

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<sup>1</sup> Formative Assessment - is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student outcomes.



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- Linked to our **Christian values**. These are threaded through our curriculum to encourage children to become good Christian citizens and to develop their mind, body and spirit.
- Aside from teaching to the statutory requirements, we have an additional set of objectives focussed on **life skills and social skills**, to ensure that our children become well-equipped and confident global citizens.
- Each topic that we undertake will have a **high-quality outcome** that will be celebrated in some way. This might be through our newsletters, the website, or inviting parents/the community in to take part in an event.

*This policy does not contain every objective that we want or need to cover. Rather, it is meant to be a guiding light for teachers when they are planning and also to act as a guide for parents of the experiences and outcomes for children at this school.*

## Child centred - a broad and balanced curriculum

At St Peter's we are mindful there are great demands on the curriculum and expectations of children. However, we are passionate that children remain at the centre of our curriculum planning and therefore we have the following expectations:

- **Pupil-led**. The starting point for planning the curriculum is assessment: knowing clearly where the children are with their learning and skills, and having a clear understanding of where they need to get to. However, this then needs the input from the children: where would they like to get to with their learning – and how would they like to go about doing it?
- This principle links in with the idea of **meta-cognition**: that is 'learning to learn'. We aim to ensure children leave the school as life-long learners, so an awareness of how they learn is very important. We will be incorporating this into our curriculum over the coming years.
- Children like to have **fun**. Our curriculum aims to engage and inspire pupils – giving them a reason to come to school every day. It is absolutely essential that outcomes should have a purpose – a reason for doing them – otherwise why else should we bother?!
- There should be a chance for children to **get outside the classroom** and learn through the school and local environment, and through experiences.

At St Peter's we try to support our learning with **trips and experiences** that can sometimes incur an additional cost. These are not planned in advance, but rather on a termly basis. For those parents who claim Free School Meals we will pay for them under our Pupil Premium Grant. Parents can also apply to the school for financial support if necessary. We are lucky to have a very active School, Parent and Teacher Association who often subsidise these trips and experiences for children.

In general, we have a heavy diet of literacy and numeracy in the mornings. In the afternoon we have our broad and balanced curriculum. As a school, we have a developing specialism in music and PE.



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## Characteristics of Effective Learning:

The starting place for staff planning are the three characteristics of effective learning, which start in the Foundation Stage and are extended all the way through the school.

### **Playing and exploring – engagement**

- Finding out and exploring;
- Playing with what they know;
- Being willing to 'have a go'.

### **Active learning – motivation**

- Being involved and concentrating;
- Keeping trying;
- Enjoying achieving what they set out to do.

### **Creating and thinking critically – thinking**

- Having their own ideas;
- Making links;
- Choosing ways to do things.

## Linked to our community

In Budleigh Salterton we are very privileged to be surrounded by geographical, scientific and historical sites of interest. It is important that we use these resources so as to teach the children about the locality they live in so that they can best appreciate, experience and utilise it.

Written into our programme of study are trips, experiences and visits to key geographical, scientific and historical places.

We also recognise that Devon has a host of other resources that we can utilise, such as Dartmoor.

We are also lucky to be involved in a rich and vibrant community. The school aims to take part in these community events (see below).

The school also recognises the immense contribution that parents, carers and relatives can add to the school.

Alongside supporting with home learning, we welcome families to take part in school life, whether supporting the curriculum or experiencing the outcomes.

We will seek to utilise, subject to safeguarding procedures, the skills and experiences that adults can contribute to the school. This might involve inviting parents in that have a particular skill or experience that can enhance the curriculum.



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- We will achieve this by communicating the plans for our curriculum to parents and carers each term, and asking for their support as necessary.

In addition, it is expected that the children utilise and take care of the school environment. We have a fantastic Science Garden and lots of gardening areas.

## Linked to our Christian values

Our Christian values are:



These values are explicitly taught through our curriculum and through our Collective Worship.

## Specific curriculum areas

We follow the nationally set curriculum for all areas of our curriculum. However, the following should be noted about each of the curriculum areas at St Peter's.

