

Curriculum Statement



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Committee responsible:

FGB

Date approved:

Autumn 2026

Review period:

Annual

Next review date:

Autumn 2027

"Each individual should be able to flourish, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, age or sexual orientation," and that "any barriers to full flourishing must be addressed as a matter of urgency".

Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024)

Curriculum Statement of the Governing Body

Governing bodies are required to produce a curriculum statement annually. This statement sets out the principles underpinning the curriculum at St Peter's C of E Infant School. This statement is included in our school prospectus and published on the school website.

The school's motto is 'Learning for Life'. We believe that we should be laying strong foundations, preparing our children for their life ahead in a rapidly changing world.

A deeply embedded holistic approach to learning recognises and celebrates the uniqueness of pupils.

Bespoke provision ensures that they are supported as individuals and given the opportunity to flourish

SIAMs inspection March 2026.

A curriculum that promotes the school's culture and aims.

Our school aims include 'Providing a broad, balanced and exciting curriculum' that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.

At our school, our curriculum is built on the foundational belief that Every Child Matters and that every child deserves the opportunity for Achieving and Thriving. We deliver an inclusive, ambitious curriculum that looks beyond pure academics to nurture the whole child—fostering their health, safety, and emotional well-being alongside intellectual growth.

We aim to give pupils an education to ensure they:

- Are healthy (mentally and physically)
- Make a positive contribution
- Stay Safe
- Achieve economic well-being
- Enjoy and achieve

This supports our **Vision Statement**:

To be an outstanding school, building a 'Learning for Life' foundation, by nurturing and educating the whole child, whatever their faith or background.

We will prepare our children intellectually, emotionally, and spiritually for the future, enabling them to flourish with the confidence and self-belief to achieve their full potential.

CURRICULUM INTENT

“Know more, remember more”

At St Peter’s C of E Infant School the curriculum is designed to: recognise children’s prior learning, provide firsthand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative, and enquiring time in our lives; where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Core Values (Respect, Resolve, Aspiration and Well-being) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

The curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community, while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain. Through our curriculum and Core Values, we actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum outcomes and themed days/weeks. This includes involvement with the local farming community, being a Kindness School and working with the charity ‘52 Lives’ and being a ‘Social Impact’ school as well as working very closely with the local Reverend and church, for example.

Children leave St Peter’s school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. Many past pupils revisit the school for work placement opportunities or as teaching practice students.

The curriculum is carefully mapped, planned and monitored so that all children are engaged in purposeful activities that are both stimulating and challenging. Children are motivated to persevere, work independently and achieve their full potential. The size of our school enables us to respond to the needs of all our children on an individual basis including those with SEND, those who are vulnerable or those who are more able.

By seamlessly integrating education, health, and care in our close-knit community, we ensure that barriers to learning are identified early and met with swift, targeted support. Through responsive, gentle tiers of intervention and personalized Individual Support Plans (ISPs), we adapt our learning environments to the unique profile of our youngest learners. Our curriculum empowers all pupils, regardless of their starting points or Special Educational Needs and Disabilities (SEND), to develop the confidence, resilience, and curiosity needed to thrive, ensuring a secure foundation for their future education.

“Pupils with SEND learn confidently alongside their peers.”
Ofsted July 2022

THE ORGANISATION OF CLASSES/TEACHING

We have three classes, Early Years (Busy Bees), Year 1 (Ladybirds) and Year 2 (Dragonflies). The children are grouped by age, in a mixed ability class. Within this structure the work for the children is planned individually or in small groups so it can respond flexibly to their needs. The children are grouped, according to their ability, for subjects such as Mathematics and English (reading and writing.)

Each classroom has an Interactive Whiteboard. These are connected to computers and enable teachers to access a wide range of programs and Internet resources to use in their lessons.

Curriculum Implementation

The KS1 curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school. A carefully mapped curriculum for all children has been implemented at the school to ensure coverage and progression in all areas. This approach enables learning through topics, fostering each child’s curiosity and interest as well as enabling the achievement of in-depth knowledge and skills. Opportunities for pupil voice are planned into each new topic and this is used to inform the learning for each topic to ensure relevance.

The curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The school’s curriculum is broad and balanced, and the use of rich texts and STEAM woven through the curriculum allows all learners to be fully engaged in their own learning experiences. The outdoor environment and the local community are considered an important opportunity for active learning for all our children. Use of the school grounds has been developed further so they can enrich different curriculum areas, particularly PE, STEAM, and continuous provision in the Early Years Foundation Stage. The school is committed to ensuring that all learners have access to high quality educational experiences beyond the classroom walls, and to ensure continuous and progressive learning outside the classroom. Such opportunities are carefully considered and integrated into the curriculum.

A varied timetable for extracurricular activities is offered by the school, with clubs that support the core curriculum offer, as well as those which develop specialist skills, whilst also extending the range of children’s experiences. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

“The provision for Personal Development is exceptional and woven through all aspects of school life.”
Ofsted July 2022.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and most make very good progress in most subjects and

areas of learning. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported by being offered tasks which provide opportunities for greater depth while those who may find aspects trickier are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review; and the celebration of good practice contributes to the ongoing commitment to evolve and develop further. All subject leaders are given training and the opportunity to continually develop their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

“Leaders at all levels provide high quality challenge and support.”

Ofsted July 2022

EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage (EYFS) is the statutory framework for all early years providers in England. The current version of the EYFS came into effect on 1 September 2021. It sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress, and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Early Years Foundation Stage (EYFS) statutory framework, DfE, 2021

In the EYFS all areas of learning and development are important and interconnected. There are three prime areas which are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive:

- **Communication and language** - Developing children's communication and language skills, which supports learning across all areas.
- **Personal, social and emotional development** - Developing positive relationships, self-esteem, pride in their own achievements, respect for others and social skills.

- **Physical development** - Providing opportunities to develop coordination, control, health and self-care. This is vital in children's all-round development, enabling them to pursue healthy, happy and active lives.

We support children in four specific areas through which the prime areas are applied and strengthened:

- **Literacy** - Linking letters and sounds and beginning to read and write. At St Peter's, we teach cursive script from reception to support handwriting development.

- **Mathematics** - Developing a strong grounding in number skills, using numbers, calculating, and developing their spatial reasoning skills through shape, space and measures.

- **Understanding the world** - Exploring and finding out about people, places, technology and the environment.

- **Expressive arts and design** - Developing the children's artistic and cultural awareness through art, music, movement, dance, role play, design and technology.

At St Peter's School we consider the individual needs of each child and their personal stage of development. Planned purposeful play through continuous provision is essential to children's development, to provoke their curiosity and they learn by exploring, following a line of enquiry, solving problems and working with others.

As the children grow older the balance gradually shifts towards more adult-led activities and this helps children prepare and transition to Year 1.

In the final term the children's progress is assessed against the Early Learning Goals. This gives a clear picture of a child's knowledge, understanding and abilities. The information gathered is reported to parents and this helps inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in year 1.

KEY STAGE ONE

CORE SUBJECTS: ENGLISH, MATHEMATICS, SCIENCE AND RE

At St Peter's we place great emphasis on the teaching of English and Mathematics as these underpin learning in all other areas of the curriculum. Assessment procedures include teacher assessment. Although the KS1 tests are no longer statutory at the end of Year 2, the school continues to use SATs papers to support teacher judgements which give a clear indication if pupils have reached the age-related standards in the core areas of the curriculum.

ENGLISH

Objectives for English develop the four aspects of language and literacy through speaking, listening, reading and writing. Children are taught to read through a range of literature and using a variety of methods designed for the individual. This includes strategies for decoding new words and the use of the 'Unlocking Letters and Sounds' systematic Synthetic phonics to teach letter sounds. We have excellent additional resources to teach reading including computer programs, games and structured reading schemes, such as Reading Stars, The Oxford Reading Tree and Project X books. Carefully planned guided reading enables teachers to teach specific reading skills to the class. Pupils take a tailored reading book home daily matched to their phonological ability (From the 'Unlocking Letters and Sounds' reading scheme), as well as another colour banded book to develop fluency and introduce new vocabulary. They are also encouraged to take additional reading books home so that parents can help develop their children's reading skills, such as comprehension, by listening to them, questioning them or reading with them. Parents and teachers record comments about reading in a home/school diary, and greater emphasis is placed on children responding to a text by writing their own comments and predictions, to further develop comprehension skills.

