

The Lakes School



Curriculum Statement

2023



Our curriculum inspires, challenges and empowers students

INSPIRES

CHALLENGES

EMPOWERS

**Our inclusive curriculum is designed
to inspire
challenge
and empower
you people so that they become
ambitious
creative
proud
knowledgeable
skilled
independent
socially aware
and
make a positive contribution
to their community**

This curriculum statement sets out the school's commitment to providing a broad, balanced and wide-ranging curriculum for our students.

Definitions

Throughout this document, and all of the policies relating to The Lakes School, the term curriculum refers to any aspect of our provision that is designed to ensure that all of our students make strong academic progress and experience significant personal growth throughout their life at The Lakes School.

The term 'curriculum' specifically refers to the following key areas of our provision;

1. Our core timetabled curriculum followed by all students from Year 7 to Year 11.
2. Our post 16 curriculum.
3. Our Student Development Team curriculum.
4. Our enrichment opportunities.
5. Our local context.
6. Our hidden curriculum.

Our Curriculum Vision and Intent

Our inclusive curriculum is the foundation of our provision for students of all abilities. The overarching vision for our curriculum is captured in our curriculum vision document which can be found in Appendix A and in the curriculum section of our website.

Students at The Lakes School have equal access to all aspects of our curriculum and all of our students work towards the study of a full complement of GCSE courses at the end of Year 11. We personalise the curriculum we offer in response to the specific needs of individual students to ensure that, irrespective of their starting points, all students make progress through our curriculum so that they develop the knowledge, skills and understanding that helps them make a positive contribution to their community.

Core principles regarding the curriculum at The Lakes School

- I. We build our curriculum around the needs of our students.
- II. Students acquire a body of knowledge which helps them acquire the skills and understanding they need to develop a deep understanding of the subjects they study.
- III. The National Curriculum for England and Wales 2014 provides the foundation for our core curriculum.
- IV. The design and implementation of our curriculum incorporates the latest research around curriculum design and teaching and learning.
- V. We make the most of our local context in the delivery of our planned curriculum.
- VI. Subject Leaders plan the intended sequence for the teaching of knowledge, skills and understanding in their subject.
- VII. Subject Leaders and teachers adapt curriculum plans in response to the specific needs of the children they teach.

1. Our Core Curriculum at The Lakes School

Students access our core curriculum through their timetable lessons which consists of academic, technical and vocational courses. The core curriculum at The Lakes School is broad and balanced and provides a breadth of opportunities for students to develop their personal interests and talents as they progress through the school. We have developed our core curriculum over a number of years so that it meets the specific needs of our students. Our core curriculum makes a significant contribution to the achievement of all students and is continually responding to the needs of different students in different cohorts.

The school believes in a traditional approach to our core curriculum in that we see years 7, 8 and 9 as Key Stage 3 and years 10 and 11 as Key Stage 4. Whilst we do not make a formal start to the study of GCSE subjects until Year 10, teachers at The Lakes School are mindful of the trajectory and destination of students as soon as they start school in Year 7 and therefore match the broad and inspiring subject area curriculum to the teaching of deeper concepts that students will study as they move through the school.

Whilst our core curriculum strongly supports the progress students make during their time at The Lakes School, it is also designed to support students with their mental and spiritual health by providing a balance to the various demands that different subject areas place on a child. Specifically, the curriculum in years 7, 8 and 9 provides a balance between academic subjects, creative subjects, practical activities, reading, and physical activity. We believe that this balance supports student achievement, student mental health, student spiritual health, student behaviour and also helps to establish the positive relationships that we enjoy between students and staff.

Literacy across the curriculum

Developing Literacy at The Lakes School is everyone's responsibility. The English team lead on the development of Literacy across all subject areas. They support teachers with developing their own subject knowledge so that they can skilfully and confidently inspire, challenge and empower students to become skilful and confident communicators.

Reading Curriculum

Oracy Curriculum

The school's approach to developing Literacy is captured in our Literacy Policy.

