



Enabling life in all its fullness”

**“I came that you may have life, life in all its fullness”
(John10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Progression of knowledge, understanding and skills in global
advocacy and global justice



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Progression of knowledge and understanding in global advocacy and global justice			
	EYFS	By the end of KS1	By the end of KS2
Social justice and equality	<p>I can say what is fair and unfair.</p> <p>I understand that importance of caring and sharing is important.</p>	<p>I know what fairness means.</p> <p>I can give examples of what it can mean to be rich or poor where I live and also in other parts of the world.</p>	<p>I understand how fairness may not always mean equal treatment.</p> <p>I can list some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</p>
Identity and diversity	<p>I recognise that everybody is unique and special. I can tell you what makes them special and unique.</p> <p>I can say how another person is similar and different to me..</p>	<p>I can find similarities and differences between people where I live and also in other parts of the world.</p> <p>I can say what makes me me and how I feel like I belong.</p>	<p>I can recognise the diversity of cultures and societies within and beyond my own experience.</p> <p>I can recognise the contributions of different cultures to my life.</p> <p>I know what prejudice, racism and sexism are and ways to combat these.</p>
Globalisation and interdependence	<p>With a teacher, I can explore immediate and local environment.</p> <p>I can make simple links with other places e.g. I can say where a certain food is grown.</p>	<p>I can recognise similarities and differences between places in various parts of the world, including own setting.</p> <p>I can make links between where I live and wider world.</p>	<p>I can make global connections between peoples and countries (e.g. through trade and communications).</p> <p>I can explore and understand how things I do and others do in my local area can impact people in other parts of the world.</p>
Sustainable development	<p>I understand that living things have needs. I can tell an adult some of these needs.</p> <p>I can talk about how to take care of the school, school field and my home.</p> <p>I know that things change with time.</p>	<p>I can recognise and talk about the positive and negative impacts of people's actions (including own personal choices) on others and the environment.</p> <p>I know and can talk about how people can damage or improve the environment.</p>	<p>I can say how we are dependent on the environment.</p> <p>I know the basics of climate change (causes and effects).</p> <p>I can talk about how we can live environmentally-responsible lives.</p> <p>I can recognise global inequalities in our ecological footprint</p>
Peace and conflict	<p>I know how my own actions have consequences.</p>	<p>I can talk about things that cause arguments and disagreements in my life, classroom and household levels.</p>	<p>I know some causes and effects of conflict at all levels from personal to global.</p>

	I can use some basic ways to avoid, manage and resolve conflict.	I can use some ways of avoiding, managing and resolving conflict.	I know some strategies for managing, resolving and preventing conflict, including 'win-win' solutions. I know about and can talk about examples of conflicts past and present in own society and others.
Human rights	I can tell someone things that people need for living.	I know about the rights we have in class and school. I know the need to respect the rights of others. I know what some basic human rights are and how some people have these denied.	I know what UN Convention on the Rights of the Child. I can talk about some reasons why some people have (and have had) their rights denied. I know about people who are responsible for making sure those rights are being met (e.g. teachers, local and national government).
Power and governance	I can tell you the rules in class and school. I can talk about how rules can help us.	I can take part in making and changing rules in my own class / school. I know what the government is.	I know and can explain the need for rules in own school and wider society and how people can take part in making and changing them. I know the basics of how own country and region is governed. I can talk about how we elect politicians and what the role of government is.

Global advocacy and global justice skills

	EYFS	KS1	KS2
Critical and creative thinking	I can ask questions. When asked by an adult I can suggest a way to solve a problem. I can wonder about ideas and tell people what I think.	I can ask relevant questions. I can consider merits of different people's ideas and views. I can use different methods/ways to solve problems.	I can begin to identify bias and opinion. I can give evidence for an argument, assess different viewpoints and present counter-arguments. I can imagine alternative possibilities and suggest new ideas to solve problems
Empathy	I can show sensitivity to people's feelings and needs.	I can show awareness of, and concern for, people's feelings. I can show interest in, and concern for, others outside immediate circle and in contexts different to own.	I can adapt behaviour to take into account feelings of others. I can empathise with people in local and more distant contexts. I can understand impacts of prejudice and discrimination.
Self-advocacy and reflection	I can recognise, name and deal with feelings in a positive way. I know that things I do can help or hurt others. I can tell you how someone is feeling (e.g. happy, sad, worried).	I can recognise effects of my own behaviour on others and use this to help make me make better choices. I can identify matters that are important to myself and others. I can learn from mistakes and use feedback.	I can identify connections between personal decisions and issues affecting people locally and globally. I can explore reasons for negative feelings towards others and in new or difficult situations.

Communication	I can listen to others. I can take turns when talking.	I can participate in discussions about issues that affect self, others and the wider world. I can give opinions and start to share my reasons for these. I can listen carefully to others.	I can listen attentively, question and respond to others. I can express own views and ideas on issues clearly, using a range of appropriate methods. I can give reasons, evidence and examples in support of an opinion.
Co-operation	I can participate in group activities taking turns and sharing. I can find ways to solve arguments peacefully.	I can play and work cooperatively. I can make sure everyone in own group is included. I am beginning to show tact and diplomacy.	I can work cooperatively to solve problems or achieve goals. I can use strategies to manage anger, frustration and aggressive feelings. I can use knowledge of others' viewpoints to resolve problems and compromise.
Ability to manage complexity and uncertainty	I can ask for help if unsure what to do.	I can describe my feelings about changes in own life and local area.	I can describe feelings about changes and events in own setting and the wider world. I have and can use strategies to cope with challenging times. I can recognise when there may be no single right or wrong answer.
Informed and reflective action	I can support others in group or class.	I can contribute actively and constructively to the life of own class and school. I can take action when something is unfair.	I can participate in decision making in school. I can contribute to the well-being of the wider community. I can share opinions and evidence on issues with others including decision-makers and elected representatives- for example writing to my MP.