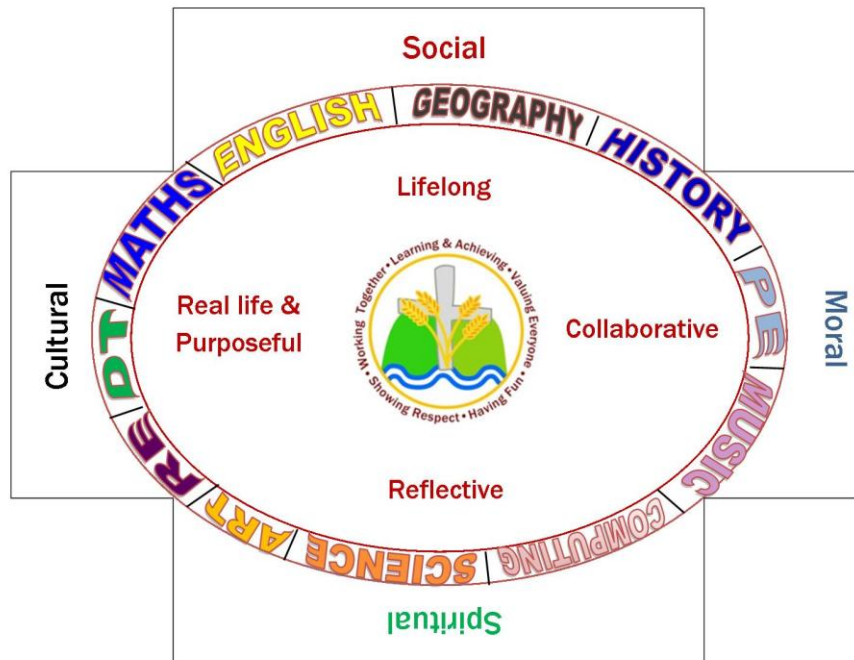


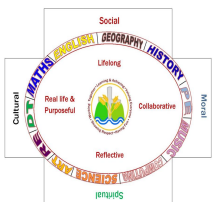
The Lavant Curriculum



Curriculum & Pedagogy

Our curriculum is designed to be flexible and responsive, allowing our staff team freedom of delivery to engage individual pupils and cohorts. We ensure coverage of curriculum content, through thoughtful, engaging Learning Journeys, which allow teachers, and teaching assistants to create purposeful learning for all children, linking areas of the curriculum in a natural, meaningful way. We encourage the use of our local environment and the wider community to ensure we provide a rich, broad curriculum.

Our curriculum is underpinned by our school values and aims, providing a balance of development through SMSC and the deep understanding of British values.



The Lavant Way

The intention of our curriculum is for children to grow as creative, resilient, ambitious and reflective learners who possess the necessary skills to work well both independently and collaboratively.

We believe that children learn best when they are excited by their learning and we ensure our curriculum is so much more than the legal requirements of the National Curriculum! The Lavant way allows us to personalise learning to suit the needs of each child in our school through providing inspirational and challenging learning experiences.

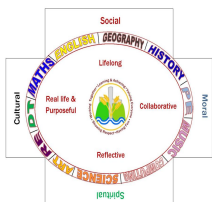
Each learning journey is rooted in just two or three areas of the curriculum, allowing children time to explore and develop key skills and a deep knowledge in these areas. An exciting and engaging **hook** into learning engages the children from the outset and the **end Goal** ensures the children know exactly what they are setting out to achieve. The **next steps and learning targets** are then personalised, taking into account the starting point of each child to achieve the highest possible quality outcome.

We recognise that we are all on a journey as a community of lifelong learners and have identified a range of learning qualities that enable us to become successful learners. The development of these learning qualities are encouraged through each learning journey and our wider learning opportunities beyond the classroom.

We are learning to be...

reflective		resilient
hard working		respectful
kind		imaginative
thoughtful		active
encouraging		healthy
polite		responsible
reliable		enthusiastic
ambitious		confident
adaptable		tolerant
aspirational		independent
collaborative		persevering
emotionally intelligent		innovative
		creative

Learning together in faith – always aiming for the best.



