

PHSE Rubric Autumn 2 2022 KS3

Caring For The Environment **Article 19**

C.Flanagan (2022)

In this unit pupils will develop their understanding of how to care for their school and local environments and learn about the importance of taking responsibility to do so. Taking care of the environment is an important part of how young people develop a positive sense of self and responsibility towards their surroundings, as well as real-life skills.

RRS Articles: This unit of work is linked to **Article 29** of the UN Convention on the Rights of the Child.

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 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.

	B2P5-6	B2P7-8	B2 Step 1	B2 Step 2
Key learning: Learning about the environment				
<u>Subject specific knowledge</u>	<p>Knows that the environment refers to space around them</p> <p>Knows that they have many different environments e.g. school environment, home environment</p> <p>Knows how to be safe in their familiar environment</p>	<p>Knows the environment refers to space around them and others.</p> <p>Knows that they have many different environments and can list at least 3</p> <p>Knows how to be safe in their familiar environment and can ask for help when needed.</p>	<p>Knows that the environment refers to their physical surroundings</p> <p>Knows that they have many environments and share these with others</p> <p>Knows how to keep themselves and others safe in their familiar environment</p>	<p>Knows that the environment refers to their physical surroundings and is ever changing</p> <p>Knows that they have many environments and have a shared responsibility to care for it.</p> <p>Knows how to keep themselves and others safe in their familiar and new environments.</p>
<u>Subject specific skills</u>	<p>Can explore an environment independently when it is new to them.</p> <p>Willingly visits new environments</p> <p>Knows where key areas are in their environment e.g. toilet, sink, bin.</p>	<p>Is able to list a number of environments they visit</p> <p>Is able to safely move to and from different areas</p> <p>Is able to ask for help in their chosen form of communication</p>	<p>Is able to name a number of different environments and some of their characteristics.</p> <p>Is able to list the different people and/or animals they share an environment with.</p> <p>Is able to list ways to keep themselves safe in their familiar environments</p> <p>Is able to list ways to keep others safe in their familiar environments</p>	<p>Is able to communicate what an environment is when prompted by key words and/or symbols.</p> <p>Is able to show simple ways they can care for their community.</p> <p>Is able to list ways to keep themselves safe in their familiar and new environments</p> <p>Is able to list ways to keep others safe in their familiar and new environments</p>
Key Learning- Caring for the environment and sustainability				
<u>Subject specific knowledge</u>	<p>Knows that it is not a good choice to drop litter.</p> <p>Has a basic understanding of recycling</p> <p>Knows that some foods can be grown</p>	<p>Knows that what they do in their environment affects others good or bad.</p> <p>Knows that some foods can be own grown and consumed</p>	<p>Knows that materials can be recycled</p> <p>Knows the different areas/bins available to them for recycling</p> <p>Knows which foods can be grown and prepared themselves</p>	<p>Knows and understands why materials are recycled.</p> <p>Knows where to take items to be recycled</p> <p>Knows how to grow some foods and prepare them for eating.</p>
<u>Subject specific skills</u>	<p>Is able to travel to put rubbish in a bin.</p> <p>Is able to explore a range of home grown foods</p>	<p>Is able to recycle by sorting two different materials e.g. general rubbish and paper.</p> <p>Is able to suggest ways they can clean up an environment</p>	<p>Is able to help keep their environment tidy and safe</p> <p>Is able to separate rubbish in to a range of recycling groups.</p>	<p>Is able to suggest ways they can make positive changes to their environment</p> <p>Is able to sort a range of objects to be recycled</p>

	<p>Is able to sort 2 different materials in to recycling groups when directed by staff.</p> <p>Is able to identify images of a clean and safe environment</p> <p>Is able to identifying images of a dirty and unsafe environment</p>	<p>Is able to plant consumable foods under direction of staff.</p> <p>Is able to sort images between safe and unsafe environments</p> <p>Is able to sort images between clean and unclean environments</p>	<p>Is able to identify a recycling bin and say what goes in to it.</p> <p>Know what happens to items that are recycled.</p> <p>Is able to create a piece of art work with recycled goods.</p> <p>Is able to list a range of foods that can be sourced themselves or locally.</p>	<p>Is able to take items to a recycle point</p> <p>Is able to suggest ways they can recycle items around school or home</p> <p>Is able to grow food items and use them when preparing simple meals</p>
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<u>Personal development</u>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>
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<p><u>Suggested activities</u></p> <p>List environments they belong too</p> <p>Label key features of an environment</p> <p>Explore what an environment is</p> <p>Explore ways their local environments can be improved</p> <p>Explore ways they can help to improve their local environment</p> <p>Explore different recycling options</p> <p>Create a piece of artwork from recycled goods</p> <p>Explore why recycling is important and discuss the idea of sustainability.</p> <p>Explore home grown foods, locally sourced products</p> <p>Use home grown or locally sources items to cook food.</p> <p><u>Possible external visit:</u></p> <p>Recycling centre</p> <p>Farm</p> <p>Supermarket to explore recycled and home grown goods</p>

<p><u>Online resources</u></p> <p>https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</p> <p>https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2018/08/A-compleate-guide-to-creating-charters.pdf</p>

<p><u>Evidencing Work</u></p> <p>Here appropriate the following should be available as evidence:</p> <ul style="list-style-type: none"> • 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.