

KS4 PHSE Rubric Spring 1 2024

The world's largest lesson - Global Issues (UNICEF) (Goal 3 Health and Well being)

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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	End of KS4	End of KS5	
Students will be able to identify differences. Students will explore differences in life in different countries. Students will identify challenges faced by different people to leading a healthy lifestyle. Students will explore things that impact mental health and wellbeing.	Students will be able to compare their life in the UK to children's lives in other countries. Students will be able to discuss what is fair and unfair. Students will be able to give examples of ways to live a healthy lifestyle. Students will be able to identify challenges faced by different people to living a healthy lifestyle. Students will be able to identify things that can affect mental health and wellbeing.	Students will be able to explain how living in different countries can affect the way you live your life and your life chances. Students will be able to identify some of the ways you can tackle barriers to living a healthy lifestyle. Students will be able to give examples of things that can be done to support people having positive mental health and wellbeing.	
Intent for this topic:	In this unit pupils will develop their understanding of the differences between their lives and the lives of young people in developing communities. The unit will be further opportunity to learn more about the Memusi Foundation in Kenya and the impact it has had on the lives of the children and families it supports as well as the UNICEF backed 'Worlds Largest Lesson Project.		
UNICEF Rights of The Child	<p>RRS Articles: This unit of work is linked Articles 24 and 28 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 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Article 28 (right to education)</p>		

	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.
Core vocabulary needed for this subject/topic:	Developing communities / developed communities, poverty, health, education, fair trade, cost, cheap/ fair price, equality, sustainability, health, global, universal, impact, justice, climate, recycle, health, exercise, physical, mental, wellbeing
Vocabulary pupils will have accessed in other topics or subject areas:	community, universal, global, fair, equal, education, recycling
Big Questions	<ul style="list-style-type: none"> • When does childhood start and finish? • What does childhood mean? • Do you think childhood is the same for children everywhere? • How might childhood in (name your country) be different and/or similar to childhood in (name a different country to the one you are teaching in). • What's important for a 'good' childhood? <p>Who helps to take care of you? How can you look after yourself? How and why should you eat healthy? How and why should you stay active? What should you do if you are unwell? How and why do you take care of your mental health and wellbeing?</p>

Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	PE	HEALTH RELATED FITNESS Resistance Training	Spring 2, Year 1	Effect of physical activity on body, different types of exercise
3	PSHCE	Healthy lifestyles - healthy diet and safe use of medicines	Spring 1 Year 1	Healthy diet, what medicines are safe
3	Science	My body	Autumn Year 1	Function of organs, what the body needs

	Science	Healthy lifestyles: Food & digestion	Autumn 2 Year 2	What the body needs, what are healthy foods, how does food affect our body
	PE	HEALTH RELATED FITNESS Fitness and Yoga	Autumn 2 Year 2	Effect of physical activity on body, different types of exercise
3	PSHCE	The United Convention on the rights of the world - realising my rights	Autumn 2 Year 3	Rights of the child
4	English	Hobbies	Autumn Year 2	Types of hobbies the benefits of having a hobby
4	Science	Human body	Autumn Year 1	How the body works
4	History	Medicines and health	Spring Year 2	How medicines and health have changed over time
4	PE	Health and Fitness	Autumn Year 1	How physical activity can help you stay healthy
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.				

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

<p><u>Subject specific knowledge</u></p>	<p>Observes a range of scenarios which are fair and unfair.</p> <p>Observes a range of global issues e.g. can identify that sea pollution is a problem by looking at images</p>	<p>Explores a range of scenarios which are fair and unfair.</p> <p>Understands that global issues means problems outside of their local community.</p>	<p>Talk about the fairness of their lives in the UK compared to the lives of children in the developing world and identify key differences.</p> <p>Begin to develop an understanding that the right to good health and an education are universal.</p> <p>Can observe images and videos of global issues and identify concerns, can begin to match these with possible solutions.</p>	<p>Understand that the right to good health and an education are universal</p> <p>Understand some of the reasons why children in developing countries may not go to school, have access to a doctor and other health care etc.</p> <p>Understands a range of global issues, why they are happening and what can be done to help.</p>	<p>Discuss what they can do to support children and their families in developing communities. Understand that we the right to good health and an education are universal and all governments have a responsibility to provide these.</p> <p>Understands a range of global issues, why they are happening and what can be done to help.</p>
<p><u>Subject specific skills</u></p>	<p>Match/identify key differences between their lives and those of children in developing communities.</p>	<p>Match/identify key differences between their lives and those of children in developing communities</p> <p>Can match problems to solutions where images are used to support.</p>	<p>Begins to explore a variety of ways to communicate to others about global issues - posters, leaflets, social media, video</p>	<p>Can work with others to explore ways to campaign for changes, inform and educate others and prioritise global goal commitments in school.</p> <p>Can independently use/create posters, leaflets, videos and social media to inform others about global issues.</p>	

