

## Justice and Responsibility Development at Holy Trinity

		<u>EYFS</u>	
		<u>Justice</u>	<u>Responsibility</u>
<b>EXPERIENCES</b>	<p>Behaviour policy</p> <p>School rules- Be ready, be respectful, be safe applies to everyone</p> <p>British values</p> <p>Restorative conversations</p> <p>Listening and responding to other childrens’ idea/feelings at play and at group time</p> <p>Accepting that other children have a different point of view – during play/group time</p> <p>Turn taking and sharing– modelled by adults and children supported to do this fairly, develop independence to do this as the year progresses</p> <p>Welcome to in school in Autumn 1 – learning the rules, routines and expectations of the classroom</p> <p>Magic of Reading – through character behaviours in story e.g. Little Red Hen, Mr Wolf’s Pancakes</p> <p>One life (RSHE curriculum)</p>	<p>Caring and looking after the classroom and resources – tidy up time</p> <p>School rules- Be ready, be respectful, be safe applies to everyone</p> <p>Awareness of behaviour expectations – carpet rules, positive reinforcement with stickers, the rocket and positive notes – being responsible for ourselves</p> <p>Taking care of our own resources from home – coats, jumpers, bags, water bottles – being guided to put these safely in designated places so independence can develop through the year</p> <p>Autumn 1 – UF/LF Rules of the classroom and self-care, learn about different roles of adults in school</p> <p>Autumn 2 – UF/LF Acting in a respectful way when encountering other cultures, celebrations and those of different faith</p> <p>Spring 1 – UF/LF Being respectful about the ways of life in different countries in the world</p> <p>LF – Learning about different occupations and people who help us</p> <p>Spring 2 – UF/LF Caring for living things – flowers and plants</p> <p>Summer 1 –UF responsibility for our wider environment (plastic pollution, litter in playground, recycling, switching the lights off)</p>	



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		<p>Summers –UF/LF caring for our pets but also other living things – minibeasts, farm animals</p> <p>Environmental during provision – turning taps off, saving paper towels, recycling bins for paper, food bin for food waste (composting)</p>
<b>OUTCOMES</b>	<p>All pupils are praised and recognised for positive behaviours; they understand that wrong choices lead to a fair consequence.</p> <p>All children are encouraged to be ready, respectful and safe, ensuring all can learn in a positive environment.</p> <p><b>Rule of Law:</b> Understanding why laws are needed and must be followed.</p> <p><b>Mutual Respect:</b> Treating everyone fairly and with dignity.</p> <p><b>Tolerance:</b> Respecting different cultures and beliefs.</p> <p><b>Democracy:</b> Having a voice and making fair decisions together.</p> <p><b>Age 3-4: Develop their sense of responsibility and membership of a community</b></p> <p><b>Find solutions to conflicts and rivalries</b></p> <p><b>Increasingly follow rules and understand why they are important</b></p> <p><b>Talk with others to solve conflicts</b></p> <p><b>Understand gradually how others might be feeling</b></p> <p><b>Reception: Build constructive and respectful relationships</b></p>	<p><b>Age 3-4: Develop their sense of responsibility and membership of a community</b></p> <p><b>Increasingly follow rules, understanding why they are important</b></p> <p><b>Remember rules without needing an adult to remind them</b></p> <p><b>Reception: Build constructive and respectful relationships</b></p> <p><b>Manage their own needs</b></p> <p><b>ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</b></p> <p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly</b></p> <p><b>Manage their own basic hygiene and personal needs</b></p> <p><b>Show sensitivity to their own and others’ needs</b></p>



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**Express their feelings and consider the feelings of others**

**Think about perspectives of others**

**ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly**

**Explain the reasons for rules, know right from wrong and try to behave accordingly**

**Work and play cooperatively – take turns with others**

**Show sensitivity to their own and others' needs**



## Justice and Responsibility Development at Holy Trinity

Unit 2		
	<u>Justice</u>	<u>Responsibility</u>
<b>EXPERIENCES</b>	<p>Behaviour policy</p> <p>School rules- Be ready, be respectful, be safe applies to everyone</p> <p>British values</p> <p>Restorative conversations</p> <p>One life (RSHE curriculum)</p> <p>History curriculum – WW1, Explorers (slavery), Castles (Battle of Wakefield,), Gunpowder Plot, Rosa Parks, Emily Davison, Victorians (experiences of rich and poor).</p> <p>Reading – The Squirrels Who Squabbled, Bully and the Shrimp, Cops and Robbers, Burglar Bill, The Day the Crayons Quit, The Promise, The Magic Paintbrush, The Go Away Bird, Chimpanzees of Happy Town</p>	<p>School council</p> <p>Collective Worship Crew</p> <p>Class Roles and Responsibilities – e.g. Librarians, Area Monitors, Table Captains, ‘jobs’ at playtime</p> <p>Reading- If I Were the World, Wild Wild Wood, Greta and the Giants, The Journey Home, How To Look After Your Dinosaur</p> <p>School Values – Responsibility, Service</p> <p>Science Curriculum – Habitats, plants, animals, pollution, recycling, sun safety</p> <p>Geography Curriculum – Habitats, plants, animals, Great Barrier Reef</p> <p>DT curriculum – Recycled materials, Inspire Mornings</p> <p>One life (RSHE curriculum)</p> <p>Religion and World Views curriculum – caring for the world and others.</p>



