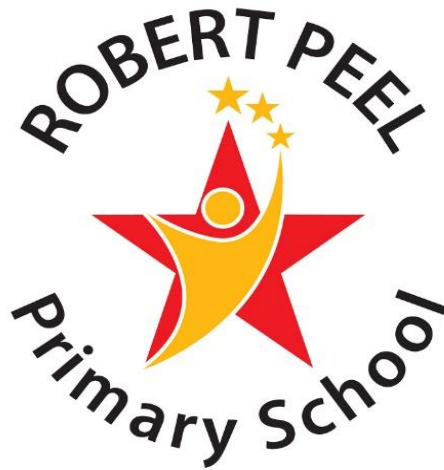


Robert Peel Primary School

Curriculum Intent, Implementation & Impact



Date policy last reviewed: October 2024

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

What is our Ambition for our Children?

At Robert Peel Primary School our vision is to develop resilient and independent learners who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

What are we trying to achieve at Robert Peel with, and through, our curriculum?

Our curriculum at Robert Peel is the 'beating heart' of our school day. We believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best they can be; developing a thirst for knowledge and building Learning Behaviours that will last a lifetime.

At Robert Peel we view the design of the curriculum as an evolving and developing process, which takes into consideration: the needs and character of our children; the children's prior learning; the children's experiences; the community in which the school exists, the statutory curriculum (National Curriculum) and educational research that is evaluated and relevant to our school.

We have created a whole school curriculum of learning which incorporates the teaching of key skills and knowledge, incorporated into rich areas of learning and experiences including the reading and studying of quality texts. Our aim is for the children to experience deep and meaningful learning experiences, that promote the development of our Learning Behaviours and gives them opportunities to explore, practise and question their learning. We have designed a curriculum, which teaches what matters to our children at Robert Peel.

Curriculum Intent

The design of our curriculum has been shaped by our School Vision and Learning Behaviours modelled around the key questions of:

- **Fostering our Learner's Learning**
 - To develop the appropriate subject knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, emotionally, socially and physically.
- **Fostering the Character of our Learners**
 - To develop learners to have a holistic set of values that prepares them for life in the modern world and in a diverse and ever changing community.
- **Fostering Behaviours and Habits to Become Effective Learners**

- To develop the Learning Behaviours needed to succeed in the world of: Empathy, Communication Skills, Independence, Resilience, Aspiration and Happiness.
- **Fostering the Moral Compass of our Learners**
 - To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morals and to engage in the culture they live in and understand the cultures of others.

How is this Implemented?

In Years 1 – 6, our curriculum is taught in discrete subjects. Children will have weekly lessons of RE, History, Geography, Music, Science and Computing. PE and PHSE are taught twice weekly. Art and DT will be taught half termly. Areas of learning in RE will change half term. In History and Geography, children will study an area of learning for a term and a half, which allows them to gain a deeper understanding and consolidate their knowledge. In some instances, learning will be linked to Art and DT or to the high quality texts used in Writing and/or Guided Reading lessons.

In Early Years, learning is mostly based on high quality story books with an emphasis on spoken language.

For each half term, there is a clear Curriculum Intent, which is drawn up from the progression document for each subject taught. This is taken directly from the National Curriculum and Early Years Framework. Subject Leaders are able to use the Curriculum Intents and progression documents to monitor learning and children's outcomes.

The teaching of Writing is structured over a two week cycle with a Quality Write taking place at the end of the block. In many cases, the writing is led through the study of a quality text.

Learning is broadened further through visitors, experiences, special whole school events, half termly year group assemblies and clubs.

Curriculum Implementation

Fostering our Learner's Learning

Curriculum Principles

- All subjects within the National Curriculum are planned for and covered in full within the whole school curriculum.
- Progression of skills, knowledge and understanding is vital.
- Deep and sustained learning for all.
- Teaching will be varied with children experimenting, practising, thinking critically and making links. Transferring skills and developing their fluency.
- The promotion of a language rich curriculum.

- The development of speech and language is identified as one of the most important parts of our learning at Robert Peel. They will have opportunities to question their learning, share their ideas as a Talk Partner or in a group, perform to an audience and have staff modelling how to communicate effectively.
- The promotion and use of accurate and rich cross curricular vocabulary.
- The systematic teaching of phonics has a high priority throughout Reception and Key Stage 1 or beyond dependent on children's progress of learning.
- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.
- A love of reading is a core part of our curriculum. Learning is led through the study of rich literary texts and children reading regularly for enjoyment both as a group or individually.
- Writing is often linked to other areas of learning and children develop their own 'Writers Voice' through two week planned teaching blocks. With teaching focusing on the correct use of grammatical concepts in context.
- Maths is taught through the Maths Mastery approach. The teaching of Maths Mastery focuses on Mathematical Thinking, Fluency, Variation and Representation and Structure.
- Science is based on a 'Spirit of Enquiry' with children Working Scientifically. Children will explore Big Ideas, conduct experiments along with being able to record their findings and draw conclusions.