### Reading

**We have an aim for reading: "Lifelong reading for enjoyment". It is simple – we want every child to leave St Peter's loving reading so much that they never stop!!**

We consider reading the most important curriculum area, and it is taught for both skill and enjoyment. As an aspiring Reading School, we expect every child to reach national expectations in reading. To support this aim, we use the following additional strategies at St Peter's:



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- We will read to the children within the school, as well as listening to them read. Reading to the children ensures both comprehension and inference develop at a young age; it allows them to access literature they would not be able to read on their own; it engages them wholeheartedly.
- In Key Stage 2 we have guided reading, or group reading. This follows a strategy known as Reciprocal reading. There are four elements: Prediction, clarifying, questioning and summarising. Prediction comes in many guises and is a way of predicting what the text will be about, based on the words given. It is therefore heavily vocabulary-based and enhances the skills of reasoning. For the skill of prediction, more is needed than purely decoding – comprehension is key here too. Clarifying involves establishing the meaning of unknown words based on the meaning of the overall sentence. This is a skill that can be developed at home as well as at school, as we can guide children to work out what tricky words are / mean. Questioning involves so many areas of reading – from comprehension to inference. With the children creating their own questions, they focus so much more than they ordinarily would on the text – sometimes homing in on one word, at times looking at the aim of the author in using particular words. The deepening of understanding comes from generating the questions. Summarising involves recalling key events and requires / encourages children to have an understanding of the entire text, as opposed to other areas of Reciprocal Reading, which focus on the comprehension of individual words or whole sentences. This develops the text-level understanding.
- In Key Stage 1 children read individually, as well as to an adult. They will be heard read weekly by the teacher in guided reading groups, but they will be heard at least twice a half-term on an individual basis by their teacher (and more often if needed by an adult volunteer). Group (guided) reading sessions enable them to extend their ability. Often these books are then sent home to be shared with families. We follow a pattern of guided reading, where the child will read the book three times. The first will be to help understand new words, the second for understanding and comprehension, and the third time for fluency/enjoyment. Some books will be phonics-linked and support their decoding; others can enable the children to work on comprehension.
- Children will take part in varied reading initiatives during their time at St Peter's.
- Children will be encouraged to read a variety of texts: fiction, non-fiction and poetry.
- Reading provision at St Peter's is a focus. The school is part of the Devon Library Service, who provide non-fiction books related to our topics as well as support our own school library.
- Reading intervention takes place to support the learning needs of children, such as individually or through group work.
- Volunteers hear readers too and support KS1 with changing their books in the morning, as do teachers, so that children are being exposed to new reading experiences regularly.
- There will be a book that the children are reading as a whole class. This will have been recommended by The Literacy Team at Babcock and will be a focus for a unit of work – starting as a reading focus and then developing into a way to inspire improved writing.
- Children have many reading opportunities across the whole school – from reading aloud and focussing on intonation to being read to; from reading individually to group reading; from paired reading to class books.

However there can be some barriers to reading and to overcome them we seek to:

- Develop visual and auditory memory.
- Set reading challenges to encourage stamina in reading.



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- Teach vocabulary to enable them to be more likely to understand the text and through group work, ensure children are reading books at the right level for them.
- At home, parents can read to their children and encourage a love of reading, as well as listening to their child read and discussing the text. Through these discussions, children develop the skills of empathy, prediction, visualising and justifying.

Education for some children can be locked if they are hindered by reading, and it can make them unable to access knowledge across the entire curriculum.

## Writing

We view writing as a key communication and thinking skill. Writing is not seen as a discrete subject, but permeates all curriculum areas. There is a high-quality writing outcome associated with each class book that we read.

In addition to this, children are taught to write through high-impact strategies centred around 'Talk for Writing'. Through our teaching sequences and 'Texts that Teach', the children learn to imitate, innovate and then invent their own texts. This approach teaches grammar in context and texts are selected for their richness of vocabulary, as well as the grammar they contain. Initial tasks (elicitation) show the teacher the needs of the class, and then the teaching sequence is adapted accordingly to meet the needs of the children in any given class. Staff have undergone and will continue to undergo in-house training so that there is a solid grammatical foundation. Imitating the initial text, so memorising it and acquiring the language contained therein, develops memory too – which is also crucial as it will support learning in all curriculum areas.

## Spelling

Spelling is taught across the school, developing from phonics in Reception and Year 1, to learning whole words in Years 2-6. There are many activities to learn and apply the words, and children practise in class as well as at home. As a school, members of staff have accessed the same training and training in phonics is offered to parents of children in the Foundation Stage, explaining pronunciation as well as the actions that accompany the phonemes.

