

Curriculum Intent English

At Baysgarth the English faculty aims to promote high standards of language and literacy through empowering young people with a strong command of written and oral communication. Through reading, we aim to develop a life-long love of literature in our students which enriches their knowledge and cultural understanding of the world.

Baysgarth aims to ensure all students:

1. Read fluently and have a good understanding of a text they have accessed.
2. Read for enjoyment, learning about the world they inhabit through literature and be exposed to UK literary heritage.
3. Acquire a wide-ranging vocabulary and knowledge of linguistic and grammatical conventions which they can apply to their own writing and verbal communication.
4. Empower students by giving them the tools to write for a variety of purposes and audiences.
5. Are confident in the art of speaking and listening, developing oracy throughout the key stages.

<p>Highest Levels of Wellbeing</p> <p>The English faculty fosters resilience in a caring environment which aims to build student confidence in all forms of communication. The faculty believes passionately in celebrating the successes of students in our care.</p> <p>Our SOLs are carefully considered to ensure students are immersed in texts which develop skills in empathy, exploring complex issues which allow our students to make sense of an ever-changing world.</p>	<p>Highest Levels of Achievement</p> <p>The department teaches mixed ability in all key stages, believing that no child should be left behind. All students are supported and given the chance to maximise their potential and thrive in a safe and stimulating environment.</p>
<p>Highly Effective Preparation for the Future</p> <p>Our KS3 curriculum aims to develop the skills students learn at KS2, fostering a love for reading and maximising their abilities in written and verbal communication. Through the KS3 curriculum, the department will promote British values, celebrate inclusivity and build the resilience in students which will enable them to be lifelong learners.</p> <p>At KS4, students will continue to develop the skills learnt at KS3, applying them in GCSE English Language and Literature examinations. Our aim is to ensure all students gain outcomes reflecting their ability in the subject, empowering them with the tools needed to thrive post-KS4 and beyond.</p>	<p>Highly Effective Family and Community Engagement -</p> <p>The English department is committed to working in partnership with parents and carers, celebrating the achievements of students and ensuring all the members of the English Team are available to discuss the progress a student is making with parents/carers.</p> <p>Outside the classroom, the faculty leads a variety of enrichment activities to build the cultural capital in our students.</p> <p>The faculty believes passionately that learning does not just occur in the classroom and seeks to maximise opportunities presented to students in the community and beyond.</p>

Curriculum Intent Maths

The Maths curriculum at Baysgarth aims to build on the foundations from primary school and provide the skills that are essential to everyday life by teaching students how to problem solve and try to promote a curiosity in the subject by teaching the 'why' as opposed to the 'do'.

Baysgarth aims to:

- Allow students to become fluent in the fundamentals of mathematics by providing students with varied and frequent practice with increasingly complex problems over time so that students develop conceptual understanding and the ability to recall and apply knowledge.
- Allow students to reason mathematically by applying skills to different contextual problems and that students can develop an argument, justification or proof using mathematical language.
- Allow students to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication including breaking problems down into a series of simpler steps to find solutions.
- Allow students to develop their mathematical vocabulary in order to improve literacy skills and allow students to justify their mathematical arguments better through collaborative learning.

<p>Highest Levels of Wellbeing</p> <p>Our curriculum is aimed at making students more confident with mathematical problems and with this, aims to reduce the notion that 'I'm not good at Maths' thus improving the wellbeing of students not just at Baysgarth, but in their future lives.</p>	<p>Highest Levels of Achievement</p> <p>Students are given all the tools they need in order to identify weaknesses and improve them to become strengths. The Maths curriculum allows constant review and practice of learnt skills which allows students to achieve the best they possibly can.</p>
<p>Highly Effective Preparation for the Future</p> <p>As well as focusing on making students number literate for the future, the Maths curriculum allows students to become confident with problem solving which is a vital skill in today's world.</p>	<p>Highly Effective Family and Community Engagement</p> <p>The Maths curriculum allows students to constantly reflect on their work and allow parents to help them in their learning journey. Students are given the opportunity to take part in team and individual national Maths challenges.</p>

Curriculum Intent Science

At Baysgarth, the Science faculty provide the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Through building up key foundational knowledge and concepts, we provide opportunities for students to develop a sense of excitement and curiosity about natural phenomena. We encourage them to understand how Science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The Science curriculum at Baysgarth aims to ensure that all students:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.
- Are given opportunities to deepen their understanding of scientific concepts by applying their knowledge and explaining examples of Science in everyday life.
- Develop their social and interpersonal skills through the effective use of collaborative learning.

