

# Life skills Rubric Spring 2 2024

## The world's largest lesson - Global Issues (UNICEF)

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 Key stage intent/outcome	
End of KS3 Pupils will have some understanding of global goals and be aware of some of the differences in children's lives around the world. Pupils will explore global goals and will develop an understanding of children's rights and what is meant by fairness. Additionally, pupils will explore the concept of fair trade and its importance in ensuring equality. Through these activities, pupils will foster empathy, global citizenship, and a sense of responsibility towards creating a fairer world	
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><b>RRS Articles:</b> This unit of work is linked <b>Articles 24</b> and <b>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 24 (health and health services)</b> 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><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>
Core vocabulary needed for this subject/topic:	Developing communities / developed communities, poverty, health, education, fair trade, cost, cheap/ fair

Vocabulary pupils will have accessed in other topics or subject areas:	World, same, equal, school, community, health			
Big Questions	What are the global goals? What is fair? What rights do children have? What is the same? What is different? What is poverty? What is fairtrade?			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
NA	Theme	<u>All</u>	All	Support to work on individual targets in Autism progress in the following areas: Communication, Social Interaction, Flexibility of Thought and Emotional Regulation.
Links to other subjects: History, Geography, English, Science, 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.				

	<u>B2P step 1 - 3</u>	<u>B2P Step 4-6</u>	<u>B2P Step 7 - 8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>
<b>Key learning: Identifying global goals</b>					

<p><b><u>Subject specific knowledge</u></b></p>	<p>Can explore a range of props, objects of reference, photos/videos depicting global issues</p> <p>Can engage in a sensory story relating to global issues.</p> <p>Can recognise images, objects relating to pollution where it is overly obvious</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><b><u>Subject specific skills</u></b></p>	<p>Can make choices by visually looking at choices presented to them.</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- Recognising and understanding fair trade**

<b><u>Subject specific knowledge</u></b>	Can communicate an understanding of simple emotions - happy sad.	Can communicate if they think something is not fair.	Can communicate if they think something is not fair with some reasoning.	Is able to consider how you decide a price for a product you have made. What is a fair amount to pay for time?  Explore what the traders actually earn from the products they make. Explore how Fair Trade means more than just fair wages - it means paying the worker for their product - it means being fair.	Understand that people have different values and attitudes and that this affects purchasing decisions
<b><u>Subject specific skills</u></b>	Can take part in sensory activities to make/explore Fairtrade items/logos/foods.	Identifies Fairtrade logo from a choice of 2 logos.  Is able to identify products with the Fair Trade logo.	Identifies Fairtrade logo from a choice of 4 logos.  Is able to identify products with the Fair Trade logo	Is able to suggest products which could be Fairtrade  Is able to discuss what the money from Fairtrade products could be used for to help people.	Identify sources of information for Fairtrade products  Relate Fairtrade products they see to what they see to things they use
<b><u>Personal development</u></b>	Team work, Communication skills, Self-Awareness, Awareness of others.				

**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.

### **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>

### **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.**