The library is used to develop reading and research skills and to foster a love of books. Children can borrow library books to read at home on a weekly basis.

We encourage independence in writing and the children engage in purposeful tasks. Children are taught to write in a variety of styles and genres relating to a specific purpose and audience based on a range of rich texts. They are also taught precise grammar, vocabulary, punctuation and spellings. Spellings may also be learnt by the 'look - say - write - cover – check' method. Each week the children work on words with the same letter patterns, topic words (subject specific vocabulary) or other words they need to practice, such as common exception words. The school uses the Spelling Scheme of Work written by 2Simple (Purple Mash); which has been adapted to match the weekly phonics practiced in the 'Unlocking Letters and Sounds' Scheme.

Children are taught to write their letters by building on the cursive style taught in the Early Years Class. This helps children to know where to start letters as here all letters start on the line. Later this is developed into joined handwriting which helps the spelling of words to flow.

MATHEMATICS

In mathematics children are taught about numbers, calculations, shape and space, measures and data handling. There is a greater emphasis on problem solving skills so children are taught how to apply their mathematics to a variety of routine and non-routine problems with increasing sophistication. The principal focus of mathematics in Key Stage One is for pupil's to develop mental fluency and confidence when working with place value, counting and whole numbers. Daily maths lessons begin with 5 minutes of mental and oral work and end with a plenary session where the teacher revises the main teaching objectives and addresses misconceptions. Children are taught directly and interactively as a class and in guided groups, differentiated according to ability. The school uses the Pearson 'Abacus' syllabus as the basis for learning within KS1. This is based on the principles of Maths Mastery. Mastering Numbers, a mastery intervention programme is also taught for 10-15 minutes daily in the Reception and Year 1 classes.

RELIGIOUS EDUCATION

As a distinctive church school, we adhere to the Religious Education scheme of work drawn up by the Southwark Diocesan Board of Education. We teach the children to understand and respect the traditions and beliefs of Christianity and at least 2 of the 6 principle religions. Our Programme of Study is based on giving the children an understanding of Creation (God), Incarnation, Salvation, Gospel, Prayer and Worship, the Church, the Life and Teachings of Jesus, Old Testament characters and Christian Festivals.

Learning about other faiths is an important part of the children's education, we incorporate units of work on Judaism, Hinduism and the Islamic Faith into our Schemes of Work, and school trips are organised to other places of worship such as a Synagogue and a Mosque on a two-year rolling programme.

The teaching and learning approach also has three disciplinary lenses or 'ways of knowing' (believing, thinking, living) which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE.

A daily act of Worship is central to pupil's learning in our Christian school. On occasions these are planned and led by classes within the school. Themes are based on Christian values such as Hope, Faith, Forgiveness and Awe and Wonder.

STEAM

STEAM is an integrated learning approach that involves science, technology, engineering, the arts and maths. STEAM adds the why to the 'how' and 'what'. It allows our children to think deeper about problems, to take the skills and processes from the above areas and solve problems that aren't obvious. We have specific STEAM days and events planned into our curriculum throughout the year as well as ensuring that subjects are mapped to interlink these areas.

SCIENCE

In Science the emphasis is on developing curiosity and practical investigation skills, so pupils can follow a line of enquiry. Children acquire knowledge and understanding of the nature, processes and methods of science. Programmes of study include plants, animals (including humans), materials and seasonal changes. The units are mapped to ensure progression and continuity through the school. These equip children with the scientific knowledge required to understand the uses and implications of science in our ever-changing world, now and in the future. The teachers are able to use the natural local environment as much as possible to compliment scientific learning and discovery.

As with other subject areas, the principle is to build Substantive and Disciplinary Knowledge.

Substantive Knowledge: established facts, e.g. the earth is the planet on which we live. Disciplinary Knowledge: the methods that establish the substantive facts, e.g. observation of the sun, moon and stars, satellite photographs.

FOUNDATION SUBJECTS

History, Geography, Design and Technology, Art, Music, PE and Computing and ICT.