Our approach to teaching and learning

Our school values highlight the importance of:

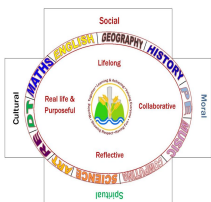
Learning and Achieving
Having fun
Valuing everyone
Showing Respect
Working together

We believe that learning is a *process* and not an end in itself. We know that children come to us with prior learning and will leave us to continue on their *journey of discovery*. We aim to foster a love of, and a positive attitude towards learning, so that pupils commit to learning for life. In all things, we strive for the best possible outcomes for each child.

Effective learning

We believe children **learn** most effectively when they:-

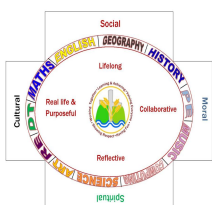
- have good mental health and wellbeing
- are intrinsically motivated
- are encouraged to be creative, investigative and explorative
- are independent, have ownership of their learning, and are prepared to take risks
- learn from their mistakes
- are fully engaged and have few distractions
- have high expectations and take pride in their learning
- are keen to challenge themselves and respond to their challenges with perseverance and resilience
- ask questions and engage in open enquiry, initiating their own learning
- have regular opportunities to discuss and learn from each other
- make natural links between subjects and apply learnt knowledge and skills across the curriculum
- engage in learning that is relevant and has a purposeful outcome which they understand and are enthused about
- are taught how to learn and how to identify their own challenges and successes
- are provided with opportunities to reflect on their own learning and that of others
- are encouraged to think deeply
- value and respond to feedback
- learn in an environment that inspires, stimulates and celebrates
- have positive role models who they trust
- know their effort and ideas are valued.



Effective Teaching

We believe **teaching is most effective** when:-

- mental health and wellbeing is strong
- it offers first hand purposeful learning experiences that interest, motivate and engage learners
- it models good learning
- expectations are consistently high
- it promotes intrinsic motivation
- teachers' good subject knowledge enables them to plan appropriately to meet the needs of all learners
- planning is thorough but flexible
- tasks set are accessible by all children and all children are challenged and able to succeed
- it builds upon prior knowledge and skills
- it values pupil discussion and promotes a rich acquisition of language
- supports and encourages learning using a range of approaches
- lessons have a good level of pace and children are enabled to be active learners
- assessment is used effectively to reshape lessons and inform future planning
- resources are readily accessible and are used effectively to support, consolidate and challenge learning
- feedback is meaningful, motivating and manageable, and positively impacts progress
- there is a trusting relationship between the staff and children
- all learners are valued.
- it responds and reacts to development in educational thinking



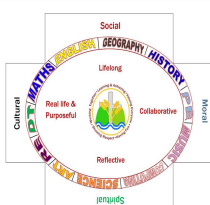
The Content of our curriculum

The Lavant curriculum is based upon a range of Learning Journeys that are designed to teach knowledge and skills in a cross-curricular fashion, linking key subject learning to English outcomes and progressions. These Learning Journeys are fluid and changeable, adapting to local, national and international news and events, or changing to meet the needs of specific cohorts. The Learning Journey overview document below show a reflection of what a typical year or two-year period of learning looks like in our classrooms. Many of the Learning Journeys will repeat on a two-year cycle and others may change or adapt; knowledge and skills taught, however, remain constant throughout. More information on subject skills and knowledge progression can be found in our subject specific progression documents.