## Handwriting

Handwriting is encouraged from the early days of mark-making, to cursive writing further up the school. Classes follow the same model and handwriting is taught as well as practised.

## Speaking and Listening

Speaking and Listening are the literacy skills most used throughout life and yet traditionally are not always taught the most. Here at St Peter's, we ensure that there are many opportunities to develop the vital skills of speaking and listening. Not only are they essential in their own right, but these skills also underpin the



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ongoing development of reading and writing. If a child is able to express themselves orally, they are more likely to do so on paper. Having had opportunities to explain their thinking or ideas can enhance their explanation writing: a text type used so frequently, such as in Science, Geography, History and Religious Education, to name a few curriculum areas.

Here are the ways in which Speaking and Listening are encouraged:

- Debating lessons take place, where the children are required to respect the opinions of others, as well as explain themselves clearly.
- Children take part in fun speaking and listening activities such as Snowballing or Envoys, Jigsaws or All Change, Conscience Alley or Information Gap, where they pass on facts to their peers and learn from others.
- Children have talk partners in class.
- Children learn and rehearse texts to enrich their vocabulary and sentence structure.
- Children rehearse what they want to write before writing.
- Authors visit the school and read to the children, who love listening to their books.
- Visitors come in to bring subjects alive, such as members of the Fire or Police Service, scientists and historians. Listening and discussing what they have learnt gives the children a variety of writing stimuli too.
- The children experience a range of trips to develop the skills of Speaking and Listening as they soak up new ideas and vocabulary.
- Early intervention has resulted in more children accessing essential language skills for communication and comprehension. These vocabulary or comprehension deficits, being identified early, are then a focus, such as vocabulary displays that are differentiated and the ways in which staff respond to children encouraging more speech as they are within the child's capabilities of understanding.
- In The Foundation Stage, children take part in Show and Tell, to develop explanations or descriptions, as well as listening, focussing and asking questions – interacting with peers.
- Children use drama in lessons.

## Maths

The key areas of learning in Mathematics are Number Sense (counting and place value), Additive Reasoning (addition and subtraction), Multiplicative Reasoning (multiplication and division) and Geometric Reasoning (knowledge of 2D and 3D shapes, position and direction). Fractions, measures (length and height, mass/weight, volume, capacity, time and money) and data handling are incorporated into all these areas.

Every child receives a daily mathematics lesson and a daily arithmetic practice session, which are planned by their teacher in accordance with the New National Curriculum and the specific learning objectives for each year group. Teachers begin with the expectation that all children will achieve the learning outcome for each lesson then they creatively differentiate the support they offer the children to enable them to achieve this goal. Challenges will be set for children to deepen their understanding and further their learning once they are able to achieve these objectives. When the children are confident to use their maths skills and strategies to solve problems in other areas of their learning it will allow them to demonstrate mastery of the



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mathematics curriculum. We believe that our children should develop confidence, fluency and fluidity in their practice.

At St Peter's we embrace a specific Calculation Policy which ensures consistency in the methods, strategies and key skills our children are taught across the school. Parents have access to a simplified version of this policy which acts as a reminder of the main strategies their children are being taught in school. This allows them to know what their children are learning and how to support them with weekly home-learning activities.

The Calculation Policy stresses the importance of clear imagery and modelling which can be accessed through the use of high quality resources e.g. Numicon, Cuisinaire, base 10 apparatus etc. Each class has a 'Mathematics Working Wall' displaying models of the strategies used by the children and images to help them remember key methods.

Another vital component of successful mathematics learning is the memorisation of number facts, derived facts, multiplication facts and associated division facts. These activities are regularly set for the children to take home in the form of learning chants or playing and making games.

Standards and progress in mathematics are assessed both formatively and summatively by way of regular elicitation, questioning, pupil observations, weekly mental maths quizzes and more formal termly and annual written tests. These assessments inform regular Teacher Assessments which are entered onto the whole school tracking and monitoring system for analysis by the class teacher and the leadership team.

## **Expectations:**

We will communicate our specific key objectives for your child's year group at the beginning of the academic year. Three crucial ones are:

- By age 7 all pupils will know the number bonds to 20.
- By age 7 all pupils will know their halves and doubles to 20.
- By age 9 all children will know all the multiplication facts up to 12 x 12.

## **Science, History and Geography**

We are very proud about the links we have been able to make with our locality.