Our Curriculum intent supports the Whole School Baysgarth Curriculum Intent in the following areas:

<p>Highest Levels of Wellbeing - <i>‘Making sure our students are doing and feeling ok’</i></p> <p>In Biology, we help students to understand how their body works and how they can look after themselves through teaching them about balanced diet, the effects of exercise, drug and alcohol use, reproductive health, use of contraception and prevention and transmission of communicable diseases.</p>	<p>Highest Levels of Achievement - <i>‘Making our students the best that they can be’</i></p> <p>Our curriculum is designed to meet the specific needs of each student so that everyone can progress with their learning and achieve grades that they are proud of.</p> <p>We ensure that students are provided with regular, effective and personal feedback so that they can take responsibility for their own learning.</p>
<p>Highly Effective Preparation for the Future - <i>‘Preparing our students for the next part of their learning journey’</i></p> <p>We equip students with the scientific knowledge required to understand the uses and implications of Science, today and for the future.</p> <p>Our curriculum is focused around collaborative learning which allows students to develop both their academic and social skills; readying them to pursue careers in, but not exclusive to, Science.</p>	<p>Highly Effective Family and Community Engagement - <i>‘Supporting our families to help our students to be the best that they can be’</i></p> <p>We promote the diversity of careers in Science and add emphasis to those that are local to our community. For example, the job opportunities in the renewable energy industry.</p> <p>We work with the Far Ings Nature Reserve to provide an out of classroom experience which focuses around ecology and biodiversity.</p>

Curriculum Intent PE

The PE Curriculum at Baysgarth aims to ensure that all students:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.
- Encourage social and emotional intelligence.
- Develop skills that allow them to maintain fitness throughout their lives.
- Understand how to exercise safely and sustain exercise.
- To develop an enjoyment or love of sport, and most importantly, have fun.

Our Curriculum intent supports the Whole School Baysgarth Curriculum Intent in the following areas:

<p>Highest Levels of Wellbeing - <i>‘Making sure our students are doing and feeling ok’</i></p> <ul style="list-style-type: none"> • Students feel safe through implementing school safeguarding policies effectively. • Students are given opportunities to develop resilience, confidence and self-belief within lessons. • Students are given opportunities to develop physically and enjoy themselves through physical activity. 	<p>Highest Levels of Achievement - <i>‘Making our students the best that they can be’</i></p> <ul style="list-style-type: none"> • Students have the opportunity to compete competitively at different levels to suit them. • Students are taught a wide range of simple and complex skills to allow the highest level of achievement. • Students are physically challenged for a sustained period of time to develop fitness for success.
<p>Highly Effective Preparation for the Future - <i>‘Preparing our students for the next part of their learning journey’</i></p> <ul style="list-style-type: none"> • Students develop skills that allow them to maintain their fitness in the future • The curriculum has a breadth of study that allows all students to experience new things and find areas they want to specialise in. • All students learn how to exercise safely and effectively. 	<p>Highly Effective Family and Community Engagement - <i>‘Supporting our families to help our students to be the best that they can be’</i></p> <ul style="list-style-type: none"> • Students have opportunity for taking part in activities within the community through links to local clubs and facilities and through external coaches in school. • Opportunities for parents and families to support teams at events.

Curriculum Intent MFL

At Baysgarth we foster students' curiosity about how language works and deepen their understanding of the world. Students discover similarities and differences in their own and other people's cultures. Students can learn to express their ideas and thoughts and learn to understand and respond to French or German speakers, both in speech and in writing.

Students communicate for practical purposes, learn new ways of thinking and problem-solving skills. Teaching incorporates a variety of literature, such as poems, songs, adverts and blogs in the target language. KS3 students are taught the skills needed to study languages further at KS4, and beyond if chosen. Ultimately the curriculum enables and inspires students to study and work in other countries.