Numeracy across the curriculum

Developing numeracy at The Lakes School is everyone's responsibility. The maths team lead on the development of numeracy across all subject areas. They support teacher with developing their own subject knowledge so that they can skilfully and confidently inspire, challenge and empower students to become skilful and confident with the application of their numeracy skills across the curriculum. The school's approach to developing numeracy is captured in our Numeracy Policy.

Careers and Aspirations

Students access a comprehensive careers and aspirations curriculum which includes timetabled lessons through each year group and a range of enrichment activities including a bi-annual careers fair which is organised by our Sixth Form business students.

We map our careers and aspirations curriculum provision against the Gatsby benchmarks to ensure that students access a well sequenced, broad and personalised programme of lessons and activities. More detail can be found on the careers page of our website.

PSHE, RS & RSE

Our students access timetabled lessons as part of their core curriculum which sits alongside a wider range of activities including charitable work, supporting the local community, visiting speakers and trips.

Fundamental British Values are delivered as a key part of our citizenship curriculum. Further information can be found on our website.

Relationships and Sex Education is delivered as part of our PSHE curriculum. Further information can be found on our website.

The sections below set out a number of very special curriculum features that we have developed at The Lakes School to best support our students. Appendix B shows a breakdown of the timetabled lessons for our core curriculum in all year groups.

Key Stage 3: Year 7

Our Year 7 curriculum is broad and balanced and is delivered with a sense of high expectations to ensure that students continue the academic momentum they have built up during primary school. The allocation of curriculum hours includes enhanced contact time in English and maths to ensure that students make rapid progress throughout Year 7 and demonstrate strong achievement that builds on their academic progress and personal development from primary school.

The Year 7 curriculum also includes timetabled sessions for our Accelerated Reader program in recognition of the importance of reading and the contribution it makes to students making strong progress across all subject areas. The Accelerated Reader program ensures that students develop good habits in reading at an appropriate level and have a timetabled opportunity to improve their inference and comprehension skills. The Accelerated Reader sessions also contribute to the balance in a Year 7 student's timetable, helping students appreciate the need to take a sensible approach to managing their efforts during the day.

Key Stage 3: Year 8

Our Year 8 curriculum is broad and balanced and is designed to ensure that students continue to build on the progress they have made in Year 7. Students continue to develop their academic ability across a broad range of subjects whilst continuing to build the foundations of language and vocabulary.

During Year 8, we prepare students for making a small but significant options choice as they move in to Year 9. This process helps to focus students on their progress across the technology and arts subjects.

Key Stage 3: Year 9

Our Year 9 curriculum begins to focus students more explicitly on the expectations at Key Stage 4 tasks and projects that are set against GCSE expectations whilst also continuing to build on the broad range of knowledge, skills and understanding needed to build a lifelong love of each subject.

During Year 9, students begin the first stage of their subject choices which were made whilst they were in Year 8. Students spend an increased amount of curriculum time studying three technology and arts subjects instead of six. Students enjoy the chance to focus on the subjects they enjoy and to make strong progress ahead of making their Key Stage 4 options choices during Year 9.

During Year 9, students study three subjects from the following: art, drama, music, catering, resistant materials and textiles. To ensure that the curriculum remains broad and balanced, students must choose at least one subject from either technology or the arts.

Spanish continues for the majority of students in Year 9. During Year 9, all students make Key Stage 4 options choices ready for the formal start to their GCSE studies in September of Year 10.

Key Stage 4: Year 10 and Year 11

During Key Stage 4, our students build on the knowledge, skills and understanding they have secured throughout Key Stages 1, 2 and 3 to embed a wider conceptual understanding of English, Maths, Science, Citizenship, Religious Education and Physical Education, alongside their four chosen options subjects.

We maintain a broad offer of academic, technical and vocational GCSE and BTEC courses in the knowledge that our students need to build a personalised curriculum around a core offer of subjects that will help them move on to further study or employment with training.

Our Key Stage 4 course offer can be found in the Year 9 page of our website.

All students are able to follow a pathway to EBacc study which begins in Year 7. Students and parents are kept well informed about the EBacc route so that they can make an educated decision about the suitability of the EBacc range of courses when selecting their options in Year 9.