Almost all of our Science, History and Geography can be taught using our surrounding area, which is quite a remarkable feat. This should not only leave the children with a fantastic understanding and knowledge of their locality and community, but strengthen and deepen their learning because it will be more purposeful and relevant.

There are some significant community groups and organisations in our area, particularly the Fairlynch Museum, Otter Valley Association and Clinton Devon Estates, that we have forged very close links with to support our learning.



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We have mapped out a programme of study based on the National Curriculum, but linked this to our locality wherever possible. It is a rolling programme over two years, so that pupils can experience the whole curriculum in mixed-age classes.

At St Peter's we aim to make science as 'hands-on' as possible. We are very lucky to have a Science Garden and Classroom to inspire and aid the teaching of Science. This is used weekly by all children. We also have links to the Exmouth Community College Science department to support learning in upper key stage 2.

## Religious Education

We are a Church of England school, and our RE teaching follows the Diocesan Programme of Study. Our aims are that children will have an inner knowledge that God loves them and to nurture the mind, body and spirit. We hold daily acts of Collective Worship that follow plans from the Diocese.

The learning and work produced by the pupils is shared at the monthly all-age Celebration service at the local church of St Peter's.

Our local Rector and 'Church and Youth Minister' visit the school weekly to work alongside the children to support their religious and spiritual development.

### **The following are the major aims of our Christian curriculum:**

1. Learning from the bible and how to use the bible.
2. Becoming familiar with places of worship.
3. To learn to pray, be familiar with the Lord's Prayer and St Peter's prayer, and to be able to sit still and reflect.
4. Developing a love for God's environment and caring for it.
5. Social outreach.
6. Explicitly practising our Christian values:
  - o Love
  - o Compassion
  - o Friendship
  - o Forgiveness
  - o Thankfulness
  - o Tolerance
  - o Peace

Our RE curriculum is based on the material provided by the Diocese of Ely.

Please ask the school to see a comprehensive outline of the curriculum content and experiences that have been tailored to our school and our needs.



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## Music

Children will follow the National Curriculum subject content. We currently employ a specialist music teacher to deliver our music provision in KS2 and also to run a number of extra curricular music clubs.

In KS2 we have a music programme that ensures that all children have an opportunity to experience learning at least four instruments by the time they leave St Peter's.

The next year will see them experience these instruments:

- Beat Blocks;
- Ocarinas;
- Recorders;
- Ukuleles;
- Djembes;
- Guitars;
- Melodeons.

During the course of the year, we perform regularly in our community, for Church events, in local nursing homes and for local festivals.

We have a wide range of music clubs, including choir and ukulele. We are the hub for the Otter Music Collective, which provides the opportunity for children from local schools to play and perform together in a group on a weekly basis.

We are currently raising money to fund a specialist music room at the school.

## Physical Education

Sport and PE are a developing specialism at the school. Please visit

<http://www.st-peters-school.org.uk/key-information/sports-premium/> for more details.

## Computing

Children will follow the National Curriculum subject content.

We believe that online-safety is an important aspect of educating the children to become digital citizens.

Each class will devote time every term to revisiting online-safety.

In addition, in Key Stage 1 we teach a unit of touch typing each term.

## Art and Design

Children will follow the National Curriculum subject content.

However, it is expected that the children produce at least one high-quality art and design project per year that has to be linked to a topic they are studying.

Staff are encouraged to link to local art groups and societies.



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## Design and Technology

Children will follow the National Curriculum subject content.

However, it is expected that the children in KS2 cook at least one savoury dish per year, including understanding where the elements of that dish have been grown, caught, reared or processed.

We aspire to have our own D&T/cookery room in the future.

## Modern Foreign Languages

In all key stages staff will use opportunities to involve languages in everyday routines, such as answering the register.

Following the National Curriculum subject content, in lower Key Stage 2 the children will learn a language through the topic they are studying.

In upper Key Stage 2 the children will be taught in more discrete blocks of work, in preparation for their study in Key Stage 3 (Secondary School).

## Social skills and life skills

At St Peter's we believe it is important to teach some additional social and life skills for our generation of children. Here is an outline of the content.