Students at both KS3 and KS4:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. They continually improve the accuracy of their work.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. They discover and develop grammatical knowledge over time.
- are inspired through extracurricular activities and trips, which open their eyes to new cultures, opportunities and reasons to study a foreign language.

<p>Highest Levels of Wellbeing</p> <ul style="list-style-type: none"> • Cooperative learning is used in lessons to allow students to build confidence before sharing ideas and answers. • Students are engaged in home learning through competition and rewarded for success and effort in lessons. 	<p>Highest Levels of Achievement</p> <ul style="list-style-type: none"> • Students are rewarded for success and effort in lessons. • Students are trained and given the skills from Year 7 to achieve success at GCSE. • Students receive regular feedback through teacher, self and peer assessment which enables them to take responsibility for their learning.
<p>Highly Effective Preparation for the Future</p> <ul style="list-style-type: none"> • Baysgarth students are equipped from Y7 through to Y11 with problem solving skills which are transferable to other subjects and prepare students for the world of work. • Cooperative Learning in lessons teaches students to work as part of a group or as an individual. 	<p>Highly Effective Family and Community Engagement</p> <ul style="list-style-type: none"> • Students engage with the community through the Language Leaders programme supporting our local primary schools with MFL teaching. • Events during the year celebrate languages used in the school and wider community.

Curriculum Intent Geography

We want our curriculum to help students make sense of the world around them and help them understand the diversity of the planet and how the world is changing. We aim to develop not only geographical knowledge and skills but also want to develop skills: such as literacy, numeracy, critical thinking and social skills that are transferable to help students be successful in any chosen future career.

The Geography Curriculum at Baysgarth aims to ensure that all students:

1. develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
2. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
3. are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Highest Levels of Wellbeing	Highest Levels of Achievement
<ul style="list-style-type: none"> • We aim to promote a love of learning through our enthusiastic teaching. Lessons will be well planned giving students the confidence to overcome challenges and make progress. Collaborative opportunities will be planned across the curriculum and lessons will have a diverse range of tasks to maintain engagement and enjoyment. • Teachers will have high expectations of students and promote the school values of Resilience, Responsibility and Respect thus allowing all students to learn in a safe and nurturing environment. 	<ul style="list-style-type: none"> • We aim to provide every student with the opportunity to make progress. Lessons will be differentiated and students will be stretched and supported where appropriate to ensure that progress is made. Lessons may be differentiated by aims, resources, support or simply through effective teaching within lesson. • When students are assessed, they are given feedback and are given the opportunity to respond to this feedback to reflect and improve their work. Targets will be provided ensuring that students understand their next steps to make progress. • Effective tracking systems will allow staff to monitor the progress of students and put interventions in place to support students who are not on track to meet their full potential.

Highly Effective Preparation for the Future

- We aim to ensure that students develop a range of transferable skills that will benefit any potential career while helping them understand the world in which we live.
- We aim to develop conceptual thinking and give students an understanding of scale, space, time and interdependence.
- We want to develop inquisitive learners and help develop their critical thinking skills as well as develop mathematical and literacy skills.
- Finally, we want to develop: independence, team work skills, and speaking and listening through collaborative and independent opportunities.

Highly Effective Family and Community Engagement

- We aim to ensure effective communication with parents and carers to maximise the potential of our students. This will be achieved by empowering parents with the ability to provide additional support with quality feedback during academic reviews.
- Parents will be informed of successes and positive learning attitudes through the departments 'Star of the Week' reward system.
- If staff have concerns about students' progress / attitude to learning this will be communicated early with parents/carers allowing for timely intervention.
- We are currently developing links with charities such as 'Plant a tree foundation' to plant more trees around the school to help improve our sustainability and reduce our carbon footprint. We also plan on planting Buckthorn in the school grounds to encourage female Brimstone butterflies and build on the town's butterfly population. We also aim to improve the bee population of Barton by working in partnership with 'Dare2bee' another local charity.