2. Our Post 16 Curriculum

Our Post 16 curriculum provides a blend of academic and vocational subjects matching the needs of our learners. Our course offer responds to the changing needs of each cohort and is personalised to support individual students in to their chosen degree course and career.

Students benefit from the continuation of the broader curriculum offer and pastoral support they have already enjoyed during Key Stage 3 and 4.

The Post 16 curriculum at The Lakes School includes the study of the Extended Project Qualification alongside a wide range of enrichment activities and leadership opportunities.

3. Our Student Development Team Curriculum

Our Student Development Team work in close partnership with teaching staff to tailor the curriculum so that it meets the needs of those students who may find it difficult to access our core curriculum. The Student Development Team provide personalised academic and personal development programs to ensure that students develop the essential knowledge, skills, understanding and behaviours they need to succeed in all areas of the curriculum.

The work of this team is captured in our student development team provision diagram which can be found in Appendix C. The strength of this provision at The Lakes School lies in the strong partnership between teaching staff and all members of the Student Development Team who provide SEND support, pastoral support, mental health support, Pupil Premium support and attendance support.

4. Our Enrichment Curriculum

Across all key stages, students access a broad and inspiring range of enrichment activities which include trips, visits, extra-curricular clubs, visiting speakers, work experience and links with members of the local community.

Trips and visits

Cultural trips to other parts of the world, and more local visits in the UK, help to enhance student learning in the classroom and are an essential part of our enrichment curriculum. From a potentially isolated community in the centre of the Lake District, staff work hard to ensure that students are able to access trips and visits which not only support their studies but also their aspirations for the future in regard to their career choice. Information about our comprehensive trips and visits programme can be found in the enrichment section of our website.

Extra-curricular activities

Staff at The Lakes School provide a comprehensive range of extra-curricular activities which generally take place at lunchtime or after school. Covering the full range of subject areas, our extra-curricular activities programme can be found on the extra-curricular page of our website. The programme changes slightly every half term in response to the changing interests of our students. Our extra-curricular clubs programme inspires and challenges students to perform at a higher level in their curriculum-based activities and also empowers them to understand how they can influence the world and their local community through opportunities that help them carry out community action. Students access clubs which help them think about and take action on sustainability and human rights and this helps them to understand the importance of the role they must play in the world to care for others.

Visiting speakers

Our students benefit from meeting and working with a wide range of visiting speakers who enhance our curriculum offer by providing hands on workshops. Our students receive inspirational sessions from poets, artists, writers, chefs, Olympic athletes, sports development coaches, jewellers, business leaders, fashion designers, furniture makers, engineers, and a range of professionals from the local area who provide our students with an insight in to their work as part of our careers and aspirations curriculum

5. Our Local context

The Lakes School has a very special history and is situated in a privileged location in the heart of the Lake District. Our history and our local community feature strongly in our curriculum provision.

The school was built in 1965 on the site of the demolished Calgarth Estate which was once home to 300 Windermere boys who were refugees from the Second World War. Students learn about this unique history when they join the school in Year 7 and this also underpins elements of the wider history curriculum. We have strong links with the Lake District Holocaust Project in Windermere and for many years we have been welcoming Arek Hersch to speak to our Year 9 students for what is always a poignant day of immersion into his life experience.

The local hospitality industry provides strong employment prospects for our students and we make very strong links with local employers in the areas of business, catering and engineering. Students in business, catering and technology benefit from regular contact with representatives from different businesses through a range of projects and competitions designed to develop their knowledge and skills in business, catering and Science, Technology and Maths. Our catering students also benefit from strong links with restaurants and local chefs who support the delivery of our catering program which provides a strong pathway to employment and apprenticeship opportunities including the Steven Doherty Culinary Academy with the English Lakes Hotels.

The lakes and mountains of the Lake District are a fundamental part of our extended classroom. Our outdoor education and PE staff provide a wide ranging and comprehensive programme of water and landbased activities which run through all key stages with the intention of ensuring that our students learn to treat this environment with respect and operate safely within situations that may present a risk. We utilise our local environment to help students of all ages develop self-confidence, self belief and the knowledge, skills and qualities they need to achieve well in their studies and take on leadership roles throughout their lives as children and as adults.