- Each Year at St. Peter's at the start of June, we hold an **Enterprise Week** in school. Each pupil is given a sum of money and then the children work in teams or as a class to create something to sell at the School Summer Fair. Throughout the week the children are encouraged to develop their entrepreneurial skills and attitudes through their learning.
- Members of the Exmouth Community College **Young Enterprise team** are invited into school to support the enterprise work in Year 6 and the skills and expertise of the local business community and of our School Business Manager are used to support learning in this area.
- Each academic year, the important life skill of team work is the focus of the first two weeks as children start in their new class. The children undertake a variety of **team building activities** that help to rapidly develop the class as a cohesive unit, promote team work and develop leadership skills, communication, problem-solving, creativity, trust and conflict resolution.
- The **Thrive** approach is an intrinsic part of school life. Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment. Some children in the school have extra, more specific support from our Thrive practitioner as from time to time they face challenges that can knock them off course. That is when they exhibit what is often referred to as a 'bad behaviour' or 'behavioural problems' - behaviour which is, in fact, their way of



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communicating that something is wrong. They need understanding and help to get them back on track.

- Our curriculum is rooted in **real life experiences**. Wherever possible we try to plan opportunities for these in; this gives learning an even greater sense of purpose.
- Teaching at St Peter's is structured to acknowledge different perspectives and to celebrate cultural diversity. **Tolerance** is one of our core Christian Values. Children are taught to respect the opinions of others and are open to multiple perspectives on many issues in a climate of mutual respect. A large amount of our cultural diversity work is done through our RE and PSHE curriculum.
- Each year our upper KS2 children have the opportunity to learn **basic first aid skills** with the support of the Budleigh Salterton Patients Participation Group. They learn how to recognise and treat a range of injuries and illnesses which is such a valuable life skill. In Lower KS2 they will be taught dementia awareness, as part of the Budleigh dementia friendly initiative. In KS1 the group will support the children with a basic understanding of the human body.
- Learning about **sustainability** permeates through all areas of our curriculum. For example in DT children grow food that they then use to create culinary delights, in our Geography Curriculum in Key Stage 2 there is a focus is on Climate Change and through our RE curriculum in Years 1 and 2 the children undertake a litter pick in our local community. It helps to develop the children's understanding of sustainability by bringing the significance of climate change to life and highlights to the children that we each have a key part to play in helping to protect the planet. The children learn about the three Rs: Reduce, Re-Use and Recycle. We have assemblies themed on sustainable topics e.g. Earth Hour, recycling. To enhance our curriculum provision we also have extra curriculum activities to encourage pupils' understanding of sustainable development through gardening and Eco Club.
- The school grounds are used as a resource for learning about becoming more **sustainable citizens** and **protecting nature and our landscape**. The school has in recent years installed a large number of solar panels on the roof of the hall. Children have the opportunity to monitor the amount of electricity that is generated by this renewable energy source.

Our Personal, Social, Health and Economic curriculum covers a wide range of topics which are based around Three Core Themes:

1. Children learn how to maintain physical, mental and emotional **Health and Wellbeing**. They are taught how to manage both physical and emotional risks. This includes how to stay safe and how to respond in a variety of emergency situations. We identify different influences on health and wellbeing and explore how we can manage change, such as puberty, transition and loss.
2. We explore how to develop and maintain a variety of healthy **Relationships**. This includes recognising both our own and other people's emotions and the importance of respecting equality and diversity. Children are taught how to recognise risky or negative relationships, including bullying and abuse. As well as, how to respond if they encounter such relationships and how to ask for help. Within Sex and Relationship education children are taught to consider physical & emotional behaviour in relationships, as well as, the changes that they may experience as they grow up. Please see our Sex and Relationship Policy for more information.



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3. Children are taught about **Living in the wider world** – economic well being and being a responsible citizen. This is about learning respect for self and others and the importance of responsible behaviours and actions. We think about our rights and responsibilities as members of families, other groups and ultimately as citizens. We also learn about different groups and communities; how to respect equality and to be a productive member of our own community. Children develop a basic understanding of enterprise. As well as, learning about where money comes from, keeping it safe and the importance of managing it effectively. We learn about the importance of respecting and protecting the environment and the positive impacts we can each make.

Please ask the school for the PSHE rolling programme.

## British Values

At St Peter's we value all pupils, families and our wider school community.

***The Department for Education states that there is a need:***

*“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.*

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process.
- Respect for the basis on which the law is made and applies in England.
- Support for equality of opportunity for all.
- Support and respect for the liberties of all within the law.
- Respect for and tolerance of different faiths and religious and other beliefs.

