



## **CURRICULUM POLICY**

This policy applies to the whole school, including the EYFS

### **Introduction**

At St Piran's, we prepare all pupils from EYFS to Year 6 to meet the challenges of a rapidly changing world. If thinking is how pupils make sense of the world, then helping them to become more effective thinkers will help them make more sense of learning and life.

The curriculum is all the planned activities which are organised in order to promote learning, personal growth and development. This policy has been designed in line with the school's core values: to foster kindness, champion inclusion, and nurture respect by using our compassionate hearts, inquisitive minds and supportive hands to inspire confidence in all.

It includes not only the explicit requirements of the taught curriculum, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills.

St Piran's ensures its pupils are offered a curriculum that is both broad and balanced, delivered by skilled teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalised.

### **Aims**

- To promote, in our pupils, a curiosity and love of learning enabling them to acquire a solid base for lifelong learning;
- To teach our pupils the knowledge and skills necessary for them to take responsibility for independent learning now, and in future years. To develop our pupils' critical and creative faculties, and the skills to research, sort, record and evaluate information;
- To expose our pupils to challenges outside the classroom to help them build character, encourage teamwork, foster initiative and take informed decisions involving risk;
- To provide a broad and balanced full-time education that offers a planned and monitored curriculum that engages, excites and challenges our pupils and ensures all pupils make good progress; providing them with experience in linguistic, mathematical, scientific, computer science, human and social, physical and aesthetic and creative education;
- To develop their knowledge, skills and understanding appropriate for their age and aptitude and to enable them to gain entry into their chosen senior schools, post Year

6. To fulfil the requirements of the EYFS and National Curriculum and to enrich the learning experience for our pupils beyond these;

- To offer our pupils opportunities to develop their prowess in the dramatic, artistic, musical and sporting arenas;
- To produce 'cultured' pupils who have an awareness of, and appreciation for, other civilisations as well as their own, and to instil in our pupils the values of tolerance, compassion, honesty, kindness, courtesy and consideration;
- To promote citizenship and an understanding of the importance of stewardship of the local and global environment (specifically through our work with the Harmony Project and effectively prepare them for the opportunities, responsibilities and experiences of life in British and Global society;
- To develop our pupils' moral compasses and enhance the pupils' spiritual awareness;
- To expose our pupils to the 'softer skills' for life-long learning, as contained within our St Piran's Leadership Habits (see Appendix A).

## Planning

### Early Years (Pre-School and Reception)

The Early Years Foundation Stage adheres to the DfE Curriculum Guidance, alongside the Harmony Project, for the Foundation Stage which includes seven areas of learning, divided into 3 Prime areas and 4 Specific areas:

#### Prime areas of learning

Communication and Language  
Personal, Social & Emotional Development  
Physical Development

#### Specific areas of learning

Literacy  
Mathematics  
Understanding of the World  
Expressive Arts and Design



The curriculum and its programme of activities, including specialist PE/Games, swimming, music, woodland learning, French\* and IT\* (\*Reception only), are appropriate to the educational needs of our pupils in relation to their personal, social, emotional and physical development, and communication and language skills.

### Years 1-6

Pupils follow the curriculum outlined in the school's long term and medium-term planning documents which are informed by the Primary Strategy and Harmony Project. In Years 1-4 most subjects are taught by the form teacher, although pupils will go out for specialist lessons (e.g. art, music, French, etc.) and in Years 5 and 6 all lessons are taught discreetly, but cross-curricular links flow through the majority of what we do. We utilise our independence to offer opportunities that go beyond the National Curriculum, as well as adapting elements of it.



The PE/Games provision is taught by a range of specialist sports staff and uses all of the school's sport facilities. Emphasis is on developing and, later, beginning to master specific Games techniques, e.g. hockey, rugby, netball, football, athletics, cricket and tennis, PE activities, e.g. dance and gymnastics, along with continued skill development, e.g. agility, balance, coordination and stamina. From Y3 onwards, the pupils take part in regular inter-school fixtures.

A comprehensive programme of before school, lunch and after school clubs, are available to all children. In addition, the curriculum is enhanced by a wide variety of trips and visitors all of which provide further opportunities to extend academic achievement alongside pupils' personal development. The pupils also have the opportunity to take up individual peripatetic music and LAMDA lessons.

In Year 6, we offer a further taster of an alternative language; post senior school exam completion, for the pupils to get a flavour of another language. The pupils can choose a language to study for a term and a half (usually between Spanish, Italian, Latin and German).

Pupils in Years 4-6 take part in residential visits. These takes place over five days and four nights (three days and two nights in Year 4); offering the pupils a further experience of being away from home, but in a safe and controlled environment.

For a more detailed explanation of the curriculum please refer to the year groups Schemes of Work and Curriculum Plans.

### **Monitoring and review**

The Deputy Head Academic is responsible for overseeing the above policy and keeping it up to date.

**Reviewed By:** Deputy Head Academic

**Date:** March 2025

**Next Review Date:** March 2027

# St Piran's Leadership Habits

