Title of Rubric: KS5 Issues Affecting the Community

Subject curriculum intent:	All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In life-skills pupils will gain the knowledge to make a full contribution to their lives as adults.
Intent for this topic:	In this unit pupils working at different entry levels (WTE1, 1, 2, and 3), will explore and understand issues affecting their community, including racism, homophobia, and sexism. Students will also gain knowledge about their rights, learn where to find help, and develop an understanding of politics and their right to vote.
Core vocabulary needed for this subject/topic:	Community Issues Racism Homophobia Sexism
Vocabulary pupils will have accessed in other topics or subject areas:	Rights Help Understanding Politics Vote diversity
Key vocabulary taught within this topic:	Key vocabulary, used in context, spoken, signed or symbols: Community, issues, sexism, racism, homophobia, rights, help, understanding, politics, vote, diversity, equality, acceptance, discrimination, empathy
Big Questions	How can we create a more inclusive and just community at The Hub/local community/country?

Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	PSHCE	(A2) The United Nation Convention on the rights of the child -Differences	Yr1 Autumn Yr3 Spring 1	The United Nation Convention on the rights of the child – realising my rights Recognising and celebrating differences
KS4	PSHCE	Citizenship Identities and diversity	Yr1 Au 1 Yr 2 Aut	Democracy and Justice & Political system of Democratic government (UK) – Role of citizens, parliament and the monarch. Identities and diversity Article 2, 7, 12 & 13

		Prejudice and discrimination	Yr 2 Aut	Prejudice and discrimination Article 2, 8, 12 & 13

Links to other subjects: English PSHCE PSD

RRS Articles:

Article 28 (right to education) 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.

Article 29 (goals of education) 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.

	OU WTE1	OU E1	OU E2	OU E3
Key learning: Understanding issues affecting the community				
<u>**Subject specific knowledge**</u>	Recognise and identify basic concepts related to community issues Will be able to recognise and name basic elements within the community, such as people, places, and objects. Begin to understand the concept of diversity within the community, acknowledging differences and similarities. Identify and express basic emotions associated with community issues, such as happiness, sadness, and frustration. Participate in basic conversations about community issues, expressing thoughts and	Recognise Basic Community Issues Students will identify and recognize basic community issues, including racism, homophobia, and sexism, through the use of symbols, pictures, and tangible objects. -Understand the Concepts of Rights and Help-Seeking Pupils will demonstrate an understanding of basic rights and where to find help in the community. This will be achieved through simplified visual aids, interactive activities, and storytelling. -Gain Awareness of Political Concepts Students will be introduced to fundamental political concepts and their right to vote, using concrete examples, symbols, and simplified language to	**Understand Basic Community Issues** Students will demonstrate an understanding of basic community issues, such as racism, homophobia, and sexism, through the use of symbols, pictures, and simplified explanations. **Grasp Fundamental Concepts of Rights and Help-Seeking** Pupils will comprehend fundamental concepts related to rights and help-seeking in the community, utilizing visual aids, interactive discussions, and real-life examples. **Develop Basic Awareness of Political Structures** Students will gain a basic awareness of political structures and their right to vote, using simplified language, visual aids, and practical examples to enhance understanding.	**Analyse and Identify Complex Community Issues** Students will demonstrate the ability to analyze and identify complex community issues, including racism, homophobia, and sexism, using symbols, visual aids, and detailed explanations. **Understand Nuanced Concepts of Rights and Help-Seeking** Pupils will grasp nuanced concepts related to rights and help-seeking in the community, utilizing visual aids, interactive discussions, and real-life case studies to deepen understanding **Explore Political Structures in-depth** Students will explore political structures in-depth, understanding the role of government and their right to vote, using advanced visual

	feelings with support. Engage in storytelling activities related to community issues using objects, symbols, or visual aids.	enhance comprehension.		aids, simplified language, and practical examples. for different settings such as school, home, workplace, food tech lessons.
Subject specific skills	Develop basic communication and observational skills. Students will use communication boards or symbols to express their thoughts on basic community issues. Engage in activities that promote the recognition of basic emotions using objects or symbols. Students will learn to associate symbols with specific feelings. Participate in guided discussions where objects or symbols are used to express opinions on basic community issues.	Develop Communication Skills Pupils will use symbols, pictures, or objects to communicate basic ideas related to community issues, promoting the development of foundational communication skills. Enhance Observational Skills Through activities involving visual aids and hands-on experiences, students will improve their observational skills, recognising and understanding different elements in the community. Participate in Guided Discussions Engage in guided discussions where students express opinions about community issues using symbols or objects, promoting active participation and the development of communication skills.	**Enhance Communication Skills** Pupils will use symbols, pictures, and verbal communication to express their understanding of community issues, promoting the development of basic communication skills. **Improve Critical Thinking and Problem-Solving** Through guided discussions and activities, students will engage in critical thinking and problem-solving related to community issues, using symbols and visual aids as support. **Participate in Basic Research and Exploration** Students will actively participate in basic research activities, exploring community issues and resources, using visual aids and supported tools to enhance exploration skills.	**Enhance Advanced Communication Skills** Pupils will use symbols, verbal communication, and written expression to convey their understanding of community issues, fostering advanced communication skills. **Develop Critical Thinking and Problem-Solving** Through guided discussions, case studies, and problem-solving activities, students will further develop critical thinking skills related to complex community issues. **Conduct Independent Research and Analysis** Students will engage in independent research, exploring community issues, political structures, and resources, and presenting findings using supported tools.

Suggested activities

1. Community Symbols Collage:
    *   Collaborative activity where students create a visual collage using symbols representing community issues. This fosters recognition and identification of basic concepts.
2. Rights and Help-Seeking Storytelling:
    *   Use simplified stories, supported by symbols and pictures, to explore the concepts of rights and help-seeking. Students can then create their own stories using visual aids.
3. Political Concepts Board Game:
    *   Develop a board game incorporating political concepts and the right to vote, using symbols and simple language. This interactive activity promotes understanding in an engaging way.
4. Interactive Community Exploration:
    *   Take students on a community walk or use virtual tools to explore various aspects of the community. Incorporate symbols and objects to highlight issues and elements discussed in class.
    *   Interactive Community Mapping:
        Engage in a community mapping activity where students use symbols to identify key resources and support networks. This hands-on approach promotes exploration skills.

5. Role-Playing Help-Seeking Scenarios:
    *   Engage in role-playing scenarios where students practice seeking help in different community situations, using symbols and objects to enhance understanding. Participate in role-playing scenarios related to civic participation, voting, and community involvement, using symbols and objects to support understanding and expression.
6. Debates on Community Issues:
    *   Organize debates on community issues, encouraging students to express opinions using symbols, verbal communication, and written expression. This enhances critical thinking and communication skills.
7. Independent Research Project:
    *   Assign an independent research project where students explore a specific community issue, political structure, or support resource, presenting their findings using supported tools and communication methods.

Online resources

Resources for Educators - EqualiTeach

Talking about race and racism | Teaching resources (redcross.org.uk)

Evidencing Work

All pupils work will be evidenced within their work folder.

Work will be annotated regarding what has been achieved and self-evaluated by the pupil.

Practical tasks may be evidenced using photographs/ target setting forms.