	N/C	Science	Computing	Art	Geography	History	Music	PE	RE	PSHCE	
Robin class	Yr 1 / 2	<p>Heroes (link to PSHE) Examining the scientific names and locations of Body Parts</p> <p>Light Children will explore different sources of light and seasonal changes including sun danger.</p> <p>Fairytale Helpers Exploring the different properties of materials and investigating their everyday uses</p> <p>Under the Sea A study of living things and their habitats; food chains and where different animals live in the world.</p> <p>How does your garden grow? Observing different plants, and what they need to grow.</p> <p>Going Global (link to Geography) Animal classification with a focus on one continent.</p>	<p>Iron Man Creating fair tests in order to examine the uses and properties of materials.</p> <p>The Only Way is Up Exploring health, hygiene and diet.</p> <p>Brilliant Bugs Children study and investigate minibeast and their natural habitats.</p> <p>A load of old rubbish Children explore where materials come from and the importance of looking after our world.</p> <p>Local Life (link to geography) A study of local plants, habitats and food chains</p> <p>Continuous reference: observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.</p>	<p>Coding and programming Exploring and creating simple algorithms.</p> <p>Light (link to science) Children will create films using light and shadow puppet films.</p> <p>Being Safe (link to PSHE) Internet safety Exploring how to keep ourselves safe when using the internet.</p> <p>Gift Makers (link to art) Shaping text on screen, inserting pictures</p> <p>Local Life (link to geography) Exploring online maps Children learn how to control objects through specific commands using Scratch</p> <p>Digital Computing Exploring film and animation. Children learn how to make digital books</p> <p>Brilliant Bugs (link to Science) Pictograms and graphing, databases</p>	<p>Lowry A study of the life and work of LS Lowry. Developing techniques in using paint and charcoal.</p> <p>Light (link to science) Children will look at shadows, silhouettes and photography</p> <p>Gift Makers Children design and make, looking at the work of local artists and craft makers.</p> <p>Local Life (link to geography) Exploring the work of a local sculptor 'Phillip Jackson'. Using nature to create art pieces.</p> <p>The Only Way is Up (link to science) Sketching, studying self-portraits by famous artists and creating own.</p> <p>Going Global (link to Geography) Art from another country/culture, pattern, colour and texture.</p> <p>Castles (link to history) Paul Klee and his painting 'Castle in the Sun'. Colour mixing with watercolours</p>	<p>Going Global Studying another country in the world, features and compare to the UK.</p> <p>Local Life Local area study with use of aerial photographs and maps. Locate in the UK and use fieldwork skills to study local area.</p> <p>Winter Hedgehog Use compass points, a simple key as part of our map making to represent local physical and human features of our local rural environment.</p> <p>Here come the Pirates Use maps, atlases and globes to identify specific countries, the continents and oceans of the world. Learning how to use compass directions and location vocabulary in relation to map making.</p> <p>Local Life (link to geography) A historical study of St Nicholas's church and the importance of Chichester Cathedral. Exploring local historical features.</p>	<p>Heroes (link to PSHE) Researching lives of 2 significant people from history.</p> <p>Fire! Studying the events and significance of The Great Fire of London, and the history of fire brigade</p> <p>Burroughm or Burrell! Learning about changes in living memory linked to national life (the development of cars or telephones)</p> <p>Castles Exploring the significance of castles and life beyond living memory, and learning about the history of our monarchy.</p> <p>Here come the Pirates Children learn what life was like as a pirate and how pirates lived. They research real life pirates and graduate from pirate school!</p> <p>Local Life (link to geography) A historical study of St Nicholas's church and the importance of Chichester Cathedral. Exploring local historical features.</p>	<p>Music Reviewer Listening to and appreciating a range of live music (ongoing)</p> <p>Fairytale Helpers (link to science) Learning to sing in rounds individually and in a group.</p> <p>Hot Cross Buns Playing tuned and untuned instrument. Exploring notation and performing to an audience</p> <p>Going Global (link to geography) Experience and appreciating music from other cultures and countries.</p> <p>Gift Makers (link to Art) Composition focus: children create a composition piece to complement the Christmas story related to giving gifts</p> <p>Gift Makers Local craft makers and artists, design own product</p> <p>Light (link to science) Use mirrors to enhance light & evaluating products that use this design e.g. lighthouse and torches.</p> <p>The Disgusting Sandwich and Hot Cross Buns Hygiene and food preparation: Food origins & sources, healthy & balanced diets.</p> <p>Going Global (link to geography) stitching to join fabric</p> <p>Castles (link to history) (link to history) creating a working drawbridge with mechanisms</p>	<p>Games Exploring different ways of handling, stopping and retrieving a ball or other equipment. Developing partner work.</p> <p>Gymnastics Traveling and performing a gymnastic sequence.</p> <p>Striking and Fielding Developing racket and ball coordination and control when playing over a barrier.</p> <p>Athletics Learning to run, throw and jump with control and coordination. Work towards participation in Sports Day</p> <p>Dance Creatively compose and perform expressive sequences of movement.</p> <p>Design and Technology</p>	<p>God What do Christians believe God is like?</p> <p>Creation Who made the World?</p> <p>Gift Makers (link to Art) Incarnation: How do Christians celebrate Christmas?</p> <p>Gospel What is the good news that Jesus brings?</p> <p>Hot Cross Buns (link to Music) Salvation: Why does Easter matter to Christians?</p> <p>Other Faiths (Hinduism, Judaism) Whole School Lu (Diwali), Judaism: Torah and belonging.</p> <p>Local Life (link to Geography & history) The importance and impact of the church on the local community</p>	<p>Being Safe Worries, body privacy, being safe</p> <p>Feelings and attitudes Feelings and impact, coping with feelings and change</p> <p>The Only Way is Up (link to science) Changes and growth, stereotypes, boys & girls</p> <p>Family & Friendship, Relationships Similarities and differences between people, special people, uniqueness, family, types of relationships.</p> <p>Heroes New beginnings, people who keep us safe, role models; empowerment and self-esteem.</p>
	<p>Geography – Research the names and locations of the world's seven continents and five oceans. To name, locate and identify characteristics of the four continents and five oceans. To name, locate and identify characteristics of the four continents and five oceans. To name, locate and identify characteristics of the four continents and five oceans.</p> <p>History – Research the lives of 2 significant people from history. To study the events and significance of The Great Fire of London, and the history of fire brigade. To learn about changes in living memory linked to national life (the development of cars or telephones).</p> <p>Computing – To know how to create, save and retrieve documents and files. To use capital letters, full stops and changes font and size. To learn where letters are on a keyboard. To know how to use technology safely.</p>										