Our local environment in the Lake District is also used to the full by other subject areas to support the delivery of elements of their curriculum.

6. Our Hidden Curriculum

Our hidden curriculum consists of the systems, structures and procedures we have in place that set out the culture within which we all work and learn at The Lakes School. The respectful culture amongst staff strongly influences the behaviour of our students as we model for them the behaviours that we wish to see them display as set out in our school values and our expectations regarding attitude to learning, behaviour and uniform. Our reward system sets out our culture of rewarding students for their achievements and our calm and considerate approach to all situations reinforces the school's ethos of providing a caring, learning community for all.

Our hidden curriculum makes a strong contribution to the positive environment around the school and the strong relationships that exist between staff and students. Students who make the transition to joining The Lakes School at any point in their schooling settle quickly because of the positive environment around the school which is achieved in part through our hidden curriculum. Our code of conduct for staff makes explicit the behaviours we expect to see around school from adults.

Our social, moral, spiritual and cultural curriculum is captured in Appendix D.

Reviewing our Curriculum

The curriculum at The Lakes School is reviewed on an ongoing basis in response to the changing needs of our students. The evidence base for any proposed adjustments to the curriculum is discussed with staff, students, parents and governors as required and the impact of any implemented changes are monitored closely to ensure that the desired impact has taken place.

We review our curriculum so that we are able to answer the following questions,

1. How well does our curriculum ensure that our students are **inspired**?
2. How well does our curriculum ensure that our students are **challenged**?
3. How well does our curriculum ensure that our students are **empowered**?

The questions below help us to establish the extent to which our curriculum inspires, challenges and empowers our students.

- A. To what extent is our curriculum helping our students to achieve?
- B. To what extent is our curriculum helping our students to secure a place in further education, apprenticeship, employment with training or higher education?
- C. To what extent do our students enjoy our curriculum?
- D. To what extent does our curriculum encourage our students to behave well?
- E. To what extent does our curriculum encourage our students to attend well?

We evaluate the quality of our curriculum provision by carrying out a range of monitoring tasks. The list below provides a sense of the broad range of tasks we carry out to evaluate our curriculum.

- I. Talk to students in lessons about their work
- II. Talk to students during breaktime and lunchtime
- III. Review the work produced by students in their books and folders
- IV. Analyse student merit data
- V. Analyse awards issued in celebration assemblies and annual awards evening
- VI. Analyse student behaviour data
- VII. Analyse lesson attendance data
- VIII. Student surveys
- IX. Parent surveys
- X. Staff surveys
- XI. Talk to staff about the curriculum they deliver
- XII. Learning walks
- XIII. Lesson observations
- XIV. Evaluate the quality of trips, visits and visiting speakers
- XV. Analyse the destinations of students post 16 and post 18
- XVI. Evaluate student achievement at each Assessment Point
- XVII. Evaluate student achievement in end of year tests
- XVIII. Evaluate student achievement in GCSE and A-Level examinations
- XIX. Evaluate feedback from external moderators

The table below is updated annually as required and sets out our curriculum developments, the rationale behind each development and the impact each change has had on our students.