HISTORY

In History children learn about people's lives and lifestyles. They find out about significant men, women and children and events from the recent and more distant past; including those from both the United Kingdom and the wider world. They use historical sources, (both primary and secondary), and language to help them ask and answer questions. They learn how the past is different from the present or may have influenced the future. Some of the most popular topics include Rosa Parks', 'Amy Johnson', 'Florence Nightingale' and 'Christopher Columbus'. We map our history curriculum to make the best use of our locality as well as allowing pupils to make connections with key dates/celebrated events through the year, for example, Guy Fawkes or Remembrance Day.

GEOGRAPHY

During Key Stage 1 pupils investigate their local area and a significant contrasting area in the United Kingdom and Ireland or abroad, finding out about the environment in both areas and the people who live there, building contextual knowledge about the world in which they live. The children will learn about contrasting areas such as Scotland, Africa and America. Through geographical enquiry and field work in the local area of our school and Oxted, they ask geographical questions about people, places and environments and use geographical skills, language and resources such as maps and photographs.

DESIGN TECHNOLOGY

In Key Stage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make it safely. Using creativity and imagination they will be able to design and make products that solve real and relevant problems within a variety of contexts. These may be linked to our STEAM work or a rich text they are exploring in English, for example.

COMPUTING AND INFORMATION COMMUNICATION TECHNOLOGY [ICT]

ICT is integrated to support all areas of the curriculum. The computing programme of study for pupils within Key Stage 1 is based around the 'Purple Mash' scheme of work and includes the understanding of algorithms and how they are implemented as programs on digital devices. The children use 'Beebots' and other devices to create and debug simple programs. The school is well resourced with desktop, chrome books and I pads so that the children have lots of opportunities to develop and practice their skills in a safe and respectful environment.

ART AND DESIGN

During Key Stage 1 pupils develop and explore ideas. They use different tools, techniques and materials to represent their feelings, ideas and observations. They learn to evaluate and develop their work and are taught about the role of art, craft and design in the environment. Children enjoy learning about the work of famous artists and sculptors such as Augusta Savage, Quentin Blake, Andy Warhol and Jackson Pollock. They will use our local environment as a stimulus for some of their creations. The school is also supported by the Arts Society Limpsfield.

MUSIC

Pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions. They explore how sounds can create different moods and effects. They will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions; linked to other subjects and topics they are studying. They will also learn specific songs for key occasions such as church services or national events.

Work in dance, drama, music and movement is also developed into musical plays and performances in which all the children are involved.

PHYSICAL EDUCATION

Physical Education is essential for active minds and healthy bodies. The children have at least two lessons of PE a week and we have a fantastic range of equipment. They are taught gymnastic activities, athletics, skills for simple competitive games, dance and movement. They learn to develop co-ordination skills and to evaluate and improve their performance. We have our own field behind the school and the children play games such as football, rounders or cricket at lunch playtime and in our after-school clubs.

Like all schools, we benefit from the PE and Sports Premium Funding given by the government. We are using this to hire highly qualified Sports coaches thus introducing the children to new sports they may not have encountered before. Further details can be found in the 'PE and Sports Funding report' on the school website.

RELATIONSHIPS EDUCATION AND PERSONAL, SOCIAL, HEALTH EDUCATION [PSHE] AND CITIZENSHIP AND DRUGS EDUCATION

Statutory Requirements

As a primary school, we have a statutory duty to teach relationships education and health education. We deliver this through our PSHE curriculum, using the PSHE Association scheme of work, which integrates the statutory relationships and health education content alongside non-statutory topics.

From September 2026, we will follow the updated statutory guidance on relationships, sex and health education (RSHE).

Our Approach

The school follows the PSHE Association scheme of work, which covers three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world
- Relationships Education

The focus of relationships education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. Pupils are taught about what a relationship is, what family means and who the people are who can support them.

Health Education and Personal Development

Pupils learn about themselves as developing individuals and as members of their communities. They learn the basic rules for keeping themselves healthy and safe and for behaving well. They learn to take responsibility for themselves and the environment. They become aware of their own and other people's feelings as well as the views, needs and rights of other children and adults.