Our curriculum is also enhanced in many other ways not outlined in our Learning Journey overview document; whole school Learning Journeys and events, collective worship and assemblies, stand-alone learning sessions, community links, OAA activities and many more. These are all designed to compliment our Learning Journey approach, giving the children at Lavant CE Primary School the breadth and depth of curriculum to ensure the very best of learning experiences

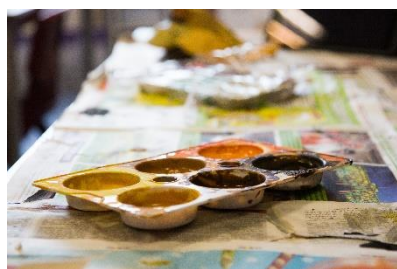


Mastery of key knowledge and skills – subject specific content

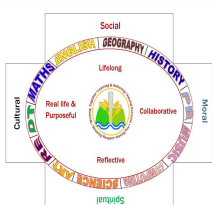
We have mapped out each subject into clear and progressive strands from EYFS to Y6. We have done this to ensure that the children are building on their knowledge of specific areas of learning within each subject. These documents were created using the Early Years and National Curriculum and, as a staff team we tailored them to meet the needs of the children at our school. The knowledge and skills are taught through bespoke Learning journeys that may change depending on the specific needs of the cohort.

