

PHSE Rubric Autumn 2 2023

The united convention on the rights of the child - realising my rights

Subject curriculum intent:	<ul style="list-style-type: none">• PSHCE education helps to prepare our pupils to live as independently as they can and supports them in making informed and safe choices about their lives.• This PSHE Policy works with, and alongside, our RSE, Behaviour and Safeguarding Policies.• Teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies.
End of KS3 intent/outcome	
<ul style="list-style-type: none">• know what human rights are;• understand that all people share the same rights;• know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;• know why we have rules and how they help us;• understand that no one should take away our human rights;• explain what respect means and understand how they can respect the rights of others;• describe what a stereotype is and understand how stereotypes can be harmful.	
Intent for this topic:	In this unit pupils will develop their understanding of how to look after themselves and understand their emotions, needs and mental well-being. It will help pupils to strengthen their understanding and equip themselves with the skills needed to regulate their own behaviours, feelings and emotions. Although this is a topic all about themselves, it also requires pupils to listen to each other and work together, working on their speaking and listening , interpersonal and social skills and help them to develop empathy towards others. This unit forms part of the Core Theme 1 - Health and Wellbeing
UNICEF Rights of The Child	RRS Articles: This unit of work is linked to all articles but emphasis should be on Articles 1, 2, 8, 12 and 13 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

	<p>https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</p> <p>Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully</p> <p>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.</p> <p>Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p>
Core vocabulary needed for this subject/topic:	<p>Living in the wider world affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world, identify, values, opinion, important, like, dislike, strengths, targets, rules, code of conduct, responsibility, right, school, environment, care, community</p>
Vocabulary pupils will have accessed in other topics or subject areas:	<p>Self, Emotions, feeling, same, different, achievements, views, respect, responsibility, empathy rights, protect, help, safe, respect, share, support, kind, listen, accept</p>
Big Questions	<p>What are rights and what rights do all people share? What special rights do children have? What does it mean to have rights? How can we maintain our right? What responsibilities do we have for our rights? Who helps us to protect our rights? What can we do if we don't feel safe? What do we need to do to respect the human rights of others? What are the consequences of not respecting these rights?</p>
Prior knowledge: what pupils may already have studied	

Key stage	Subject- all	Topic title	Term/year taught- all	Content/What might pupils already know? As a Rights Respecting School children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. At North Ridge pupils learn about their rights by putting them into practice every day. As a Rights Respecting School we model rights and respect in all our relationships.
Links to other subjects: all				
Equality, Diversity and Inclusion: Pupils will explore rights in a number of contexts and communities, pupils will be learning about the importance of equality when it comes to people accessing their rights.				

Keywords:

	<u>B2P 5-6</u>	<u>B2P 7-8</u>	<u>B Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
Key learning: Recognise the value of and develop a positive attitude towards themselves and others.					

<p><u>Subject specific knowledge</u></p>	<p>Can choose pictures / symbols to identify what they like in school.</p> <p>Can choose pictures / symbols to identify what they are good at in school.</p> <p>Can choose pictures/symbols to identify what they find difficult in school.</p> <p>Realises that education is different across the world through images</p>	<p>Knows that they are entitled to an education</p> <p>Knows that they have a range of rights, and these cannot be taken away.</p> <p>Realises that education is different across the world</p>	<p>Knows that they are entitled to an education</p> <p>Knows that they have a range of rights, and these cannot be taken away.</p> <p>Accepts that they should respect the rights of others.</p> <p>Identify the differences between schools now and in the past and what life was like for children before schools</p> <p>Realises that education is different across the world and can use single word or short phrases to describe how,</p>	<p>Knows that they are entitled to an education</p> <p>Knows that they have a range of rights, and these cannot be taken away.</p> <p>Accepts that they should respect the rights of others.</p> <p>Identify the differences between schools now and in the past and what life was like for children before schools and the implementation of the Rights of the Child</p> <p>Realises that education is different across the world and can begin to write about how.</p>	<p>Knows that they are entitled to an education</p> <p>Knows that they have a range of rights, and these cannot be taken away.</p> <p>Accepts that they should respect the rights of others.</p> <p>Identify the differences between schools now and in the past and what life was like for children before schools and the implementation of the Rights of the Child</p> <p>Realises that education is different across the world and can begin to write about how.</p>
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<p><u>Subject specific skills</u></p>	<p>Can practice a new / participate in an activity they find difficult and receive praise for trying.</p>	<p>Explains ways - using symbols to support, how they can help themselves and others access their right for an education</p>	<p>Begins to think of ways that they can respect the rights of others.</p>	<p>Begins to think of ways that they can respect the rights of others.</p>	<p>Begins to think of ways that they can respect the rights of others.</p>
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Key Learning- Recognise and understands how the UNCRC relates to them