Fostering the Character of our Learners

Curriculum Principles

- At the heart of what we do at Robert Peel we teach children to have a positive impact on our school community and the community in which they live. We teach them about being a successful citizen and positive relationships with others.
- We teach children that following a simple set of Golden Rules means that we make 'good choices' in both our learning and actions. This is modelled throughout our work and by all staff.
- We explore and teach values that are critical for us to understand in modern Britain and beyond. For example: *Respect; Honesty; Love; Appreciation; Responsibility; Co-operation; Tolerance; Patience; Courage; Aspiration; Resilience; Equality; Friendship; Hope/Freedom; Peace; Humility; Thoughtfulness; Trust.*

- Children's personal development is celebrated in assemblies, communicated to children through feedback about their work and explained to parents also through actions such as the open-ended homework we set, promotion through the newsletter and parental engagement activities.
- Our weekly Golden Learner certificates celebrate the children's attitudes in class. We believe that through effective promotion of our learning behaviours, the children will become more successful in their attitudes towards learning.
- Our school curriculum is fully accessible to every child regardless of their ability or learning need.
- Our House Points are awarded for children demonstrating our Learning Behaviours.

Fostering Behaviours and Habits to Become Effective Learners

- All children are exposed to learning framed around the growth of Learning Behaviours. These are consistent from Nursery to Year 6.
- Robert Peel has 7 Golden Rules which everyone, children and adults, adhere to. This ensures that the school is a safe, respectful, purposeful and welcoming environment for all.
- Our school environment and ethos aims to develop children's social skills and friendships.
- We support families who might be going through a difficult time, such as bereavement or changes to circumstances.
- Being a link between school, families, and other agencies such as the Early Help, Social Services or School Nursing.
- All staff help children engage with their education, by helping families overcome barriers that may be in their way.
- Curriculum learning allows for stereotypes to be addressed and provides an opportunity for children to discuss and ask questions in a safe environment.
- Collaboration and team work is developed through Talk Partners, Shared Assemblies and House Competitions.
- Children have opportunities to take part in a range of competitive events from sports to debating.

Fostering the Moral Compass of our Learners

- Twice weekly PSHE lessons are taught.

- RE is taught weekly and explores relationships and cultures.
- The School Council, Sports and House Captains, Prefects and Head Boy and Girl lead work on gaining the voice of children.
- Robert Peel has strong links with other local schools and Year 5 and 6 spend Enrichment Days at the local Secondary School.
- Local visits are undertaken and local visitors come into school to speak to the children.
- Children run and organise charity fundraising events.
- Some children are members of our Mentoring Groups.
- All children take part in Pow-Wows to share their views.

Impact - What difference does our curriculum make to our children?

The impact for our children will be:

- That they become empathetic, resilient and independent learners who are able to communicate effectively with others. They will be happy in all aspects of school life and they will aspire to be the best they can be.
- That they make good progress based on their own starting points of their learning journey and will at times make mistakes and learn from them.
- That they have key skills, knowledge and understanding that they will be able to utilise in their next steps of education and into adult life.
- That they will be a confident reader and are able to communicate successfully with others,
- That they will be fully rounded characters with an understanding of equality, friendship, trust and acceptance.
- That they know how to make safe and informed choices with their actions and develop positive relationships and know who to turn to for help.
- That our children don't give up, are highly motivated to succeed and achieve and are equipped with all the Learning Behaviours to do this
- That they experience and take part in a great range of activities, trips and visits both in and outside of school which bring richness to their lives.
- That our children will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others.

Robert Peel's Promise

As a member of the Robert Peel Family, we promise that we will provide the following so that your time at school is memorable.

Tour a zoo and see wild animals	Take part in sporting House Competitions	Put up a tent
Visit a museum	Watch a theatre company	Handle and groom a farm animal
Learn a country dance	Swim every year in the Summer	Camp out at school
Become an evacuee and travel back in time	Sing in a concert	Have chips and an ice cream at the seaside
Experience eggs hatching and chicks growing	Make a campfire and toast marshmallows	Take a ride on a canal boat
Handle artefacts	Handle exotic animals	Watch a magician
Abseil and climb up a wall	Take the train	Watch a pantomime at a theatre
Make a den	Dress up as a book character	Plant bulbs and see them bloom
Talk to Fire and Police Officers	Visit London and go on the London Eye	Explore the River Ivel
Go to the Summer Fayre	Take part in a Street Party	Perform to an audience as a year group
Ride a bike before leaving Robert Peel	Watch musicians perform	Explore Paxton Pits
Make and fly a kite	Visit Cambridge	Collect conkers
Grow your own vegetables and harvest them	Learn First Aid skills	Create a school Garden of Remembrance
Go bird watching and bug hunting	Learn a musical instrument	Go on an adventure through reading books
Visit the Sandhills	Undertake a space mission	Find your way with a map and compass
Go on nature walks	Watch a film and have a hot dog	Have a dance at a disco
Cook your own meal	Visit the seaside	Take part in a debate
Watch and create a puppet theatre	Take part in a Carnival	Explore an art gallery
Perform a Nativity	Go pond dipping	Sing Christmas Carols at a Christingle service
Have a picnic on the field	Create art work for display in a gallery	Dress up as a historical person
Release butterflies into the wild	Speak a new language	Go on a residential trip
Take part in a Harvest Festival	Visit places of worship	Have Afternoon Tea