Example of Knowledge and Skills Progression Document - ART

Year	Drawing	Painting	Printing	Sculpture	Collage	Textiles
EYFS	explore different media, pencils, pens, chalks, crayons, paint, sticks and brushes	explore the qualities of paint	explore different kinds of printing	Manipulate malleable materials in a variety of ways including kneading and rolling	explore different papers, tear and cut to make a collage of a variety of textures	glue a selection of materials on to card or fabric
1	apply different media and make marks on a range of surfaces	apply thick/thin paint with fingers, sponges, thick brushes, card and sticks etc.	apply finger paint on a shiny surface and take a mono print of it	Talk about different sculptures	explore a growing range of collage materials	talk about the different textures
	using different media make a variety of patterned lines, wavy, straight, zig-zag, thick, thin, wide and narrow	mix powder paint using primary colours	print with found objects using a growing selection of colours	Manipulate malleable materials for a purpose, eg pot, tile	sort into groups of smooth, rough, shiny, etc. create corresponding collages	sort materials, threads, fabrics, yarns, etc. into colours, textures and arrange in a pattern
2	draw for different purposes eg. 1. to represent stories 2. real life situations 3. plans for DT 4. to show feelings 5. to create a design	apply a variety of paints according to purpose use the environment as a starting point	when printing allow colours to mix and discover the combinations	Understand the safety and basic care of materials and tools	draw shapes, cut from a variety of materials	tie, wrap, weave materials into a structure of sticks, canes, chicken wire old bicycle wheels etc.
		make patterns in paint in the style of an artist experiment with water-colour, colour washes, ready mix	experiment with different inks, crayons, pens and paints suitable for fabric	Experiment constructing and joining recycled natural and man-made materials	arrange to create either an abstract or representational picture	learn simple stitches, use a variety of materials to experiment with
			create a printed picture using different materials to represent features in the environment, eg. ferns as trees, boxes as houses, etc.	Make links between their work and others looking for similarities and differences	create patterns from observational line drawings using appropriate media	Experiment with wax resists on paper and material



Year	Drawing	Painting	Printing	Sculpture	Collage	Textiles
3	introduce a sketchbook as a notebook facility	select the most appropriate paint to work with	learn to create repeat patterns along lines then freehand	Plan design and make models from observation or imagination	represent objects in collage material	make simple looms and practice weaving skills on a small or large scale
4	draw, being more aware of composition	create atmosphere and movement in paintings through choice of colour and texture of paint	use the computer to reproduce their design	Join clay adequately for extending and modelling other shapes	reproduce original drawings in the style of an artist using appropriate collage material	begin to tie the threads on a loom or frame
	draw people in profile and be aware of scale	apply a variety of paint in different ways to create desired effect	explore the use of press print and block printing	Create surface patterns and texture in a malleable material	recreate designs from other times and cultures using a variety of materials	paint on to cotton with fabric paint
	experiment with shading to create a 3D effect	use painting skills with growing confidence for a wider range of purposes, eg. painting fabric, clay, plates, plastic, etc.	introduce simple techniques of screen printing	Use papier mache to create a 3D object	explore surfaces using a magnifying glass, simplify what is observed and recreate in collage	outline the pattern with stitches to enhance the design
5	use different techniques to create texture in drawings	use painting skills with growing confidence for a wider range of purposes, eg. painting fabric, clay, plates, plastic, etc.	create their own printing blocks or experiment with hand carved blocks	Shape, form and model from observations or imagination	represent natural found objects like shells, tree bark, water, using a variety of materials	use a more complex design with batik
	use simple ways of introducing perspective	recognise the work of certain artists by their style	design and produce prints selecting the appropriate method and media	Plan a sculpture through drawing and other preparatory work	take photographs of the local environment and reproduce in collage materials	use dyes, paints, batik, appliqué, etc. to design their own textile
6	consciously select the appropriate media to suit the task			Develop skills in clay [unclear] slabs, coils, slips etc		make a weaving following a specific design
	make decisions as the work progresses					
	show greater emphasis to detail, eg. facial expressions, folds on clothing, proportion, etc.					



The teaching of mathematics



We believe that mathematics is fundamental to everyday life, critical to science, technology and engineering, and a vital skill for all children to develop. A high-quality maths education which instils a love of the subject provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity.

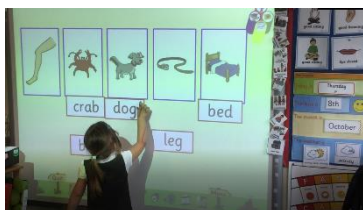
The Lavant Maths curriculum is designed for children to make rich maths connections while developing fluency, reasoning and competence in solving problems. Alongside this spiral, progressive curriculum, we promote a maths culture that is fun and interactive, and produces strong, secure learning and progress, no matter the starting points of our learners.