Curriculum Intent DT

The Design Technology Curriculum at Baysgarth aims to ensure that all students:

- Have an understanding of the world of design, manufacturing and service industries in the 21st Century.
- Develop specialist subject based skills and knowledge that will create a foundation for them to work with greater independence, confidence and control.
- Build on prior knowledge and skills as they progress through the school, creating challenge with structure.
- Produce high quality outcomes that build self-esteem and develop confidence to support their peers.
- Acquire skills that extend beyond the National Curriculum and KS4 specifications that are appropriate for everyday life.
- Engage with the local through to global businesses, improving awareness of career opportunities, with individuals supporting extracurricular activities.
- Are aware of a sustainable lifestyle and are more conscious of the impact of their lifestyle choices on the environment.

<p>Highest Levels of Wellbeing - <i>'Making sure our students are doing and feeling ok'</i></p> <ul style="list-style-type: none"> • We will give students the skills and knowledge to build their confidence when undertaking personal projects. 	<p>Highest Levels of Achievement - <i>'Making our students the best that they can be'</i></p> <ul style="list-style-type: none"> • Students will gain a sense of achievement through completing a wide variety of projects delivered across the curriculum. • The spiral curriculum model over 5 years reflects the iterative process practiced in DT and supports progress over time.
<p>Highly Effective Preparation for the Future - <i>'Preparing our students for the next part of their learning journey'</i></p> <ul style="list-style-type: none"> • Students will understand their options post KS4 and beyond so they can make informed choices about their future. This will be achieved through school visits, visitors from industry supporting subject delivery and enrichment activities. • Students will develop soft skills that can be used in everyday life to stay organised, plan effectively and be more independent. 	<p>Highly Effective Family and Community Engagement - <i>'Supporting our families to help our students to be the best that they can be'</i></p> <ul style="list-style-type: none"> • We have links with industry supporting our enrichment projects (Greenpower and Pop-up restaurant)

Curriculum Intent Music

At Baysgarth the Music Department provides the foundations for understanding of the specific disciplines of Performance, Composing and the Listening and Appraising. Through building up key foundational knowledge and concepts through performance and composition, we provide opportunities for students to develop a sense of performance, creativity and expression. We encourage them to listen and understand music with increasing discrimination and awareness to help inform their practice as musicians.

The Music curriculum at Baysgarth aims to ensure that all students:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians from the past to the present
- develop a deepening understanding of the music that they perform and to which they listen, and its history

Our Curriculum intent supports the Whole School Baysgarth Curriculum Intent in the following areas:

Highest Levels of Wellbeing - *‘Making sure our students are doing and feeling ok’*

In Music students are able to positively articulate their experiences of music that they are exposed to through their school life. They are encouraged to engage in Music as part of a healthy balanced approach to learning and their personal development. Students are able to express themselves through music both in the curriculum, and through extra-curricular activities in and out of school. Students have had the opportunity to take part in external interactive live artistic activities/performances to broaden their exposure to a range of opportunities, such as Opera North workshops.

Highest Levels of Achievement - *‘Making our students the best that they can be’*

The Music Curriculum is designed to meet the specific needs of each student so that everyone can progress with their learning and achieve grades that they are proud of. We ensure that students are provided with feedback so that they can take responsibility for their own learning.

Highly Effective Preparation for the Future -
'Preparing our students for the next part of their learning journey'

Appropriate measures are taken to ensure that all music activities are accessible, appropriate and meaningful to all children.

Students will learn about Music from different cultures in KS3 to allow a deeper understanding of the world around them. They learn how to create pieces using Music Technology, that prepare them for the world of work in the Music Industries.

Highly Effective Family and Community Engagement -
'Supporting our families to help our students to be the best that they can be'

The School has engaged with the North Lincolnshire Music Hub's CPD opportunities. There are performance opportunities in/out of school. For example, there is an annual School Concert and School Productions, which parents and the community can get involved in. External projects/schemes to help support National Curriculum music, such as singing day workshop and peripatetic lessons

Curriculum Intent Art

At Baysgarth the Art curriculum at KS3 aims to teach 2D and 3D artistic skills but to encourage confident students who can think critically about their learning process; developing analytical thinking skills and becoming reflective learners.