The Lakes School Curriculum Developments and Review

Date	Curriculum Action	Rationale	Impact
September 2015	Introduce Accelerated Reader programme for Year 7 and 8 students.	Develop good reading habits in Year 7 and 8. Support progress in Literacy upon transition from Year 6.	Improved English Attainment 2019 compared to 2015-2017 prior to introduction of AR. Reading scores improved. Positive feedback from parents re improved reading habits. Quality of writing in English improved. Quality of inference improved.
September 2015	Adjust timetabled hours for English and Maths at Key Stage 3; Years 7, 8 and 9.	Reflect the importance of English and maths as the foundation for learning across the curriculum.	Outcomes for English and Maths demonstrate year on year improvement 2015-2019. Outcomes across the curriculum show year on year improvement 2015-2019.
September 2015	Introduce option choice when moving from Year 8 in to Year 9 for Technology and Arts subjects	Improve student enjoyment of the curriculum. Improve achievement and readiness for Key Stage 4 study.	100% of students enjoy option choice and ability to focus on their chosen subjects. Significant increase in merits awarded 2015-2019. Significant reduction in behaviour incidents across the school 2015-2019. Significant reduction in behaviour incidents in Year 9 Technology and Arts subjects 2015-2019. Significant increase in outcomes for open bucket subjects 2015-2019.
September 2017	Provide non-language programme for Year 9 students.	Improve student enjoyment of the curriculum. Prioritise student energies on their specific needs in English and maths.	Increase in merits awarded in Year 9 languages. Significant reduction in behaviour incidents in Year 9 and Year 9 languages 2015-2019. Stability established in Spanish uptake at GCSE. Significant increase in English and Maths achievement of LA and MA 2015-2019. Significant increase in progress of LA and MA 2015-2019.
September 2017	Timetable Extended Project Qualification for Year 12 students	Increase completion rates. Better prepare students for undergraduate study.	Annual submissions increased. Quality of academic writing improved throughout sixth form evidenced in improved attainment 2019.
September 2018	Embrace Spanish as our single Modern Foreign Language throughout the school.	Improve student enjoyment of the languages curriculum. Streamline Key Stage 3 offer and focus student energies on a focus language in line with Key Stage 2 local offer. Improve student achievement in languages.	Stability established in Spanish uptake at GCSE. Increase in merits awarded in Year 9 languages. Significant reduction in behaviour incidents in Year 9 and Year 9 languages 2015-2019.

Date	Curriculum Action	Rationale	Impact
September 2018	Launch Student Development Team	Provide high level of coordinated curriculum provision in response to student needs.	Outcomes for LA and MA students improved significantly 2015-2019.
April 2019	Introduce AQA units as part of our Student Development Team provision.	<p>Improve enjoyment of curriculum for targeted LA and MA students.</p> <p>Improve confidence, communication skills and basic skills of targeted LA and MA students.</p>	<p>Significant increase in confidence and self esteem of targeted students.</p> <p>Significant increase in number of targeted students now accessing full timetable and integrated with rest of school.</p> <p>Significant increase in progress of LA and MA targeted students 2015-2019.</p>
Spring and Summer 2019	Capture our inclusive curriculum to ensure it is understood by all stakeholders and provides an inspiring aspiration for governors, subject leaders and teachers.	Provide a unified vision for all stakeholders and a statement of intent against which we can hold ourselves to account for our curriculum provision.	<p>Parent Forum feedback very positive about the school vision and benefits to their children.</p> <p>Subject Leaders revisiting and capturing vision for curriculum provision in all subject areas.</p>
September 2019	Provide BTEC Sport as single PE option for 2021 GCSE cohort.	<p>Improve enjoyment of 2021 PE cohort.</p> <p>Ensure strong achievement of 2021 PE cohort.</p>	Early feedback indicates students enjoying curriculum content and approach to delivery of subject.
September 2019	Introduce BTEC Drama for 2021 GCSE cohort onwards.	<p>Improve enjoyment of 2021 Drama cohort.</p> <p>Ensure strong achievement of 2021 Drama cohort.</p>	Early feedback indicates students enjoying curriculum content and approach to delivery of subject.
September 2019	Introduce BTEC Music for 2021 GCSE cohort onwards.	<p>Improve enjoyment of 2021 Music cohort.</p> <p>Ensure strong achievement of 2021 Music cohort.</p>	Early feedback indicates students enjoying curriculum content and approach to delivery of subject.
February 2020	Accelerate the development of our Remote Learning curriculum in anticipation of national lockdown.	<p>Students must be able to access our full timetable curriculum through remote learning.</p> <p>Staff must be skilled at delivering our curriculum remotely, fully supported by advanced technology.</p>	<p>Parent and student response to remote learning provision has been very strong and supportive.</p> <p>Staff are now able to switch quickly to remote learning when the need arises and blended learning is effectively delivered to support students who are isolating.</p>



The Lakes School's Inclusive Curriculum



Our curriculum inspires, challenges and empowers students

INSPIRES

- Be ambitious and creative
- Develop a lifelong love of learning
- Look beyond the classroom

CHALLENGES

- Meet our high expectations
- Achieve academic success
- Be proud of your achievements

EMPOWERS

- Gain knowledge and skills
- Become more independent
- Share empathy for others

Knowledge
Rich

Pupils are **INSPIRED** through a curriculum which is engaging, relevant and knowledge rich, offering a diverse range of experiences. Lessons are thoughtfully planned, well sequenced and delivered with passion and expertise.

