

PSHCE Rubric Autumn 1 2021 (KS3 & KS5)

Looking after our school/ Rules of the school - Class Charters **Article 12, 28 & 29**

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In this unit pupils will develop their understanding of the rights that they are entitled to under the UN conventions of the rights of the child whilst in their education setting. Pupils learn and develop an understanding that although their rights cannot be taken away from them they still have a duty to respect others by helping them to understand and access their rights - Particularly around education and school. Pupils will explore healthy and respectful relationships, what respectful behaviours look like and explore their own self esteem.

RRS Articles: This unit of work is linked to **Articles 1, 28 and 28** of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to an education and to have healthy lifestyle during this unit.

See the link for a summary of the Rights Of the Child

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018

Article 1 (definition of the child) Everyone under the age of 18 has all the rights in the Convention.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

	<u>Progression step 5-6</u>	<u>Progression step 7-8</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>
Key learning: Personal development - learning to understand myself, my needs and how to communicate them to others.					
<u>Subject specific knowledge</u>	<p>Understands that reasons for sharing communication preferences with others</p> <p>Understands why we share our thoughts, feelings, likes and dislikes.</p>	<p>Shows some awareness that others ideas although different are not wrong</p> <p>Adds to the ideas of another person</p> <p>Is able to identify the feelings of others on a basic level, e.g. they look happy, they look sad.</p>	<p>Identify feelings of happy/sad/Kind/unkind</p> <p>Identify actions which are kind/unkind/cruel</p>	<p>Is able to independently complete communication book.</p> <p>Add own ideas to discussions on everyday situations in school</p>	<p>Is able to independently complete communication book.</p>
<u>Subject specific skills</u>	<p>Can complete communication passport with staff support.</p> <p>Expresses likes and dislikes from a choice of 2</p> <p>Can cooperate with staff for a short period to complete section of passport.</p> <p>Clap hands to show appreciation</p>	<p>Is able to ask for help</p> <p>Talk about their fears</p> <p>Verbalises feelings (happy/sad)</p> <p>Likes to make own decisions about completing book.</p>	<p>Relate own experience to a situation</p> <p>Expresses own ideas</p> <p>Expresses own opinion</p> <p>Is starting to identify personal strengths</p>	<p>Can identify own strengths</p> <p>Is starting to identify personal weaknesses</p> <p>Ask an adult for advice when they are unsure about something</p>	<p>Accept that getting things wrong is part of learning</p> <p>Talk about where they had problems but overcame them</p> <p>Talk about what they found easy or difficult</p> <p>Identify personal qualities</p> <p>Discuss emotional needs</p>
Key Learning- Relationships (circle time)					
<u>Subject specific knowledge</u>	<p>Be able to identify someone they know from a photo from a choice of 2</p> <p>Choose a photo of someone who is special to them</p> <p>Aware of the feelings of others</p>	<p>Greets familiar people without a reminder</p> <p>Knows that they have relationships with special people.</p> <p>Can sort relationships into different categories i.e</p>	<p>Ask appropriate questions about what they have heard</p> <p>Knows that not everyone wants to do what they want to do</p> <p>Greets others appropriately</p>	<p>Relate ideas to personal experiences</p> <p>Can explain in detail what a relationship is and how they differ between people</p>	<p>Can explain in detail what a relationship is and how they differ between people</p> <p>Take steps to avoid conflict</p> <p>Cope with disagreements</p>

		family, relatives, school friends.			Apologise when they have been in the wrong
<u>Subject specific skills</u>	Repeats an action that creates laughter Begins to interact with other children Seeks out and begins to interact with specific people Begins to share likes/dislikes with adult support	Enjoy group tasks which requires interaction with a peer Shows consideration towards others when they are speaking Cooperates with others to achieve a simple task	Listens to the news of peers Shows consideration for others when moving around the classroom	Consider if their own approach could have improved the result Accept that everyone has a right to an opinion	Speak to others in a considerate manner Take steps to avoid conflict Cope with disagreements Apologise when they have been in the wrong

<u>Personal development</u>	KS4				
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<p><u>Suggested activities</u></p> <p><u>P5-8</u></p> <ul style="list-style-type: none"> • Pupils look at a picture/symbol supported representation of the UN conventions of the right of the child and linked articles • Pupils identify some rights that they receive • Can identify symbol support articles from 'fake' articles. • Can show where they feel safe, happy • Can share - with symbols, what makes them sad or feel unsafe. • Can simply describe what respectful behaviour to others looks like. • Can simply describe what it means to be a good friend • Explores their own friendship groups <p><u>Level 1-3</u></p> <ul style="list-style-type: none"> • Pupils look at the UN convention of the rights of the child and the articles - choose articles they agree are linked directly to their education • Pupils discuss how they can ensure they receive their rights. • Pupils discuss how they can help others to receive their rights • Pupils discuss how staff can support pupils to ensure they receive their rights. • Create a class charter display (A2 size) the sets out at least 3 articles that the class agree to follow throughout the year.

- Discuss why they are entitled to their rights.
- Discuss why and how they can be good citizens and display knowledge of what respectful behaviour is.
- Describes friendship groups in school and what appropriate and inappropriate behaviour is.

Please use time during this half term to complete Pupil Voice booklets.

Online resources

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2018/08/A-complete-guide-to-creating-charters.pdf>

Evidencing Work

Here appropriate the following should be available as evidence:

- Notes on discussions pupils have had
- Written/symbol supported pupil planning of charter
- Worksheets
- Final completed class charter - photographed with pupil evaluation.

Please submit 3 pieces of work from Higher, middle and lower ability in your class to the PSHCE lead each half term for evaluation. These should be clearly annotated and dated.