

Skills Progression

| | Social Justice |
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| 2 Years | Notice differences between people |
| 3 & 4 Years | Begin to understand how others might be feeling |
| Reception | Think of the perspectives of other people |
| End of EYFS | Understand that all people need to be treated fairly |

| Human Rights | |
|--------------|---|
| 2 Years | Know why rules are important and increasingly follow them independently |
| 3 & 4 Years | See themselves as valuable and manage their own needs |
| Reception | Recognise that in some places people |
| End of EYFS | Understand that we all have rights |

| | Sustainable Development |
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| 2 Years | Learn daily habits to reduce waste |
| 3 & 4 Years | Observe use of a produce pod to grow vegetables |
| Reception | Learn process of planting a seed to grow our own food |
| End of EYFS | Understand that we can provide for ourselves without hurting the planet |



| | Globalisation and Interdependence |
|-------------|--|
| 2 Years | Taste and explore a variety of fruit and vegetables from different countries |
| 3 & 4 Years | Know that fruit and vegetables are grown or produced by people who work on a |
| | farm |
| Reception | Understand how food travels from the farm to our plate |
| End of EYFS | Understand that our food comes from different people and places |

| | Power and Governance |
|-------------|--|
| 2 Years | Listen to other people's talk with interest |
| 3 & 4 Years | Use talk to organize themselves and their play |
| Reception | Be able to express a point of view and debate it |
| End of EYFS | Understand that we can be trailblazers |

| | Peace and Conflict |
|-------------|--|
| 2 Years | Watch play and identify ways of joining in |
| 3 & 4 Years | Help find solutions by talking with others |
| Reception | Identify behaviours that are friendly and unfriendly |
| End of EYFS | Understand how to be a good friend |



| | Identity and Diversity |
|-------------|--|
| 2 Years | Notice and ask questions about differences such as gender, types of hair, skin |
| | colour, special needs, etc |
| 3 & 4 Years | See themselves as a valuable individual |
| Reception | Celebrate the differences of people in the classroom community |
| End of EYFS | Understand that differences are important |