

Curriculum Policy



**ST PETER & ST PAUL
CE ACADEMY**



Policy Statement

At **St Peter and St Paul CE Academy**, we are committed to providing a broad, balanced and ambitious curriculum for all pupils aged 4–11. Our curriculum is designed to meet the needs of the children within our academy and the local community, while ensuring they develop the knowledge, skills and values needed to thrive in secondary education and beyond.

We believe that every child deserves access to high-quality learning experiences that enable them to develop academically, socially and spiritually. As a Church of England academy, our curriculum is underpinned by our core values of **respect, honesty and perseverance**, alongside Christian values such as **tolerance, friendship and compassion**. These values are woven throughout our teaching, relationships and wider school life.

Our intention is that children leave Year 6 with a **secure body of knowledge across a wide range of subject areas** which they can draw upon throughout secondary school, further education and their working lives. We aim to ensure that learning is embedded into **long-term memory**, enabling children to retain and apply their knowledge over time.

Curriculum Intent

Our curriculum is designed with the following intentions:

Knowledge-Rich Learning

We aim to provide children with a strong foundation of knowledge across all subject areas. Learning is carefully sequenced so that new knowledge builds upon prior learning, enabling children to develop a deeper understanding over time.

We place a strong emphasis on **ensuring knowledge is retained in long-term memory**. Through carefully structured lessons, revisiting of key ideas, and opportunities to apply knowledge in different contexts, pupils are supported to remember what they have learned and use it confidently.

Vocabulary Development

A key priority within our curriculum is the **systematic teaching of vocabulary across all subjects**.

We recognise that children arrive at school with varying levels of language exposure. While some children may have been exposed to a wide and rich vocabulary before starting school, this is not always the case. Therefore, we intentionally plan for the

explicit teaching and revisiting of vocabulary so that **all children are equipped with the language used by the most successful members of society.**

Vocabulary is revisited across year groups and subjects to deepen understanding. For example, concepts such as **“empire”**, **“worship”**, and **“human features”** are explored in different contexts through history, religious education and geography. This repetition strengthens pupils’ understanding and supports knowledge retention.

Broadening Horizons and Aspirations

Our curriculum is designed to **broaden pupils’ understanding of the world beyond their immediate locality.**

We recognise that exposure to a wide range of experiences and perspectives contributes to children’s aspirations and ambitions. Subjects such as geography progressively expand pupils’ understanding from their local area to the wider United Kingdom and the global community. Through this, children develop an appreciation of diverse cultures, economic activities and ways of life.

Life Skills and Character Development

Alongside academic knowledge, we aim to develop the **life skills needed to become responsible and valuable members of society.**

Our curriculum includes opportunities for pupils to participate in experiences they may not otherwise encounter, such as learning to play a musical instrument or learning how to ride a bicycle safely on the road. These experiences help pupils develop confidence, independence and resilience.

Curriculum Implementation

Curriculum Design

Our curriculum is carefully planned and sequenced to ensure progression in both **knowledge and skills** across all subjects. A base of planning has been written by a range of experts across the academy trust but we work, as a staff, on ways to adapt and refine it to meet the needs of our learners.

Each subject has a clearly mapped progression that outlines the knowledge and skills pupils are expected to develop at each stage of their education. Learning builds cumulatively, enabling pupils to revisit and deepen their understanding over time.

Evidence-Informed Teaching

As a staff, we have studied a range of theories relating to **cognitive science and how children learn.** These principles inform our teaching approaches, including:

- Structured lesson design
- Effective questioning
- Regular retrieval and review of prior learning
- Opportunities for application and practice

These approaches help ensure that learning is meaningful and retained over time.

English and Phonics

Early reading is prioritised across the school. Phonics is taught using the structured programme **Sounds-Write**, which provides a clear and systematic approach to teaching reading and spelling. This ensures that children develop strong decoding and encoding skills in the early stages of reading. English planning across the year groups has been written by some of our most experienced colleagues across the academy trust but is continually adapted to meet the needs of cohorts within our academy,

Mathematics

Mathematics is taught using the **White Rose Maths** scheme, which supports a mastery approach to mathematics. This approach emphasises deep understanding, mathematical reasoning and problem solving, ensuring pupils develop strong conceptual understanding alongside procedural fluency.

Experiential Learning

We recognise the importance of bringing learning to life through **real-life experiences and practical application**. Our long-term plans include a variety of learning opportunities outside of the classroom, including trips, visits and practical experiences that allow pupils to apply their knowledge and skills in meaningful ways.

Curriculum Impact

The impact of our curriculum is evident in several ways.

Children demonstrate secure knowledge across subjects and are able to **talk confidently about their learning**. They are able to recall key information and apply it in new contexts.

Evidence of learning can be seen through:

- Pupils' work in books
- Pupil discussions about their learning
- Assessments and outcomes

- Observations of lessons and learning behaviours

Through our curriculum, pupils develop the knowledge, vocabulary, skills and character needed to succeed in the next stage of their education and to contribute positively to society.

Monitoring and Review

The implementation and effectiveness of the curriculum are monitored by senior leaders and subject leaders through:

- Lesson observations
- Book scrutiny
- Pupil voice
- Curriculum reviews
- Assessment analysis

This policy will be reviewed regularly to ensure that our curriculum continues to meet the needs of all pupils and reflects current best practice.