<p><u>Subject specific knowledge</u></p>	<p>Identify schools now and schools in the past.</p> <p>Can identify children who are happy and sad</p> <p>Identify from a choice of 2 a right that they are entitled to.</p>	<p>Knows that they have rights and can name/communicate a few.</p> <p>Can link an article/ right to an activity from a choice of 3</p>	<p>Knows that they have rights and can name/communicate all key rights.</p> <p>Can link an article/ right to an activity</p>	<p>Knows that they have rights and can name/communicate all key rights taking part in a discussion about how they access their rights</p> <p>Can link an article/ right to an activity explaining how they link.</p>	<p>Knows that they have rights and can name/communicate all key rights and lead a discussion about how they access their rights</p> <p>Can link an article/ right to an activity explaining how they link in some detail.</p>
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				Compare their life to the life of another child living in conflict or poverty	Compare their life to the life of another child living in conflict or poverty
Subject specific skills	Can begin to look at images and choose reasons for children being happy or sad Can select child friendly articles that contain rights they are accessing.	Can begin to look at images and choose reasons for children being happy or sad - can link these to articles/rights that are being met.	Can begin to look at images and discuss how children are feeling/treated - can link these to articles/rights that are being met.	Can begin to look at images and discuss how children are feeling/treated - can link these to articles/rights that are or are not being met. Can compare their lives to that of others from countries where UNCRC is not implemented	Can begin to look at images and discuss how children are feeling/treated - can link these to articles/rights that are or are not being met. Can compare their lives to that of others from countries where UNCRC is not implemented - does it make a difference and how?

Suggested activities

- Role play lesson: Victorian school to compare and contrast (e.g. rows, separate boys and girls, copying handwriting, reciting, dunce's hat).
- Stories / videos / photos to compare and contrast past and present school or before school, e.g. children couldn't read or write, most worked on the land for very long hours.
- Practical activities to explore differences between male and female education during the last century i.e. girls only taught practical things like sewing and cooking.
- Use a visit to a historical venue showing what a Victorian schoolroom was like i.e. illustrating the strict discipline, or re-enact this in school, e.g. Quarry Bank.
- Circle time or mind map - ask pupils to consider what it would be like not to go to school
- Discuss the things they are able to do at school that they couldn't do at home
- Identify what we have now to help us, e.g. new technology, resources.
- Encourage pupils to talk about the subjects that they like to do and why.
- Encourage pupils to talk about the subjects that they are good at and why.
- Develop positive values by suggesting what they might learn in the future.
- Use topic boards to create a futuristic school
- Discuss what pupils find difficult in school and explore why.
- Role play pupils doing an activity - achieving, making mistakes, and learning from mistakes.
- Undertake a new activity with pupils, e.g. new sport / working with clay. Look at learning from mistakes and reward with praise.
- Case study - look at the work UNICEF have done with other countries to help children implement their rights
- Pen Pal - Link with other school either nationally or internationally to allow pupils to talk about their rights.
- Pupils write summaries in their own words of different articles.

Online resources

https://www.unicef.org.uk/child-rights-partners/wp-content/uploads/sites/3/2016/08/CRC_summary_leaflet_Child_Rights_Partners_web_final.pdf
<https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>
https://www.unicef.org/french/adolescence/files/Every_Childs_Right_to_be_Heard.pdf

Evidencing Work

Where appropriate the following should be available as evidence:

- Notes on discussions pupils have had
- Written/symbol supported pupil work
- Worksheets
- Photos and videos of captured work

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.