Literacy
Strands

Pupils are **CHALLENGED** to develop their literacy skills. Our curriculum is built upon the fundamental building blocks of learning – reading, writing, talking, listening and thinking. All pupils are supported and challenged to achieve success.

British Values &
Cultural Capital

Pupils are **EMPOWERED** to recognise the importance and relevance of British Values and the positive impact of other cultures. This allows them to make informed choices and a positive contribution to their community.



Be Inspired. Feel Challenged. Become Empowered.

Appendix B: Breakdown of Core Curriculum Subject Allocations by Year Group

Year 7	English	English	English	English	English	English	English	English	Accelerated Reader	Accelerated Reader
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	ICT	ICT
	Science	Science	Science	Science	Science	Science	PSHE Religious Studies	History	History	History
	Art	Art	Drama	Drama	Music	Music	Physical Education	Geography	Geography	Geography
	Spanish	Spanish	Spanish	Spanish	Physical Education	Physical Education	Physical Education	Technology	Technology	Technology

Year 8	English	English	English	English	English	English	Accelerated Reader	Accelerated Reader	ICT	ICT
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Technology	History	Geography
	Science	Science	Science	Science	Science	Science	PSHE Religious Studies	Technology	History	Geography
	Art	Art	Drama	Drama	Music	Music	Physical Education	Technology	History	Geography
	Spanish	Spanish	Spanish	Spanish	Physical Education	Physical Education	Physical Education	Technology	History	Geography

Year 9	English	English	English	English	English	English	English	ICT	ICT	PSHE Religious Studies
	Maths	Maths	Maths	Maths	Maths	Maths	Option A	Option A	Option A	Option A
	Science	Science	Science	Science	Science	Science	Option B	Option B	Option B	Option B
	Spanish	Spanish	Spanish	Spanish	History	History	Option C	Option C	Option C	Option C
	Geography	Geography	Geography	Geography	History	History	Physical Education	Physical Education	Physical Education	Physical Education

Students opt to study three open bucket subjects from Art, Drama, Music, Resistant Materials, Catering and Textiles. Some students in Year 9 will not study Spanish as they would be better served accessing targeted teaching in Maths and English.

