

KS3 PHSE Rubric Spring 2 2024

The world's largest lesson - Global Issues (UNICEF) (Goal 14 & 15 Life Below Water and Life on Land- sustainability)

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 Key stage intent/outcome	
End of KS3	
<p>In this sustainability topic, children will develop an understanding of what sustainability means and why it is important. They will explore the impact of human activities on the environment and identify actions that can contribute to improving sustainability. Through reflection, they will start to recognize the impact of their own actions on the planet. By the end of Key Stage 3, pupils should be able to demonstrate an awareness of sustainability and show an understanding of how they can make a positive difference.</p>	
Intent for this topic:	<p>To embed a holistic approach that nurtures environmentally responsible attitudes, ethics, and behaviors in learners. The school aims to equip students with the knowledge, skills, and values necessary to make sustainable choices, actively engage in environmental conservation, and become responsible global citizens.</p>
UNICEF Rights of The Child	<p>RRS Articles: This unit of work is linked Articles 3, 13, 24 & 29 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 https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</p> <p>Article 3- Adults must do what's best for me Article 13- I have the right to find and share information Article 24- I have the right to good quality health care, to clean water and good food Article 29- I have the right to an education which develops my personality, respect for others' rights and the environment</p>
Core vocabulary needed for this subject/topic:	<p>sustainability, local, global, universal, impact, climate, weather, ecosystem, biodiversity, change, dissolve, environment, strategy, natural, natural disaster, dangerous, materials, contribute, positive, negative.</p>
Vocabulary pupils will have accessed in	<p>universal, global, recycle, reuse, earth, climate change, environment, ecosystem, weather</p>

other topics or subject areas:	
Big Questions	<p>What are the global goals? Why are they important?</p> <p>What is sustainability?</p> <p>What is climate change?</p> <p>How has the earth changed over time?</p> <p>What is the impact of our actions?</p> <p>What can be done to help?</p> <p>What can we do?</p> <p>What is the importance of life below water and on land?</p>

Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	Geography	Flood disasters	Spring 2, Year 1	How climate change contributes to natural disasters and why we need to make changes.
3	Science	<u>Chemistry:</u> Properties of materials	Spring 1, Year 1	Dissolving- giving understanding of what materials would cause problems if they get into the sea.
3	Geography	Can the earth cope: ecosystems, population & resources	Summer 2, Year 1	Ecosystems and biodiversity, how the earth has and is changing.
3	Art	Sculpture and mixed media: Reuse and Recycle	Summer, Year 1	Why it is important to recycle and reuse.
	PSHCE	Caring for the environment Litter picking in local community	Summer 2, Year 2	How and why we must look after our community.
3	English	Hot Topics (Climate Change for beginners)	Autumn 2, Year 3	What is climate change.
3	Geography	Weather and climatic variation	Autumn 2, Year 3	How the weather is effected by climate change.

Links to other subjects: History, Geography, English, Science, Computing, Art

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.

	B2P Step 5-6	B2P Step 7-8	B Step 1	B2 Step 2	B2 Step 3
Key learning:					

