



St Peter's School YORK

Curriculum Policy

St Peter's School, York

June 2024

(Next review - Summer Term 2026)

St Peter's School, York comprises of St Peter's 2-8 (for pupils aged 2 to 8 years), St Peter's 8-13 (for pupils aged 8 to 13 years) and St Peter's School 13-18 (for pupils aged 13 to 18 years), collectively referred to in this policy as the School unless otherwise stated.

The curriculum embraces all of the intended learning opportunities, experiences and outcomes that a pupil has in their time at St Peter's. The curriculum will be planned and purposeful in its delivery, monitored, evaluated and regularly reviewed. It is the central framework which supports St Peter's in its key educational aims of enabling all its pupils to become well-rounded young adults who have developed the personal qualities and skills for successful and fulfilling lives beyond school.

This curriculum policy is supported by appropriate written plans and schemes of work which take into account the ages, aptitudes and needs of all pupils, including those pupils with an Educational Health Care plan. Our curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It is demonstrated by the effective implementation of appropriate plans and schemes of work.

The aims of the curriculum are:

- to provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- that pupils acquire speaking, listening, literacy and numeracy skills;
- to provide personal, social, health and economic education which reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- for pupils receiving secondary education, to provide access to accurate, up-to-date careers guidance that is presented in an impartial manner and enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential;
- for any pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- where the school has pupils above compulsory school age, to provide a programme of activities which is appropriate to their needs;
- that all pupils have the opportunity to learn and make progress;
- to provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

As a school we will give experience in the following areas:

Linguistic - This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical - This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics will be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific - This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry.

Technological - Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social - This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of English, history, geography and religious education and religious studies make a strong contribution to this area.

Physical - This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils will also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative - This area is concerned with the processes of making, composing and inventing and appreciating. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

St Peter's 2-8 Curriculum

The core purpose of our curriculum is to enable our pupils to move from being novice learners towards becoming expert learners, demonstrating a broad range of relevant, transferable skills and knowledge, including critical thinking and independence of thought. We aim to provide a strong foundation, which facilitates progress throughout each pupil's school career.

We believe that being immersed in relevant, purposeful, exciting and engaging themes provide the right conditions for deep learning to take place. We acknowledge that learning is intrinsically linked to emotion and well-being, and our curriculum places an emphasis on enjoyment as well as achievement.

The curriculum is built on the school mission to nurture all aspects of our pupils holistically so they can thrive and achieve. We understand and work to ensure the curriculum nurtures children to be secure, happy and confident learners and that the curriculum meets the needs of all pupils, including those with SEND and EAL.

We aim to provide our pupils with the opportunities to gain and develop key transferable skills, knowledge and attributes that will enable them to be successful learners throughout school and beyond.

Metacognition plays a vital role in our curriculum; we teach children about the process of learning and support them in developing positive learning habits. Children learn about our four Learning Superheroes with their learning superpowers of resilience, collaboration, resourcefulness and reflection. Through the characters children can employ a range of learning behaviours to enable them to purposefully direct their learning including planning, monitoring and reflecting on tasks. **EYFS**

In EYFS we follow the EYFS Statutory Framework alongside the additional 'Development Matters' guidance.

Across EYFS, we follow children's interests and fascinations and this child-led approach informs our planning both 'in the moment' and in the form of developing learning experiences which involve all the children in the setting and nurture new skills and knowledge.

We use key texts, enhancements to the learning environment, flexible sessions linked to children's interests and developmental needs, forest school lessons and pop-up classroom adventures to ignite curiosity, broaden children's interests and teach new skills.

In Nursery, we place great emphasis on developing the prime areas of development of Communication and Language, Physical Development and Personal, Social and Emotional Development. Children develop their awareness and ability to differentiate letters sounds through Phase 1 phonics learning experiences.

In Reception, Literacy skills are taught through daily Phonics and 1:1 reading and our Maths lessons enable children to build their understanding of number, shape, space and measure in line with the EYFS framework and the developmental indicators set out in 'Development Matters'.

'Plan Do Review' was adopted by Reception in September 2023 with the intention to make children's play become more purposeful and focused. In this process, children make plans, carry them out and reflect on what they have done, and allows greater opportunity for children to take initiative, solve problems work with others and accomplish their goals.

We use Evidence Me as a key tool for recording and sharing children's learning with parents and assessing children's development.

Key Stage 1 and Year 3

Our thematic approach integrates a range of subjects together so that children can link their learning across subjects and build a greater depth of understanding. A core text is at the centre of each term's theme and inspires the children's learning journey throughout the term. The thematic curriculum promotes high quality learning and is sequenced from Year 1 to Year 3 to provide a clear framework of progression in skills and knowledge.

The thematic approach allows pupils to make useful links between subjects and different areas of learning and allows children to develop and consolidate many transferable skills. Our bespoke

thematic curriculums are carefully designed each year to ensure appropriate coverage and includes aspects of the National Curriculum with additions and enhancements to enable us to deliver our aims.

In September 2021, we introduced our new 'Literacy, Language and Communication' curriculum across Year 1 to 3 with the aim to provide a holistic approach to the development of listening, speaking, reading and writing skills and to create effective, ambitious learners to complement our thematic approach.

Maths is taught outside the theme but relevant links are made wherever possible. The maths curriculum has been divided into four Learning Strands (Number, Algebra, Geometry and Statistics), and progress through these strands is clearly seen throughout Year 1 to 3. The learning builds on the prior year group's knowledge, with a strong focus on mastery and consolidation of learning and applying number facts as well as quick mental recall to aid fluency.

Evidence Me is used to demonstrate coverage and attainment in order to plan for next steps.