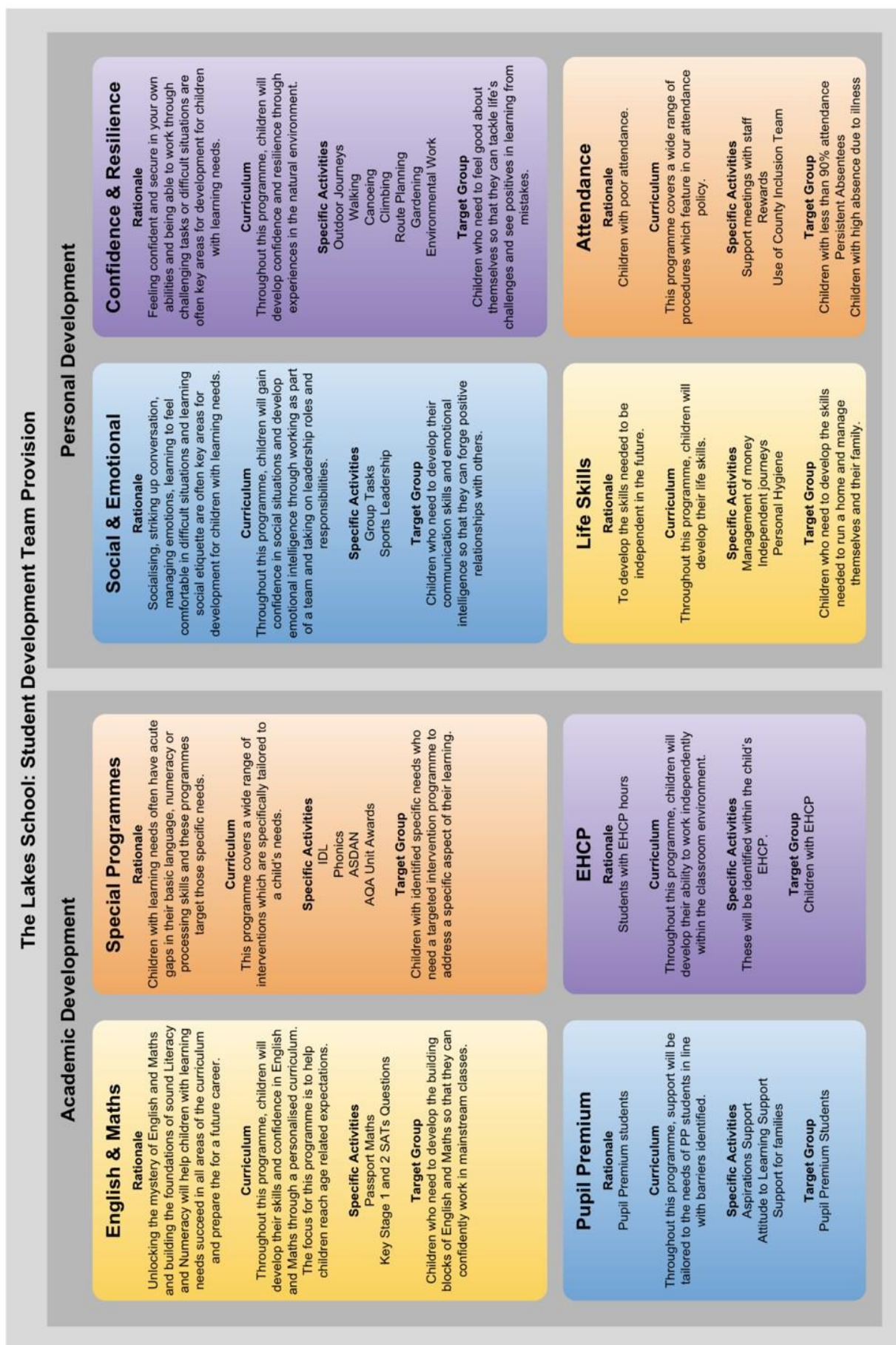
Year 10	English	English	English	English	English	English	English	English	PSHE	Religious Studies
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Physical Education	Physical Education
	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science
	Option A	Option A	Option A	Option A	Option A	Option C	Option C	Option C	Option C	Option C
	Option B	Option B	Option B	Option B	Option B	Option D	Option D	Option D	Option D	Option D

Year 11	English	English	English	English	English	English	English	English	PSHE	Religious Studies
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Physical Education	Physical Education
	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science
	Option A	Option A	Option A	Option A	Option A	Option C	Option C	Option C	Option C	Option C
	Option B	Option B	Option B	Option B	Option B	Option D	Option D	Option D	Option D	Option D

Year 12	Option A	Option A	Option A	Option A	Option A	Option A	Option A	Option A	Option A	Enrichment	Enrichment	
	Option B	Option B	Option B	Option B	Option B	Option B	Option B	Option B	Option B	EPQ	EPQ	EPQ
	Option C	Option C	Option C	Option C	Option C	Option C	Option C	Option C	Option C	Study Support	Study Support	
	Option D	Option D	Option D	Option D	Option D	Option D	Option D	Option D	Option D	Study Support	Study Support	

Year 13	Option A	Option A	Option A	Option A	Option A	Option A	Option A	Option A	Option A
	Option B	Option B	Option B	Option B	Option B	Option B	Option B	Option B	Option B
	Option C	Option C	Option C	Option C	Option C	Option C	Option C	Option C	Option C
	Enrich	Enrich	EPQ	EPQ	EPQ	Study Support	Study Support	Study Support	Study Support