Our school reflects the British values in all that we do. We aim to nurture our children on their journey through life and through our curriculum so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

***At St. Peter's, we actively promote British values in the following ways:***



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## Democracy

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires, pupil surveys and through their School Council representatives. The School Council meets regularly with the Headteacher to discuss issues (brought forward from their class meetings) and is able to genuinely effect change within the school. The two School Council members for each year group are voted in by their class.
- The principle of democracy is explored in the curriculum as well as during Collective Worship and special days. During the Year 6 residential children get to visit the Houses of Parliament.
- Our new school behaviour policy involves rewards which the pupils have discussed.
- St Peter's pupils play an active role in deciding what they will be learning about based on their termly curriculum elicitation activity.

## Rule of Law

- Our core Christian Values are embedded into the life of our school- our curriculum and our ethos.
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during collective worship and on the playground.
- Pupils are encouraged to respect the law and St Peters enjoys visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message throughout the school curriculum. As well as this classes have the opportunity to visit Life Skills events.
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers. These important messages are discussed in our collective worship sessions and in our PSHE sessions.
- In KS2, the children take part in Bikeability, a scheme designed to introduce them to the laws and rules of the road and to help them see how these are designed to keep them safe.

## Individual Liberty

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. Examples of this could be through their choice of learning challenge, child led topics or in having the freedom to choose which of the numerous extra curricular clubs or opportunities they are going to participate in.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.



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- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Pupils have key roles and responsibilities in school e.g. Librarians, Sports Leaders etc.

## **Mutual Respect and Tolerance of Those with Different Faiths and Beliefs**

St Peter's is situated in an area which is not greatly culturally diverse, therefore we place an emphasis promoting diversity with the children.

- Respect is one of the core Christian values of our school and runs through our curriculum. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- Classes 'buddy' with other year groups and pupils and adults respect and help each other around the school.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Links and visits are promoted with local faith communities and places of worship, e.g. members of different faiths or religions are invited to school to share their knowledge and enhance learning within collective worship and in class (see RE overview)
- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Collective worship and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum topics. These curriculum topics offer children the chance to reflect on our core Christian values and British values.

## **Links to local community groups and organisations**

We have the following aims:

- Children can engage with, understand, look after and appreciate Budleigh Salterton and the surrounding area.
- St Peter's and its pupils can give something back/add to the community in Budleigh.
- St Peter's has a strong relationship with the town.



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- We can meet the needs of the community and the environment.

The following is our current list of groups and organisations who we work in partnership with in achieving the following. We thank them all for helping us to shape our curriculum.

- **Clinton Devon Estates**, who own most of the land around us, and allow us to access their land for our learning,
- **Fairlynch Museum**, who provide their expertise and museum resources to us.
- **Otter Valley Association**, who provide their expertise and members to support our curriculum.
- **Budleigh Medical Practice Patient Participation Group**, who attend the school each year to teach the children about life skills.
- **Home Instead Senior Care**, who teach us about being dementia-friendly, collaborate with and do outreach work.
- **Budleigh Salterton Cricket Association**, who provide a cricket coach and tournament each year.
- **East Devon Education Rangers**.
- **BUDFAS** – Budleigh Salterton Decorative and Fine Arts Society, whom we collaborate with.
- **Ashbury Dental Practice**, who teach the children about dental hygiene.
- **Budleigh Library**.
- **Budleigh in Bloom**.
- **Lions Club**.
- **Budleigh Buddies** drama group.

Budleigh has many festivals, including Gala Week, Food, Music, and Literary that we try to involve the school with each year.

## Home Learning

Children have two main educators in their lives: their parents and their teachers. A child only spends 14% of their time in school.

Parents are the prime educators until the child attends nursery or starts school and remain a major influence on their children's learning through school and beyond. There is no clear line to show where the input of a child's parents stops and the teacher's input begins.

The school and the parents all have crucial roles to play and the impact is greater if parents and schools work in partnership.

Very high parental interest, and participation in such things as visiting museums, going to the theatre and visiting local sites of geographic and historical interest, has a positive effect on children's exam results, earnings potential, educational attainments and civic engagement in later life.

The role of home learning in a child's life is therefore crucial.



# The unique St Peter's Curriculum

**Please see our separate Home Learning policy for details of how we organise Home Learning.**