Key learning for recommended focus- Goal 3

Key learning -Healthy eating

<p><u>Subject specific knowledge</u></p>	<p>Pupils know and explore a range of healthy food options.</p>	<p>Pupils begin to look at the different food groups and explore some options for a healthy, balanced diet.</p>	<p>Pupils know about the different food groups and look at a range of healthy, balanced diets.</p>	<p>Pupils know about different food groups and how to read and understand nutritional values</p>	<p>Pupils know about different food groups and how to read and understand nutritional values and information on food packets, can you use</p>
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	<p>Pupils know to prepare some healthy foods options</p> <p>Pupils know it is important to make healthy choices</p>	<p>Pupils show respect for their own bodies by making healthy choices and they know why they should do this</p> <p>Explore and know the role of the media in the influence of what we eat and drink</p> <p>Pupils know the basic food groups</p>	<p>Pupils know about portion control</p> <p>Explore know the role of the media in the influence of what we eat and drink</p> <p>Pupils know what food can keep them healthy Pupils can communicate facts about how to stay healthy in regards to food</p> <p>Recognise how a balanced diet contributes to a person's general health and wellbeing</p>	<p>and information on food packets.</p> <p>Pupils know and understand the importance of portion control</p> <p>Explore and know the role of the media in the influence of what we eat and drink</p>	<p>these to plan a healthy food diary.</p> <p>Pupils know the importance of portion and calorie control</p> <p>Know the role of the media in the influence of what we eat and drink</p>
<u>Subject specific skills</u>	<p>Pupils are able to give an opinion based on their likes and dislikes.</p> <p>Pupils are able to make an informed decision to choose a healthy options during snack/lunch</p> <p>Pupils are able to prepare some healthy snack, e.g. peel fruit</p>	<p>Pupils are able to peel and chop fruit and vegetables with support from an adult</p> <p>Through picture prompt and stimulus, identifies the ways in which a person might be influenced about their choices in relation to food and drink</p>	<p>Is able to identify the ways in which a person might be influenced about their choices in relation to food and drink</p> <p>Is able to plan and prepare a healthy snack with some gestural support.</p> <p>Is able to log the food that they have eaten in a day</p>	<p>Is able to design a meal or menu that is balanced both nutritionally and in size.</p> <p>Is able to cook a healthy meal under supervision.</p> <p>Is able to state the benefits of different types of food.</p> <p>Is able to explain the ways in which a</p>	<p>Is able to design a meal or menu that is balanced both nutritionally and in size, is able to create a shopping list for this.</p> <p>Is able to plan, prepare and cook a healthy meal with little supervision.</p> <p>Is able to state the benefits of different types of food in more detail - e.g. fast burning, slow burning</p>

			Is able to separate foods into the different food groups.	person might be influenced about their choices in relation to food and drink	Is able to explain the ways in which a person might be influenced about their choices in relation to food and drink
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Theme- Exercise, movement and staying safe

<u>Subject specific knowledge</u>	<p>Pupils know that active movement and exercise is good for our bodies.</p> <p>Pupils know how to dress for a range of different activities - including exercise activities.</p> <p>Pupils know how to identify when they are tired during exercise.</p>	<p>Pupils know and explore the health benefits of exercise and movement.</p> <p>Pupils know how to enjoy exercise in different weather condition in a safe way. E.g. use of sun cream, hats, lighter clothing.</p>	<p>Pupils know how to recognise when they are hot and breathing differently during exercise</p> <p>Pupils know and are able to choose from a given selection reasons why exercise is important</p> <p>Is able to understand some of the reasons why we exercise</p> <p>Pupils understand how to stay safe in the sun and can begin to explain some symptoms of heat/sun related illnesses.</p>	<p>Pupils know and understand some of the effects exercise has on different parts of their body</p> <p>Knows and understands some of the reasons why we exercise</p> <p>Pupils know and understand how to stay safe in different weather conditions e.g.the sun and can explain a range of symptoms of heat/sun related illnesses.</p>	<p>Pupils know and understand some of the reasons why we exercise and what happens to their bodies with or without it.</p> <p>Pupils know and understand how to stay safe in different weather conditions e.g in the sun and can explain a range of symptoms of heat/sun related illnesses and why they happen.</p>
<u>Subject specific skills</u>	<p>Pupils show emerging awareness of activities and experiences</p> <p>Pupils can choose appropriate clothing</p>	<p>Pupils begin to judge right and wrong based on the consequences of their own actions e.g. people who choose to exercise and people who choose not to exercise</p>	<p>Pupils are able to lead a healthy lifestyle and recognise when they are taking part in a physical activity.</p>	<p>Pupils are able to lead a healthy lifestyle and recognise when they are taking part in a physical activity and</p>	<p>Pupils are able to lead a healthy lifestyle and recognise when they are taking part in a physical activity and identify changes that are</p>