<p><u>Subject specific knowledge</u></p> <p>To know UNICEF's Global Goals</p> <p>To understand sustainable living and how it can be achieved.</p> <p>Knowledge of local and global environmental issues</p> <p>To understand the impact of human activities on marine and terrestrial environments</p> <p>Explain the importance of life below water and on land</p>	<p>Is able to observe global goals and respond to stimuli. Observes a range of global issues e.g. can identify that sea pollution is a problem by looking at images</p> <p>Observes a range of sustainable living strategies and begins to match them to water or land.</p> <p>Understanding of difference between local and global.</p> <p>Able to identify some negative human activities.</p> <p>Able to explore and respond to stimuli of why life below water and on land is important.</p>	<p>Is able to identify some the Global Goals. Understands that global issues means problems outside of their local community.</p> <p>Shows some understanding of sustainability but struggles to provide examples.</p> <p>Some awareness of local or global environmental issues.</p> <p>Some recognition of the impact of human activities on the environment. Can match some actions to consequences.</p> <p>Can identify some reasons why life below water and on land is important.</p>	<p>Can identify some of the Global Goals and provide basic information. Can observe images and videos of global issues and identify concerns, can begin to match these with possible solutions.</p> <p>Demonstrates a good understanding of sustainability with examples for at least one of water or land.</p> <p>Recognises there are environmental issues but cannot relate them to sustainability effectively.</p> <p>Recognises the impact of human activity on the environment but with limited examples.</p> <p>Can communicate the importance of life below water and on land but with limited detail.</p>	<p>Can identify and describe most of the Global Goals with some detail.</p> <p>Understands a range of global issues, why they are happening and what can be done to help.</p> <p>Demonstrates a clear understanding of sustainable living and can give some example of how it can be achieved for water and land</p> <p>Shows understanding of either local or global environmental issues in relation to sustainability.</p> <p>Recognises the impact of some human activities on the environment and describes these impacts.</p> <p>Can give a clear explanation of the importance of biodiversity and ecosystems.</p>	<p>Can identify and describe all of the UNICEF's Global Goals relevant to the topic with detail.</p> <p>Understands a range of global issues, why they are happening and what can be done to help.</p> <p>Demonstrates a comprehensive understanding of sustainable living and why it's important for both water and land. Can give examples of multiple strategies used to achieve sustainable living.</p> <p>Demonstrates detailed knowledge of local and global environmental issues relevant to sustainability.</p> <p>Recognises and details the impact of a range of human activities on different environments with depth and understanding.</p> <p>Can give a detailed explanation of the importance of biodiversity and ecosystems, using examples.</p>
<p><u>Subject specific skills</u></p> <p>Demonstrate actions that contribute to sustainable development</p> <p>Communicate the importance of the Global Goals for sustainable development to others</p>	<p>With support can identify and demonstrate some actions towards sustainable development.</p> <p>Can engage and respond to stimuli about why Global Goals or important.</p>	<p>Can copy adult actions towards sustainable development.</p> <p>Can select some reason Global Goals are important or how others can contribute.</p>	<p>Can demonstrates a basic action that contributes to sustainable development.</p> <p>Communicates the importance of the Global Goals but may lack persuasion or detail.</p>	<p>Can demonstrates some actions that contribute to sustainable development with some explanation of their effects.</p> <p>Clearly communicates the importance of the Global Goals and suggests ways for others to contribute.</p>	<p>Can actively demonstrates multiple actions that contribute to sustainable development and explains their impact thoughtfully.</p> <p>Communicates the importance of the Global Goals with enthusiasm and clarity, encouraging others to take action.</p>

Participation in sustainability practices	Participates in class sustainability activities with adult support.	Participates in sustainability activities or discussions when prompted by an adult.	Sometimes participates in activities but less actively involved in sharing learnings.	Participates in class or school activities and occasionally shares ideas.	Actively participates in class and school-wide activities related to sustainability. Shares learnings with others.
Describe ways to protect life below water and on land	Can explore and respond to stimuli linked to ways to protect life below water and on land.	Can select some way to protect life below water or on land.	Can mention at least one way to protect life below water and on land.	Can describes a few methods to protect life below water and on land, including some specific actions.	Can describe several detailed ways to protect aquatic and terrestrial habitats and the species that live there.
Reflecting on personal impact on the environment	Can identify some of their actions	Can match some of their actions with consequences	Beginning to reflect on personal impact with limited behavioural change.	Reflects on their own behaviour, with some evidence of positive changes.	Reflects deeply on their own impact and makes changes to their behaviour to support sustainability.

Suggested activities

There are 17 global goals - each class to choose at least 1 to work on per half term. Some classes may be able to work on 2 per half term.

Campaigns - Classes to lead a campaign about one of the global goals, this could involve making posters, writing letters to local communities, businesses, politicians etc. Take this opportunity to use the schools twitter account.

Sustainability design challenge- Challenge students to design and create a model using recycled materials.

Virtual tours of habitats using imersive room and/ or ipads

Research using ipads

Explore/ research local area and issues

Create a campaign

Write a letter to our local MP

Online resources

World's Largest Lesson Links - Here you will find lesson plans and ideas for teaching.

<http://worldslargestlesson.globalgoals.org/>

<https://www.youtube.com/channel/UCRfuAYy7MesZmgOi1Ezy0ng> - you tube channel with lots of relevant videos.

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.