Specialist Lessons

PE, Music, Italian and PSHE are taught by specialist teachers, but linked to the theme in Years 1-3 where possible.

Children have two PE and two Music lessons per week and one Italian and one PSHE lesson per week. Children from Year 1 also have one swimming lesson per week as part of the curriculum.

PSED and PSHE is taught through three themes: Health and Wellbeing, Relationships and Living in the Wider World. Class teachers deliver all other subjects through the theme in Years 1-3 or following children's interests in EYFS.

Co-Curricular Programme

We provide a co-curricular programme for children from Reception through to Year 3. Clubs take place at lunchtime and after school. Clubs are run by staff and outside providers to offer a broad range of activities. Reception swimming is part of our co-curricular programme and takes place on a Saturday morning.

A booklet is sent to parents each term so that they can choose clubs with their children.

St Peter's 8-13 Curriculum

The J1-J3 Curriculum

Pupils in Years 4, 5 and 6 (J1, J2 and J3) are taught by a combination of form teachers and subject teacher. Lessons are 40 minutes long. Pupils are grouped in maths from half term in J1. Pupils take part in a Language Awareness programme (a carousel of French, German and Spanish). Class lessons of music allow pupils to try a variety of string, brass and woodwind instruments. Other curriculum areas are: English, science, geography, history, religious studies, ICT and computing, drama, art, design technology, PSHEE, PE and games. J1 and J2 also have a weekly lesson of philosophy. J1 and J2 have weekly prep (homework) in the English and maths. As well as English and maths J3 will have prep in science, geography, history and religious studies. In J3 pupils will choose which two modern foreign languages (Spanish, German, French) to continue studying in Years 7,8 and 9.

The J4/5 Curriculum

The final two years of the school (Years 7 (J4) and 8 (J5)) are taught by subject teachers. It sees the introduction of the three discrete sciences rather than general science and pupils start to learn Latin.

More specific details about the curriculum (including schemes of work) are held by individual departments.

Other Aspects of the Curriculum

Where a pupil has a statement, special educational need or a learning difficulty or disability, the School will provide education which fulfils the pupil's needs. Further details are given in the School's SEND policy.

All pupils participate in the School's Games programme throughout their time at the School. Our aim is to ensure that every pupil has the opportunity to represent the school in several competitive matches each term whilst developing their skills.

Music is a strength of the school, and pupils can participate in a wide range of musical ensembles, choirs and performances. In addition, about two thirds of the pupils have one-to-one music lessons every week.

Our co-curricular programme includes lunchtime and after-school clubs, for which pupils sign up each term. A co-curricular clubs and activities brochure is sent (digitally) to parents each term,

explaining what is on offer. There is also a variety of musical ensembles and sports development groups which meet each week.

Pupils are given many opportunities to extend their learning outside school hours. Year 7 and 8 pupils are asked throughout the year to sign up for events run by the Independent State School Partnership (ISSP). Pupils across the school are encouraged to enter local and national competitions (such as the MFL Spelling Bee and the Bebras ICT Challenge) .

St Peter's (13-18) Curriculum

The Third Form Curriculum

During the third form pupils follow a broad curriculum which aims to consolidate previous learning, give them a sound preparation for their GCSE courses and allow them to make an informed choice of their optional GCSE subjects.

All pupils joining the third form study English, two modern foreign languages (chosen from French, German and Spanish), mathematics, biology, chemistry, physics, religious studies, physical education, art, design technology, drama, classical civilisation or Latin, geography, history and music. A course in PSHEE is delivered through the tutorial system and through additional dedicated sessions.

Some pupils needing additional support do not study two modern foreign languages.

The curriculum in Fourth Form, Fifth Form and Sixth Form changes slightly each year and details are included in the curriculum handbooks for each year.

In Fourth Form and Fifth Form, pupils are prepared for GCSE examinations all of which are sat at the end of the Fifth Form (Year 11). Maths, English Language, English Literature, Biology, Chemistry, Physics, Religious Study and one Modern Foreign Language are taken by all pupils. A further three subjects are then chosen from: a second Modern Foreign Language, History, Geography, Classical Civilisation, Latin, Music, Art, Design Technology, Drama and Design Technology. Additionally, Classical Greek may also be chosen and there is an option for some pupils to sit a GCSE in Further Mathematics. There is PSHEE course and PE course which all pupils take.

In the Sixth Form pupils choose 3, 4 or 5 subjects from, Art, Biology, Business, Chemistry, Drama, Economics, English Literature, English Literature and Language, French, Geography, German, Classical Greek, History, History of Art Latin, Mathematics, Further Mathematics, Music, Politics, Psychology, Physics, Physical Education, Religious Studies, Spanish. Additionally pupils may complete and Extended Project Qualification. All take a life preparation course known as "STEP" St Peter's Enrichment programme.

Other Aspects of the Curriculum

All pupils participate in the School's co-curricular games and activities programme throughout their time at the School. The minimum expectation for each age group is set out in the Staff Handbook.

At each stage when pupils are expected to make subject choices advice for pupils and their parents is offered by the Careers Department, tutors and the Academic Deputy. Advice is presented in an impartial manner, enables pupils to make informed choices about a broad range of careers and helps to encourage them to fulfil their full potential. Further details can be found in the Careers Education and Guidance Policy.

Full details of the PSHEE programme can be found in the PSHEE handbook.

Where a pupil has a statement, special educational need or a learning difficulty or disability, the School will provide education which fulfils the pupil's needs. Further details are given in the School's SEN policy.

Further details of the Curriculum are given in departmental handbooks and schemes of work, and the curriculum booklets for GCSE and Sixth Form which are updated annually and cover the two year courses leading to GCSE and A level exams respectively.

Authorised by	The Board of Governors
	June 2024
Next Review	Summer Term 2026