The teaching of English

Through the use of rich texts, talk, real life experiences and making words come alive, we aim to grow passionate readers and writers. Our children are given opportunities to use language to communicate effectively and learn the power of words to imagine and create. They know that words have meaning which helps them develop as learners both in school and at home. Words can help them in their day to day life but can also be a source of enjoyment and escape.

Teaching and Learning of Phonics and Spelling in EYFS and KS1



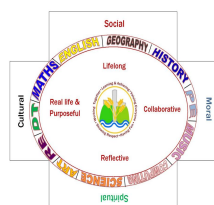
All phonics in EYFS and KS1 are taught following the Letters and Sounds document alongside the 'Jolly Phonics Programme'. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; *Introduction, Revisit and Review, Teach, Practise, Apply and Assess learning against criteria*. When appropriate, children are grouped to allow for the range of progress they may be making.

Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words. We provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across guided reading and writing. Children are then given opportunities to practise these skills independently.

Reading

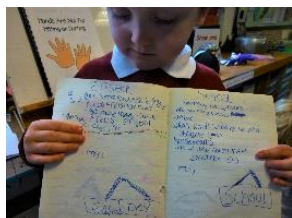


We believe that reading is an essential life skill, enabling children to access and understand all areas of the curriculum. We want our children to be passionate readers and so we invest heavily in high-quality texts for the children to read and to lead learning. In providing reading enrichment activities and resources such as author visits, and participation in the Chichester annual BookFest we are able to explore a wide variety of books and reading for enjoyment. At our school, reading is taught through individual, group and whole class reading sessions. Children ask and answer questions about their reading and discuss the effect of how books are written.



Writing

At Lavant, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.



Children are taught the tools for writing and are given opportunities to show what they can do independently and creatively, with real purposes.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in

being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.



The teaching of Science



At our school, we believe that stimulating and robust science provision is essential to begin to understand and challenge the world around us. Our lives and lifestyles have been shaped and improved by the discoveries of science; it is the key to our future.

Through the creative and engaging provision of essential knowledge and concepts, children embed their understanding of the natural world. Continuous, layered teaching of scientific enquiry and investigative procedures encourages them to foster curiosity, and

understand how science can be used to prove and explain what is happening and why.

We believe in the importance of interweaving scientific knowledge, key vocabulary and skills in as many lessons as possible. With use of informative baselining and assessment, we ensure an effective progression of both knowledge and skills, that builds year on year. It our aim that children will grow to independently and passionately apply these when using equipment, conducting experiments, building arguments and explaining concepts confidently.

It is our hope that they would leave our school with the mind-set to continue to ask questions, challenge the status quo and be curious about their surroundings.

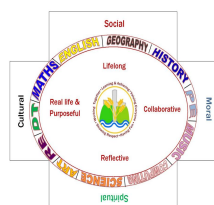


The teaching of Computing



We aim to prepare children for a rapidly changing world using technology. Our computing curriculum is designed to enable our pupils to use computational thinking and creativity to further understand our world. We provide a wealth of learning opportunities and teach transferrable skills explicitly within discrete computing lessons, and through cross-curricular Learning Journeys.

We aim to ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.



The teaching of Religious Education



As a Church of England School, the Christian faith is the foundation of everything that we do at Lavant C of E Primary School. In all learning and life experiences, we promote an environment where all children feel known, accepted, and valued as individuals, within a caring community, where our Christian faith affects not only what we teach, but also how we teach.

We believe that it is fundamental for the children to belong to a safe and nurturing community, founded on strong Christian values where children will develop an array of skills that will enable them to make their own positive contribution to our global society.

Our aims for all the children in RE are:

- To encourage pupils to develop their sense of identity and belonging, in order to flourish within communities, as responsible citizens in society and global communities.
- To teach pupils to develop respect for others and their beliefs and help to challenge prejudice.
- To provoke challenging questions about the ultimate meaning of life, beliefs about God, the nature of reality and morality.
- To develop pupils' knowledge and understanding of Christianity, other principal world religions, religious traditions and world-views that offer answers to ultimate questions.
- To prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society encouraging empathy, generosity and compassion.

