

# PHSE Rubric Autumn 1 2023 (KS3, 4 & 5)

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

<p>Subject curriculum intent:</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• This PSHE Policy works with, and alongside, our RSE, Behaviour and Safeguarding Policies.</li> <li>• 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.</li> </ul>		
<p>End of KS3 intent/outcome</p>	<p>End of KS4 intent/outcome</p>	<p>End of KS5 intent/outcome</p>	
<ul style="list-style-type: none"> <li>• know what human rights are;</li> <li>• understand that all people share the same rights;</li> <li>• know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;</li> <li>• know why we have rules and how they help us;</li> <li>• understand that no one should take away our human rights;</li> <li>• explain what respect means and understand how they can respect the rights of others;</li> <li>• describe what a stereotype is and understand how stereotypes can be harmful.</li> </ul>	<ul style="list-style-type: none"> <li>• explain what makes human rights universal;</li> <li>• understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;</li> <li>• explain what democracy is and how this relates to rules and human rights;</li> <li>• know that human rights are not dependent on responsibilities;</li> <li>• explain what it means to respect the rights of others and understand why this is important;</li> <li>• understand how stereotypes can inhibit people's human rights being met.</li> </ul>	<ul style="list-style-type: none"> <li>• help others to understand what their rights are;</li> <li>• reflect on how they can put democracy into action;</li> <li>• identify what they can do to respect the rights of others to a greater extent;</li> <li>• consider how they can challenge harmful stereotypes.</li> <li>• Identify that people have different opinions.</li> </ul>	
<p>Intent for this topic:</p>	<p>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. As part of this work pupils will explore what it means to belong to a community and the importance of rules, pupils will create their own class charter and their pupil voice booklet using the language of the rights to support their viewpoints.</p>		
<p>UNICEF Rights of The Child</p>	<p><b>RRS Articles:</b> This unit of work is linked to <b>Articles 1, 28 and 28</b> 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.</p> <p>See the link for a summary of the Rights Of the Child  <a href="https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018">https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</a></p>		

	<p><b>Article 1 (definition of the child)</b> Everyone under the age of 18 has all the rights in the Convention.</p> <p><b>Article 28 (right to education)</b> 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.</p> <p><b>Article 29 (goals of education)</b> 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.</p>			
Core vocabulary needed for this subject/topic:	<p><b>Living in the wider world</b>  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:	Earth, environment, problem, safe, natural, planet, world, opinion, target			
Big Questions	What is community? Why have rules? What is fair? What would you do? How would you react? What are our rights? What does it mean to have rights? How can we maintain our right?			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
This topic is covered at the start of every year at each key stage, all students from Y8 onwards should have knowledge of their rights, and each year this knowledge should be built upon, linking to current affairs and issues.				
Links to other subjects: History, Geography, English, PE, Computing				
Equality, Diversity and Inclusion: Pupils will explore rights in a number of context and communities, pupils will be learning about the importance of equality when it comes to people accessing their rights.				

	<u>B2P Step 5-6</u>	<u>B2P Step 7-8</u>	<u>B Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
<b>Key learning: Personal development - learning to understand myself, my needs and how to communicate them to others.</b>					
<b><u>Subject specific knowledge</u></b>	<p>Understands that reasons for sharing communication preferences with others</p> <p>Understands why we share our thoughts, feelings, likes and dislikes.</p> <p>Is aware of their rights - can play basic matching activities with pupil friendly rights cards.</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>Is aware of their rights in relation to their education</p>	<p>Identify feelings of happy/sad/Kind/unkind</p> <p>Identify actions which are kind/unkind/cruel</p> <p>Knows the rights that link to their education and that they can't be taken away from them.</p>	<p>Is able to independently complete a pupil voice booklet book.</p> <p>Add own ideas to discussions on everyday situations and reflects thier in thier pupil voice booklets and class charters.</p>	<p>Is able to independently complete pupil voice booklets and sections of the class charter.</p> <p>Can complete an evaluation about completing their class charters giving reasons for their choices (articles chosen to follow)</p>
<b><u>Subject specific skills</u></b>	<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 pupil voice booklet or class charters.</p> <p>Clap hands to show appreciation</p>	<p>Is able to ask for help in their chosen form of communication.</p> <p>Talk about their fears in their chosen form of communication.</p> <p>Verbalises feelings (happy/sad)</p> <p>Likes to express their own thoughts and feelings and demonstrates this when</p>	<p>Relate own experience to a situation e.g. can demoinstrate a time their rights were achieved/not achieved in class - Friend talking over teacher vs friend listening to teacher.</p> <p>Expresses own ideas through symbols or spoken communication.</p> <p>Expresses own opinion through symbols or spoken communication.</p>	<p>Can identify own strengths</p> <p>Is starting to identify personal weaknesses in relation to their education</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>