The Art Curriculum at Baysgarth aims to ensure that all students:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our Curriculum Intent supports the Whole School Baysgarth Curriculum Intent in the following areas:

<p>Highest Levels of Wellbeing - <i>'Making sure our students are doing and feeling ok'</i></p> <p>Students are able to explore their ideas and develop these ideas in a safe and inspiring environment, where respect for each other's opinion is valued.</p>	<p>Highest Levels of Achievement -</p> <p>The Art curriculum is designed so that all learners can reach their full potential and develop their skills through different projects. These projects cover 2D skills and 3D skills, helping to identify the strengths of each individual student.</p> <p>Each student has regular verbal and written feedback that supports their learning and encourages self-reflection, to ensure they can improve their work and become responsible for their own learning.</p>
<p>Highly Effective Preparation for the Future - <i>'Preparing our students for the next part of their learning journey'</i></p> <p>Students will learn about Art from different cultures in KS3 to allow a deeper cultural understanding of the world around them. They learn creative digital skills that prepare them for the world of work in the creative industries.</p>	<p>Highly Effective Family and Community Engagement - <i>'Supporting our families to help our students to be the best that they can be'</i></p> <p>The department communicates with parents and carers to support students and celebrate achievement, both in and out of school. Extracurricular projects encourage artists to work alongside our students during after school clubs. Connections with the local art gallery 20-21 create opportunities to join exciting art projects and exhibitions.</p>

Curriculum Intent Dance

At Baysgarth we aim to engage and challenge students throughout their Dance lessons in KS3. We believe that by developing and empowering students self-confidence, communication and cultural understanding through performing, working as a team and creative exploration we can prepare them for the adult world as students thrive in an environment of supportive high standards.

The Dance Curriculum at Baysgarth aims to ensure that all students:

- Develop competence to excel in a broad range of styles.
- Perform dances using advanced techniques.
- Engage in competitive activities.
- Lead healthy and active lives.
- Are inspired by extracurricular activities and workshops which allow a more in-depth knowledge of Dance.
- Develop the confidence to rehearse and perform effectively.

Our Curriculum Intent supports the Whole School Baysgarth Curriculum Intent in the following areas:

<p>Highest Levels of Wellbeing - <i>‘Making sure our students are doing and feeling ok’</i></p> <ul style="list-style-type: none"> • Students are provided with a ‘safe-space’ to confidently explore creative ideas. • Students are given opportunities to develop resilience, confidence and self-awareness in every lesson. • Students are able to develop physical skills and flexibility through dance to feel healthier and fitter to improve wellbeing. 	<p>Highest Levels of Achievement - <i>‘Making our students the best that they can be’</i></p> <ul style="list-style-type: none"> • The Dance curriculum is designed to meet the needs of every student and allow students to achieve the best grade possible. • Students are given the opportunity to perform within lessons regularly to promote a sense of accomplishment and feedback from peers. • Students are taught a wide range of dance styles to include all needs and skill sets, allowing for all students to achieve at the highest level. • Students receive regular feedback from teacher, peer and self-assessment to enable them to identify strengths and areas for improvement.
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Highly Effective Preparation for the Future -

'Preparing our students for the next part of their learning journey'

- Students regularly work in a range of different groups practically, allowing them to develop communication and problem-solving skills to prepare them for the world of work.
- Students will learn about Dance from different cultures in KS3 to allow a deeper cultural understanding.
- Students study how society and culture has impacted dance styles through different decades, ensuring students can appreciate our ever-changing world.
- Students learn how to exercise safely.

Highly Effective Family and Community

Engagement - *'Supporting our families to help our students to be the best that they can be'*

- Students are given opportunities to perform to the community in competitions and shows.
- The department works closely with parents and carers to support students and celebrate achievement, both in and out of school.
- Dance after school clubs are available as well as Baysgarth Elite Rehearsals which recognises talent within the school and celebrates this.

Curriculum Intent C&E

The ICE Department at Baysgarth aim to engage, inspire, challenge and encourage students, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how culture and ethics promotes discernment and enables students to combat prejudice, preparing them for adult life, employment and life-long learning.

The Culture and ethics Curriculum at Baysgarth aims to ensure that all students:

- Know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and world views.
- To use culture and ethics to engage and challenge views of racism.
- To engage with religious communities within the local area.
- To address gender issues within a religious context and within a local community context.