The teaching of Art and Design



The National Curriculum for art and design aims to ensure that all pupils have opportunities to produce their own creative work, exploring their ideas and recording their experiences. It enables them to become proficient in drawing, painting, sculpture and other art, craft and design techniques as well as giving chances to evaluate and analyse creative works using the language of art, craft and design. During their time at Lavant the children will be introduced to a wide variety of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

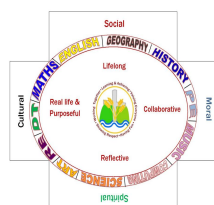
It is our intent that the art and design curriculum will develop children's ability to think about and understand their own and others' backgrounds through studying a wide range of artists and art forms whilst developing their own skills as an artist alongside.



The teaching of Humanities

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At our school, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables

children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and



understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.



History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. Our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

The Teaching of Music

The National Curriculum for music aims to ensure that all pupils are given the chance to perform, listen to, review and evaluate music. They will be taught to sing, create and compose music and understand and explore how music is created, produced and communicated. During their time at Lavant the children will be introduced to a wide variety of great musicians and musical genres, and will understand the historical and cultural development of music through history.

It is our intention that children gain a firm understanding of what music is through listening and evaluating, singing, playing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We want the children to become curious about music and understand and respect the role that music plays as a form of expression in a person's life.



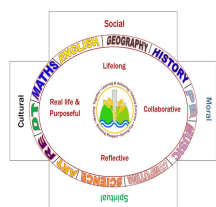
THE TEACHING OF RSHE

The welfare of the children in our care underpins all we do at Lavant. One of the benefits of being a small school is that we know each child really well. We teach our RSHE Curriculum through Education 4 Safeguarding, a scheme we have personalised from West Sussex. This curriculum has four cornerstones that underpin the teaching of RSHE in our school;

- Relationships
- Digital and Media Literacy
- Physical Health and Wellbeing
- Emotional Health and Wellbeing.



The teaching of Design & Technology



Through the teaching of our Design & Technology curriculum, we aim for pupils to become resourceful, innovative, enterprising and capable of tackling real life problems. We encourage children to learn to think creatively to solve problems both as individuals and as members of a team. We encourage the children to use their creativity and imagination, to design and make products that solve real and relevant problems set within their learning journeys. It is our intent, wherever possible, to link DT with other curriculum areas such as mathematics, science, engineering, computing and art. We hope to encourage children to become both innovators and risk-takers in their design.



The teaching of Physical Education (PE)

PE is a vital part of school life and ultimately children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.



It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.



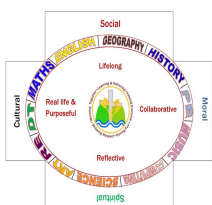
Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support local sports clubs within the Chichester area.

The teaching of Modern Foreign Languages (MFL)

We believe that the study of foreign languages teaches and encourages respect for other cultures, expanding our worldview and promoting acceptance and tolerance. Through learning foreign languages, children develop communication skills while also improving their knowledge of English, linking vocabulary and grammar terms. Developing a passion for language early in life builds connections and opens up a range of opportunities for children as they transition to secondary school and beyond.



At Lavant CE Primary School, we introduce languages informally in KS1, and study French throughout KS2 through fun and engaging weekly lessons. We place an emphasis on conducting MFL lessons in the foreign language wherever possible and lessons have an emphasis on oral communication (while maintaining a balance of reading and writing). Children are encouraged to experiment and have fun with different ways to communicate by using their ever-expanding knowledge of the French language.



We aim to deliver a curriculum, accessible to all and to ensure that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult in the future. Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of TEAMWORK and seek leadership opportunities within the school and their local community.

If you would like to find out more about our approach to teaching each curriculum area you are welcome to look on the Policies section of our website to read our individual policies for the teaching of each subject area.