Supporting Programmes

Much of our work in RSHE is enhanced by:

- The SEAL programme (Social and Emotional Aspects of Learning)
- The school's anti-bullying work
- Our Core Values of Respect, Resolve, Aspiration and Well-being
- Working with Parents and Carers

We recognise the important role parents and carers play in supporting their children's personal development. Parents and carers can request to view our RSHE curriculum materials at any time, and we welcome discussions about the content we teach.

OUTDOOR LEARNING

St Peter's school makes the most of its rich, rural environment by creating as much 'learning beyond the classroom' opportunities as possible. As well as general times in the week all classes have a specific timetabled day where they can use Strawson's Field and surrounding areas to link curriculum learning to the outdoor environment. From enhancing problem solving skills to communication and resilience, outdoor learning provides endless opportunities for exploration, experimentation and contextual learning.

EDUCATIONAL VISITS AND OUTINGS

Educational visits are arranged to enrich the curriculum and further support learning. These include theatre performances, outings and visiting speakers. Our pupils benefit socially and emotionally as well as academically from trips beyond the classroom. Such trips include visiting local farms and gardens such as Gatton Park and Penshurst Place. We regularly take the children for walks to make the most of the beautiful rural setting and develop learning opportunities from the local area around us.

THEMED WEEKS: CURRICULUM ENRICHMENT

Staff use an overview of the academic year to plan specific enrichment activities for different subjects. Significant events in the school and church calendar such as Harvest, Diwali, Mother's Day, Easter and Christmas are incorporated into the curriculum. We aim to make as many links between subjects as possible and make the most of learning opportunities through the year, and these are set out in the plan. Planned cross curricular themed weeks focus on a particular aspect of learning or subject area in a fun and engaging way. For example, we may have a Mental Health and Well-being week linked to RSE, PE and PSHE or an 'Nature in Numeracy week' focusing on science and numeracy.

Impact

Our curriculum design ensures that the needs of individual children and small groups can be met through high-quality first teaching, supported by targeted, evidence-based interventions where appropriate. This approach has a positive impact on children's outcomes, with pupils making good progress from their starting points.

Engagement and Enjoyment

Children's enjoyment of and engagement with the curriculum promotes achievement. When children are motivated and interested, they develop the confidence to take risks in their learning, show respect for themselves and others, build resilience when facing challenges, and demonstrate positive behaviour for learning. Children feel safe to try new things and learn from their mistakes.

Enrichment and Real-World Learning

High-quality visits and visitors to the school enhance the curriculum and provide meaningful, real-world contexts for learning. For example, these experiences provide authentic purposes for writing, opportunities to apply mathematical skills, and deepen children's understanding of the world around them.

Independence and Ownership

Children have regular opportunities to embed and share their learning with each other, their parents and carers. Developing their independence and motivation as learners, and their sense of responsibility for their next steps, is key to all our teaching and learning.

Measuring Impact

We monitor the impact of our curriculum through:

- Regular assessment of pupil progress and attainment
- Pupil voice and feedback about their learning
- Learning walks and work scrutiny
- Observations of children's engagement and enthusiasm
- Parental feedback
- Outcomes

As a result of our curriculum, children leave St Peter's as confident, resilient learners who:

- Have achieved well in reading, writing, mathematics and across the wider curriculum
- Are curious about the world and enthusiastic about learning
- Have strong social and emotional skills
- Demonstrate our Core Values of Respect, Resolve, Aspiration and Well-being
- Are well-prepared for the next stage of their education

“Children take pleasure in the opportunities across the curriculum...this is highly effective and pupils’ understanding builds over time”.

Ofsted Inspection July 2022. Available on the school website.

The Role of the Headteacher

The Headteacher completes the curriculum statement each year for consideration by the Full Governing Body.

Delivery of the curriculum is monitored through lesson observation, pupil talk, work scrutiny and feedback from subject leaders. It may also be monitored through any statutory inspections such as Ofsted or SIAMs church inspections.

The role of Class teachers

Teachers have a responsibility to deliver the agreed curriculum through careful mapping, planning, teaching and evaluation.

Staff meetings are used to consider pedagogy, the delivery of the curriculum, continuity and progression.

The role of the Governing Body

The governing body must consider and agree the curriculum statement and review its implementation.

They need to consider the strategic steps taken to ensure best impact of the curriculum on various pupil groups within the school