		completing class charters and pupil voice booklets.	Is starting to identify personal strengths		
<b>Key Learning- Relationships (circle time)</b>					
<b><u>Subject specific knowledge</u></b>	<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 family, relatives, school friends.</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> <p>Apologise when they have been in the wrong</p>
<b><u>Subject specific skills</u></b>	<p>Repeats an action that creates laughter</p> <p>Begins to interact with other children</p> <p>Seeks out and begins to interact with specific people</p> <p>Begins to share likes/dislikes with adult support</p> <p>Can wait for others to stop talking before they talk/communicate.</p>	<p>Enjoy group tasks which requires interaction with a peer</p> <p>Shows consideration towards others when they are speaking</p> <p>Cooperates with others to achieve a simple task</p> <p>Can respond to a simple question from a peer with yes or no.</p>	<p>Listens to the news of peers</p> <p>Shows consideration for others when moving around the classroom</p> <p>Can listen to others before they start talking and offer a response to what is being discussed in the group.</p> <p>Can use the language of the rights during discussions with others with prompting from staff.</p>	<p>Consider if their own approach could have improved the result</p> <p>Accept that everyone has a right to an opinion</p> <p>Can take a leading role in circle time activities, inviting others to communicate their thought/feelings.</p> <p>Can use the language of the rights during discussions with others.</p>	<p>Speak to others in a considerate manner</p> <p>Take steps to avoid conflict</p> <p>Cope with disagreements</p> <p>Apologise when they have been in the wrong</p> <p>Can use the language of the rights during discussions with others to back up a statement they are making.</p>
<b><u>Personal development</u></b>					
<p><b><u>Suggested activities</u></b>  <b>B2P Steps 5-8</b></p> <ul style="list-style-type: none"> <li>• Pupils look at a picture/symbol supported representation of the UN conventions of the right of the child and linked articles</li> <li>• Pupils identify some rights that they receive in relation to their education</li> <li>• Can identify symbol support articles from 'fake' articles. Understands that they should only act on true information and they should ask a teacher if they are unsure.</li> <li>• Can show where they feel safe and safe in school</li> </ul>					

- Can share who makes them feel happy and safe in school.
- Can share - with symbols, what makes them sad or feel unsafe in school.
- Know who to talk to if they feel sad or 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
- Uses the rights of the child to create a class charter - see PowerPoint on creating a class charter for more support.

### **B2 Steps 1-3**

- 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.
- Create a set of rules/guidelines to themselves and others to follow to help them realise their class charter.
- Discuss why they are entitled to their rights.
- Know that their rights educational cannot be taken away
- 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.



**RRSA - Understanding rights and making a class charter**

RRSA  
C. Flanagan

Discuss in your groups

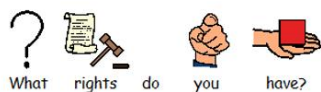
**What are rights?**



**ASK IT!**

Discuss in your groups

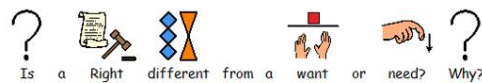
**What rights do you have?**



**ASK IT!**

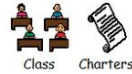
Discuss in your groups

- ▶ Is a right different from a want or need?
- ▶ Why?



**ASK IT**





## Class Charters

This half term we are going to make your own **rights respecting class charter**.

Your class charter will be decided by you and will include between 3 and 5 articles outlining your rights.

You will describe how you will make sure your rights are met and also how your staff will make sure your rights are being met.

Some of the rights you could use are:



Now discuss how you are going to make your chosen rights happen in your class.

- What will you do?
- What do you want the adults in your class to do?

**Article 3**

Adults must do what's best for me

**Article 15**

I have the right to meet friends and to join groups

**Article 12**

I have the right to be listened to, and taken seriously

**Article 17**

I have the right get information in lots of ways, so long as it's safe

**Article 13**

I have the right to find and share information

**Article 19**

I have the right to be protected from being hurt or badly treated

**Article 23**

If I have a disability, I have the right to special education

**Article 28**

I have the right to an education

250 ÷ 5  
8 + 6  
A B C

**Article 29**

I have the right to an education which develops my personality, respect for others' rights and the environment

**Article 31**

I have a right to relax and play

Once you have decided on your rights and what you are going to do to make them happen in your class think about how to decorate your charter.

