

# Grosvenor School

## PSHE and Citizenship

### Scheme of work-Year 8.

<b>Theme Title</b>	<b>Learning objectives – Children should learn:</b>
<p><b>Unit 3- Human Rights.</b> <b>What are my rights and responsibilities?</b></p> <p><b>What are Human Rights?</b></p> <p><b>What happens when Human Rights are denied?</b></p>	<ul style="list-style-type: none"> <li>• About their rights and responsibilities within the school and how these are upheld by school rules and policies.</li> <li>• That having rights also means accepting responsibilities.</li> <li>• That democracies have ways to safeguard people’s rights.</li> <li>• To adopt a range of roles in groups to discuss, consider and evaluate conflicting evidence and to reach a consensus.</li> </ul> <ul style="list-style-type: none"> <li>• That human rights play a part in everyday life.</li> <li>• That every human being is entitled to certain basic rights.</li> <li>• That basic human rights in Britain are set out in the Human Rights Act and that these rights are different from other rights.</li> </ul> <ul style="list-style-type: none"> <li>• That not all countries recognise human rights in the same way.</li> <li>• That specific rights may not be respected in some communities.</li> <li>• That people may be denied their rights, and that this can result in them becoming refugees.</li> <li>• That refugees have rights but can face difficulties accessing these rights.</li> <li>• About the Universal Declaration of Human Rights and the role of the United Nations High Commission on Refugees.</li> <li>• About the role of different agencies and organisations in supporting refugees.</li> </ul> <ul style="list-style-type: none"> <li>• How to share and communicate their knowledge of human rights and responsibilities with others in the school and local community.</li> <li>• How to select and use relevant information to organise activities that communicate effectively to a chosen audience.</li> <li>• How to select evidence of their learning/achievements</li> </ul>

Unit 10 –  
Debating a  
global issue.  
**How can we  
investigate a global  
issue.**

**How are conflicts  
or issues resolved?**

Unit 11 – Why  
is it so difficult  
to keep peace  
in the world  
today?  
**What is the  
fighting about this  
time?**

**What is really  
happening to the  
people involved in  
the current  
conflict?**

for their portfolios.

- To work collaboratively on a presentation for an audience which explores an issue.
- To reflect on and evaluate their contributions to a presentation.
- About global issues on which people hold different viewpoints.
- How to research different viewpoints.
- How to present different viewpoints.
- To ask geographical questions and suggest an appropriate sequence for their investigation.
- The location and geographical context of places.
- About the changing distribution of economic activity.
- To undertake research using appropriate reading strategies.
- That conflicting viewpoints need to be discussed/debated.
- About the approaches used within society to resolve conflict issues.
- That peoples values and attitudes affect their views on contemporary issues.
- To communicate in ways appropriate to a particular task.
- To identify and describe the process of decision making.
- To listen for a specific purpose, identifying issues and ways of reaching a resolution.
- In outline, the main issues of a current conflict.
- About aspects of the world as a global community.
- To identify and analyse the key features of the situation.
- To identify appropriate questions and possible sources of information.
- To select relevant information from sources.
- To categorise and select information from different sources about an event of current interest.
- About ways in which the media report a conflict.
- About the UN Declaration of Human Rights.
- To think about topical political, moral, social, and cultural issues, using information from different sources.
- To summarise information in note form.

**What are the roots of this conflict?**

- That current conflicts have their roots in past events.
- About the social, cultural, religious and ethnic diversity of the societies studied.
- To consider the significance of the main events, people and changes studied.
- How to select and use chronological conventions and historical vocab to organise historical information.
- How to select and use chronological conventions and historical vocab to organise historical information
- To recall, prioritise and select information.
- To think about topical political, spiritual, moral, social and cultural issues.
- To infer implied and explicit meanings in text.

**How do we know who to believe in about this crisis?**

- To recognise authorial standpoint in texts.
- To use ICT-based sources for information and to evaluate the results.
- About the significance of the media providing large amounts of information and at the same time, shaping our understanding of it.
- To justify a personal opinion about a topical issue orally or in writing.
- To contribute to group and class discussions and debates.
- To draw on their knowledge when considering other people's experiences.
- To be able to think about, express and explain views that are not their own.
- To consider the significance of main events, people and situations they study.
- To communicate knowledge and understanding of history, using a range of techniques.

**Who could bring peace to this area?**

- About legal systems and law enforcement and how they are applied at different levels.
- How minority rights can be safeguarded.
- About the importance of resolving conflict fairly.
- About the world as a global community.
- About social, cultural, ethnic, and religious diversity in other societies.
- About attempts to set up effective peace-keeping organisations over the past 100 years.
- About the work of international voluntary organisations.
- To make links between the event being studied and other conflicts and peace-keeping efforts.

**Why is it so difficult to keep this peace?**

**PSHE – Developing confidence and responsibilities and making the most of their abilities.**

**Developing a healthy, safer lifestyle.**

**Developing good relationships and respecting the differences between people.**

- To recall, prioritise and select information.
- To communicate knowledge and understanding using appropriate techniques.
- To organise and present information using appropriate devices and methods.
  
- To reflect on and assess their strengths in relation to personality, work and leisure.
- To respect the differences between people as they develop their own sense of identity.
- To recognise how others see them, and be able to give and receive constructive feedback and praise.
  
- To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way.
- How to keep healthy and what influences health, including the media.
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health.
- Basic facts and laws, including school rules about alcohol and tobacco, illegal substances and the risk of misusing prescription drugs.
- To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including where and when to get help.
  
- About the nature of friendship and how to how to make and keep friends.
- The changing nature of, and pressure on, relationships with friends and family, and when and where to get help.
- About the role and importance of marriage in family relationships.
- About the role and feelings of parents and carers and the value of family life.
- To recognise that goodwill is essential to positive and constructive relationships.
- To negotiate within relationships, recognising that actions have consequences and when and how to make

<p><b>Dealing with change. Preparing for change.</b></p> <p><b>That transition is part of everyone's life experience.</b></p> <p><b>How can we prepare for change?</b></p> <p><b>Moving on.</b></p>	<p>compromises.</p> <ul style="list-style-type: none"> <li>• To resist pressure to do wrong, to recognise when others need help and how to support them.</li> <li>• To communicate confidently with their peers and adults.</li> <li>• Take responsibility for carrying out tasks and meeting deadlines.</li> <li>• To feel positive about themselves- pupils are given opportunities to develop their leadership skills and relationships during outdoor pursuits activities.</li> </ul> <ul style="list-style-type: none"> <li>• There will be many differences at their new school. They must organize themselves and be prepared for different routines and systems.</li> <li>• Identify different points of transition and recognise that preparation can help individuals cope with change more effectively</li> <li>• Know that some points of transition occur at about the same time for everyone, <i>eg starting school</i>, and that others do not, <i>eg leaving home, getting a job</i></li> </ul> <ul style="list-style-type: none"> <li>• Understand that although some transitions are positive, others may be negative; it is usual to feel apprehensive, but many changes have a positive outcome.</li> <li>• Recognise the positive aspects of change.</li> <li>• Understand that preparation is part of managing change.</li> <li>• Reflect on and identify what they have achieved in the past year.</li> </ul>
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