Appendix C: The Lakes School Student Development Team Provision



The Lakes School: Social Moral Spiritual Cultural Development

<p>Social</p> <p>The curriculum at The Lakes School provides students with a wide range of opportunities to develop their social skills so that they can confidently take on a variety of roles in a wide range of situations.</p> <p>Through the extensive range of experiences listed below, students learn the social skills they need to succeed and make a positive contribution to their community.</p> <p>Vertical tutor groups</p> <p>Work experience</p> <p>Sports Leaders</p> <p>Subject area leadership roles</p> <p>Outdoor Education sessions</p> <p>Duke of Edinburgh Bronze, Silver & Gold</p> <p>Sports team representation</p> <p>Helping others</p> <p>Opening doors</p> <p>Reinforce good manners</p> <p>Playing games at break and lunchtime</p> <p>Public speaking</p> <p>Leading assemblies</p> <p>Group work in lessons</p> <p>Charitable work</p> <p>Setting up a business</p> <p>Debating</p> <p>Meeting people from different backgrounds</p>	<p>Moral</p> <p>The curriculum at The Lakes School provides students with a wide range of opportunities to develop their moral position in a wide range of areas so that they can make a positive contribution to their community.</p> <p>Through the extensive range of experiences listed below, students acquire the knowledge they need to positively shape their opinions and behaviours.</p> <p>Teaching that values students, their abilities and their views</p> <p>School and home work closely together</p> <p>Older children look after younger children</p> <p>Learning to articulate well reasoned views</p> <p>Understand British values and reflect on the values held by others</p> <p>Rewards and merits</p> <p>Strong behaviour system through which students understand the impact of their actions on others</p> <p>Learning about the law and considering right and wrong</p> <p>Learning from mistakes</p> <p>Projects in the community</p> <p>Participation in competitions</p> <p>Amnesty International group</p> <p>LGBTQ+ group</p> <p>Recycling</p> <p>Fairtrade group</p>	<p>Spiritual</p> <p>The curriculum at The Lakes School provides students with a wide range of opportunities to develop their spiritual health so that they can care for their own and others' mental health.</p> <p>Through the extensive range of experiences listed below, students acquire knowledge about their own needs alongside strategies that will help them flourish in a busy society.</p> <p>A calm and respectful school environment</p> <p>A curriculum that inspires students and captures their imagination in all subjects</p> <p>An aspirations and careers curriculum that helps students reflect on their future</p> <p>A broad and balanced timetable that blends academic challenge with practical application, designing & making and reading</p> <p>PSHE curriculum topics</p> <p>Learning from and respecting beliefs of others</p> <p>Learning about ourselves across all subjects</p> <p>Thought provoking talks in assembly</p> <p>Mindfulness</p> <p>Independence to make decisions</p> <p>Art</p> <p>Music</p> <p>Accelerated Reader Programme</p> <p>Creative Writing Club</p> <p>Outdoor journeys in the hills and on water</p>	<p>Cultural</p> <p>The curriculum at The Lakes School provides students with a wide range of opportunities to develop their knowledge of world cultures so that they can make a positive contribution to their community.</p> <p>Through the extensive range of experiences listed below, students acquire knowledge about world cultures so that they learn to value the role everyone has in the world.</p> <p>Learning about poetry and literature</p> <p>PSHE curriculum topics</p> <p>The inclusive environment at the school</p> <p>The respectful environment at the school where we embrace diversity</p> <p>Learning about the history of The Lakes School</p> <p>Trips and visits across the country and the world</p> <p>Holocaust links</p> <p>Exploring other cultures and key individuals from history across all subjects</p> <p>Theatre visits</p> <p>Observing Remembrance Day</p> <p>Observing Holocaust Memorial Day</p> <p>Engage with local and national politics including the Youth Parliament</p> <p>Displays around school</p> <p>Perform and listen to live music, dance and drama performances</p> <p>Cook meals from around the world</p>
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