<p>Highest Levels of Wellbeing - <i>‘Making sure our students are doing and feeling ok’</i></p> <p>In teaching about different religions, we are giving our students the opportunities to understand and interact with different religions that they will come into contact with and how to behave respectfully.</p>	<p>Highest Levels of Achievement - <i>‘Making our students the best that they can be’</i></p> <p>Students receive regular feedback through teacher peer and self-assessment which allows them to address their weaknesses.</p>
<p>Highly Effective Preparation for the Future - <i>‘Preparing our students for the next part of their learning journey’</i></p> <p>In teaching about different religions, we are preparing our students for the future so that they can interact and understand the different cultures and religions they come into contact with.</p>	<p>Highly Effective Family and Community Engagement - <i>‘Supporting our families to help our students to be the best that they can be’</i></p> <p>In teaching about different religions, we are enabling our students to understand their own religious/non-religious beliefs and the beliefs within their community.</p>

Curriculum Intent Citizenship

The ICE Department at Baysgarth aim to create responsible citizens that make a positive contribution to society.

The Citizenship Curriculum at Baysgarth aims to ensure that all students:

- Understand parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- Understand the different electoral systems used in the UK.
- Understand different types of governments outside of the UK (democratic and non-democratic).
- Understands local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
- Human rights and international law.
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

<p>Highest Levels of Wellbeing - <i>'Making sure our students are doing and feeling ok'</i></p> <p>In Citizenship, we teach our students about British Values, PREVENT and how to contribute to the improvement of their community which in turn allows them to take charge of their own wellbeing and discuss critically different ideas.</p>	<p>Highest Levels of Achievement - <i>'Making our students the best that they can be'</i></p> <p>Students receive regular feedback through teacher peer and self-assessment which allows them to address their weaknesses.</p>
<p>Highly Effective Preparation for the Future - <i>'Preparing our students for the next part of their learning journey'</i></p> <p>In Citizenship, we prepare students for their future lives by enabling them to understand voting, governmental systems, diversity, basic finance, the law just to name a few so that they are prepared for life once they leave school.</p>	<p>Highly Effective Family and Community Engagement - <i>'Supporting our families to help our students to be the best that they can be'</i></p> <p>In Citizenship, we prepare students to be active and engaged members of the community in which they live not just where they go to school. This is shown by working with the following groups Amnesty International, First Aid, Bank of England legal directorate, Open Doors, active citizenship projects.</p>

Curriculum Intent PSHE (RSE)

The ICE Department at Baysgarth aim to develop the learning and acquisition of knowledge and skills which enables students to access the wider curriculum and to prepare students to be global citizens now and in their future roles within a global community. We also aim to ensure that RSE enables all students to be safe and to understand and develop healthy relationships both now and in their future lives.

The PSHE & RSE curriculum at Baysgarth aims to ensure that all students:

- Understand health and wellbeing including: self-concept, mental health and emotional wellbeing, healthy lifestyles, health related decisions, drugs, alcohol and tobacco, managing risk and personal safety, puberty and sexual health, sexual health and fertility.
- Understand relationships including: positive relationships, relationship values, forming and maintaining respectful relationships, consent, contraception and parenthood, bullying, abuse and discrimination and social influences.
- Understand living in the wider world: learning skills, choices and pathways, work and career, employment rights and responsibilities, financial choices, media literacy and digital resilience.

<p>Highest Levels of Wellbeing - <i>‘Making sure our students are doing and feeling ok’</i></p> <p>In PSHE and RSE we teach our students how to keep themselves safe both online and offline as well as in relationships. We also enable them to be financially savvy and how to contribute to their community which in turn allows them to take charge of their own wellbeing and discuss critically different ideas.</p>	<p>Highest Levels of Achievement - <i>‘Making our students the best that they can be’</i></p> <p>Students receive regular feedback verbally.</p>
<p>Highly Effective Preparation for the Future - <i>‘Preparing our students for the next part of their learning journey’</i></p> <p>In PSHE and RSE we give our students the tools needed for them to be safe both mentally and physically both now and in their future lives.</p>	<p>Highly Effective Family and Community Engagement - <i>‘Supporting our families to help our students to be the best that they can be’</i></p> <p>In PSHE and RSE we prepare students to be active and engaged members of the community in which they live not just where they go to school. We work closely with WREN with regards to road safety as well as the road safety team at the Local Authority.</p>