	<p>for a range of activities in a range of different weather conditions.</p> <p>Pupils join in activities about a range of health options linked to eating exercise options by giving appropriate responses</p>	<p>Pupils are able to prepare themselves adequately for a prolonged period in hot/sunny weather.</p> <p>Pupils are able to take part in healthy exercise programs</p>	<p>Pupils are able to prepare for exercise, days out or relaxing in the sun, e.g. know they need sun cream, hat, lighter clothing.</p> <p>Pupils are able to take part in an exercise regime and can state some simple benefits of doing so.</p>	<p>identify changes that are happening to their body.</p> <p>Pupils can maintain a healthy lifestyle with a little support from an adult</p> <p>Pupils become aware of when they are feeling too warm or burning in the sun and apply sun cream without prompting.</p> <p>Pupils are able to plan an exercise routine that suits their physical limit and needs.</p>	<p>happening to their body and why.</p> <p>Pupils can maintain a healthy lifestyle without the support from an adult</p> <p>Pupils become aware of when they are feeling too warm or burning in the sun and apply sun cream without prompting.</p>
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Theme - Mental health wellbeing

<u>Subject specific knowledge</u>	<p>Pupils discuss their own thought and feelings, using picture stimuli to support learning</p>	<p>Pupils know that others may not always feel the same way they do in different scenarios.</p>	<p>Pupils know and recognise how a balanced diet contributes to a person's general health and wellbeing</p> <p>Pupils know that others may not always feel the same way they do in different scenarios and can begin to offer reasons why.</p>	<p>Through discussion and observation pupils explore a range of different thoughts and feelings and actions that might present with these. Pupils look at their own thoughts and feelings and the thoughts and feelings of others.</p> <p>Recognise how a balanced diet contributes to a person's general health and wellbeing</p>
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Subject specific skills	Pupils are able to express their likes and dislikes through their preferred means of communication	Pupils communicate feelings and ideas in simple phrases Pupils look at different scenarios and offer thoughts and feelings that they may feel	Pupils look at different scenarios and offer thoughts and feelings that they feel and what others may feel.	Pupils can identify and begin to explain some factors that affect physical and emotional health and wellbeing Pupils are able to express their own thoughts and feelings giving reasoning for them and can begin to think of ways they can made things better if needed.	
Personal development	Team work Problem solving Communication skills Self-belief Self-management	Team work Problem solving Communication skills Self-belief Self-management	Team work Problem solving Communication skills Self-belief Self-management	Team work Problem solving Communication skills Self-belief Self-management	Team work Problem solving Communication skills Self-belief Self-management

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.

Watch and discuss clips about the Memusi Foundation. Identify how the Memusi Foundation has helped the children and their families. Identify what the children did before the foundation set up their school.

Research what children in many developing countries do instead of going to school and compare to their own lives in the UK.

Plan and hold a fundraising event for the Memusi Foundation.

Recommended focus Goal 3- Good health and wellbeing.

Discuss/ explore the charities and businesses that support physical and mental wellbeing within the community.

Discuss/ explore my rights under the United Nations Convention on the Rights of the Child, highlighting those that relate to good health and wellbeing.

Discuss Article 24 on the UNCRC which prompted good health and wellbeing across the world.

Discuss ways richer countries can support poorer countries in achieving good health and wellbeing across the world.

Explore the effects of exercise, diet and sleep on the human body.

Create an illustration that promotes good health and wellbeing,

Create an information leaflet about the organisations that support wellbeing in the community.

Write a report on how to have a healthy lifestyle.

Research the effects of exercise, diet and sleep on the human body.

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.

Memusi Foundation Links

<http://www.memusifoundation.org.uk/>

<https://www.youtube.com/watch?v=d8lsMnF1P9Q>

<https://www.youtube.com/watch?v=4yg1vAwAf5s>

Twinkl

<https://www.twinkl.co.uk/search?q=global+goals&c=244&ca=24&ct=sen&r=teacher> - resources available for each of the individual goals

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.