

# PHSE Rubric Autumn 2 2023

## KS4 Democracy and Justice

In this unit pupils will develop their understanding of rules, their rights and how actions have consequences. They will begin to develop an understanding of social democracy in the classroom, school and wider world. This unit supports pupils to develop themselves to be active, informed citizens, equipped through effective Citizenship Education with the political knowledge, skills and experience to participate in and shape a strong and vibrant democracy based on equality, fairness and justice.

Subject curriculum intent:	<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>
End of KS4 intent/outcome	
<ul style="list-style-type: none"><li>• to recognise there are human rights, that are there to protect everyone</li><li>• to understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others to value the different contributions that people and groups make to the community</li><li>• to be able to talk about what democracy is and why it is important.</li></ul>	
Intent for this topic:	In this unit pupils will develop their understanding of rules, their rights and how actions have consequences. They will begin to develop an understanding of social democracy in the classroom, school and wider world. This unit supports pupils to develop themselves to be active, informed citizens, equipped through effective Citizenship Education with the political knowledge, skills and experience to participate in and shape a strong and vibrant democracy based on equality, fairness and justice.
UNICEF Rights of The Child	<b>RRS Articles:</b> <i>This unit of work is linked Article 2, 12, 13, 14, 23, 28 &amp; 31 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 be protected from harm or abuse and to make choices about their own lives this unit. See the link for a summary of the Rights Of the Child.</i>
Core vocabulary needed for this subject/topic:	<b>Living in the wider world</b> affect, care, choice, difference, family life, happy, harm, help, home, important, learn, love, natural, needs, people, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world, identify, values, opinion, important, democracy, equality, society, human rights, freedom, government

Vocabulary pupils will have accessed in other topics or subject areas:	like, dislike, strengths, targets, rules, code of conduct, responsibility, right, school, environment, care, community			
Big Questions	What is democracy? Why is democracy important? How, and by whom, should we be governed?			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
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>B2 Step 5-6</u>	<u>B2 Step 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
<b>Theme-Democracy - Understanding democracy</b>					

<p><b>Key learning focus</b></p>	<p>Experiences making choices and decisions about school life</p> <p>Knows and understands that concept of hierarchy in a range of different settings e.g. family life, school and government.</p>	<p>Understands that there are rules</p> <p>Knows that rules are set by people in leadership</p> <p>Knows who is responsible for looking after/leading them.</p>	<p>Understands what rules are and why they are there.</p> <p>Knows that different settings have different leaders - e.g. school, community, country.</p> <p>Understands that they have the right to vote in school elections and wider elections as they get older.</p> <p>Is aware of the school council and its role.</p>	<p>Knows that leaders can be voted in.</p> <p>Understands the basic structure of the UK government</p> <p>Knows that they will have a right to vote in the UK when they turn 18</p> <p>Understands how to vote - e.g. register, ballots.</p> <p>Is aware of the school council and can communicate changes that they have campaigned for.</p>
<p><b>Key skills</b></p>	<p>Can make a choice from selection of two options e.g. a task to complete, where to sit.</p>	<p>Is able to contribute ideas to class and school rules.</p> <p>Can name people who are leaders in different community settings</p> <p>Can make a choice during a vote</p>	<p>Is able to listen to ideas of other people and in their chosen form of communication repeat some of these ideas</p> <p>Is able to listen to advice to make own informed decisions</p> <p>Is able to discuss classroom and school rules, gives suggestions and examples.</p> <p>Can take part in a mock campaign and election.</p>	<p>Is able to make suggestions about what may done in a group - changes and things that stay the same.</p> <p>Is able to discuss in a group above suggestions and give rationale for their thinking.</p> <p>Is able to accept decisions from a group leader</p> <p>Can take part in a mock campaign and election.</p>

<b>Theme- Justice - understanding rules, justice and fairness</b>					
<b>Key learning focus</b>	<p>Understands they basic concept of right and wrong</p> <p>Comprehends the meaning of the terms 'Accidental' and 'Deliberate'</p> <p>Responds to member of staff's reaction to their own action</p> <p>Engages in learning about a historical or current figure who fought for justice</p> <p>Knows there are consequences to actions - good and bad</p>	<p>Understands that they cannot just take what they want</p> <p>Can give examples of good and bad choices from a selection of options</p> <p>Can choose an image of a historical figure who fought for justice</p> <p>From a choice of 2 can offer examples of consequences to good and bad options</p>	<p>Demonstrates an understanding that not everyone wants to do what they want.</p> <p>Is able to manage frustrations without aggression or anger</p> <p>Understands the term 'campaign'</p> <p>Can highlight an area of change that they would like to campaign for</p>	<p>Knows that there are consequences for actions both good and bad</p> <p>Knows that there are people who campaign for rights and change</p> <p>Can highlight an area of change that they would like to campaign for and begin to suggest some actions that can be taken.</p>	
<b>Key skills</b>	<p>Is able to respond to stimuli or adult modelling about the things we are allowed to do in school.</p> <p>Is able to recognise an image of a historical or current figure who fought for justice.</p>	<p>Is able to demonstrate good choices throughout the school day</p> <p>Is able to recognise when they or someone else has made a bad choice through facial expressions, body language and basic</p>	<p>Is able to communicate actions that are kind.</p> <p>Is able to communicate actions that are cruel</p> <p>Is able to demonstrate good choices</p>	<p>Is able to describe how they feel when upset, happy, excluded, hurt, excited.</p> <p>Is able to describe how they might see that others are hurt, sad, upset, feel excluded, happy, excited.</p>	<p>Is able to describe how they feel when upset, happy, excluded, hurt, excited giving detail in examples</p> <p>Is able to describe how they might see that others are hurt, sad, upset, feel excluded,</p>

	<p>Is able to make a choice from 2 or 3 symbols to communicating examples of good choices.</p> <p>Is able to communicate how bad choices make people feel</p> <p>Is able to communicate how good choices make people feel.</p>	<p>verbal or symbol communication</p> <p>Is able to give examples of how people might feel when witnessing a range of events.</p>		<p>Is able to identify actions of their own that were good</p> <p>Is able to identify actions of their own that were bad</p> <p>Is able to identify action of others that were good</p> <p>Is able to identify actions of others that were bad</p>	<p>happy, excited giving detail in examples</p> <p>Is able to identify actions of their own that were good giving detail in examples</p> <p>Is able to identify actions of their own that were bad giving detail in examples</p> <p>Is able to identify action of others that were good giving detail in examples</p> <p>Is able to identify actions of others that were bad giving detail in examples</p> <p>Is able to give suggestions of consequences.</p>
<b><u>Personal development</u></b>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>

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**Suggested activities**

Democracy

- Looking at the role of the student council
- Role play elections - campaigning
- Look at local and national elections - process, what are they, why do we have them
- Look at the local and national government structure
- Make classroom rules, discuss and vote
- Origins of democracy - time line

Justice

- Learn about social rules
- Learn about the law and justice system - what is it? - Role play a court room with different scenarios, encouraging debate
- Historic or current figures who fought for justice - e.g Martin Luther King
- Look at current affairs

**Online resources**

- <https://www.theschoolrun.com/talking-your-child-about-politics>
- <https://learning.parliament.uk/en/resources/introduction-to-parliament-primary-video/>
- <https://www.funkidslive.com/learn/inside-parliament/inside-parliament-elections-and-voting/>
- <https://www.youtube.com/watch?v=f-feDZRxJKw>
- <https://www.twinkl.co.uk/resource/t2-p-148-new-what-is-democracy-presentation>
- <https://www.teachingcitizenship.org.uk/resource/teaching-democracy-lets-get-elected>