## Justice and Responsibility Development at Holy Trinity

<b>OUTCOMES</b>	<p>Understand that rules exist to keep everyone safe, respected and ready to learn, and that these apply fairly to everyone.</p> <p>Know that justice means fairness, including listening to others and treating people equally.</p> <p>Recognise that actions have consequences and that unfair behaviour can hurt others.</p> <p>Begin to understand that in the past, people were sometimes treated unfairly, and that individuals and groups worked to challenge injustice (e.g. Rosa Parks, Emily Davison).</p> <p>Know that British values include fairness, respect, and the rule of law.</p> <p>Follow the school rules Be Ready, Be Respectful, Be Safe, understanding why they matter.</p> <p>Use restorative conversations to reflect on behaviour and help put things right.</p> <p>Show growing responsibility for their actions and attempt to make amends when things go wrong.</p> <p>Demonstrate empathy by considering how others might feel in different situations.</p> <p>Identify unfair situations in everyday life and explain why they are unjust.</p> <p>Understand that everyone’s voice matters and that problems should be talked through calmly.</p> <p>Begin to express their feelings using appropriate language during disagreements.</p>	<p>Understand that responsibility means looking after themselves, others, and the world.</p> <p>Know that everyone has a role to play in the school community.</p> <p>Recognise that being responsible involves making good choices, even when no one is watching.</p> <p>Understand that caring for the environment helps living things to stay healthy.</p> <p>Know that responsibility and service are key school values.</p> <p>Carry out class roles and responsibilities (e.g. librarian, table captain, area monitor) with care and pride.</p> <p>Take responsibility for classroom resources and shared spaces.</p> <p>Follow routines independently and begin to manage their own belongings and learning.</p> <p>Show responsibility during playtimes by keeping themselves and others safe.</p> <p>Understand that trusted roles (e.g. School Council, Collective Worship Crew) require reliability and fairness.</p> <p>Contribute ideas through School Council, understanding that they represent others.</p> <p>Take part in Collective Worship Crew, helping to prepare and support shared reflection.</p> <p>Begin to understand that leadership involves service to others, not just authority.</p>
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## Justice and Responsibility Development at Holy Trinity

<p>Show respect for differences and understand that everyone deserves kindness and fairness.</p> <p>Talk about examples of fairness and unfairness from the past (e.g. slavery, suffragettes).</p> <p>Recognise that life was not fair for everyone in the past (e.g. rich vs poor Victorian children).</p> <p>Begin to compare past injustices with fairer choices today.</p> <p>Identify unfairness, rules, and justice in stories (e.g. The Squirrels Who Squabbled, Bully and the Shrimp).</p> <p>Discuss characters' choices and suggest fairer alternatives.</p> <p>Explore how conflict can be resolved through kindness, compromise, or listening.</p> <p>Use story language to explain what justice looks like (e.g. sharing, apologising, making things right).</p>	<p>Show respect for the views of others and listen during discussions.</p> <p>Understand the importance of looking after their own bodies (e.g. sun safety).</p> <p>Identify ways they can help at home, in school, and in the community.</p> <p>Begin to recognise how their actions affect others' feelings and safety.</p> <p>Develop confidence to make responsible choices and ask for help when needed.</p> <p>Show care for plants and animals by learning about habitats and living things.</p> <p>Understand simple ways humans can help or harm the environment (e.g. pollution, recycling).</p> <p>Take part in recycling and reuse through DT projects using recycled materials.</p> <p>Learn that places such as the Great Barrier Reef need protection.</p> <p>Explore how characters take responsibility for the world and others (Greta and the Giants, The Journey Home).</p> <p>Discuss what happens when responsibility is ignored (Wild Wild Wood).</p> <p>Reflect on caring for others through imaginative texts (How To Look After Your Dinosaur).</p> <p>Use books to inspire actions that show responsibility and service.</p>
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## Justice and Responsibility Development at Holy Trinity

		<p>Learn that many religions and world views teach people how to care for others and the world.</p> <p>Recognise shared values of kindness, responsibility, and stewardship.</p> <p>Begin to reflect on their own actions and how they can make a positive difference.</p>
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## Justice and Responsibility Development at Holy Trinity

<u>Unit 3</u>		
	<u>Justice</u>	<u>Responsibility</u>
<b>EXPERIENCES</b>	<p>Behaviour policy</p> <p>School rules- Be ready, be respectful, be safe applies to everyone</p> <p>British values</p> <p>Restorative conversations</p> <p>Turn taking in debates in Religion and world views</p> <p>Bristol Bus Boycott, Romans &amp; Industrial Revolution topics in History (2024-2025)</p> <p>Anglo-Saxons, Vikings, Ancient Greece topics in History (2025-2026)</p> <p>Brazil (deforestation) and Galapagos Islands (climate change) topics in Geography (2025-2026)</p> <p>Living Things in their Habitats (eg. conservation) in Science (2025-2026)</p> <p>One life (RSHE curriculum)</p> <p>Books – Planet Omar</p>	<p>School Council</p> <p>Collective Worship Committee</p> <p>Class Librarians</p> <p>Class monitors</p> <p>Looking after chicks (2025-2026)</p> <p>Equipment / reading records</p> <p>Conduct Science experiments in groups</p> <p>Sharing a story with a younger child</p>



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## Justice and Responsibility Development at Holy Trinity

Pupils understand the damage caused by the effects of climate change and other environmental changes, and what is being done to improve this.

Pupils understand how laws have been put in place to protect people eg. from danger (Industrial Revolution)



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Unit 4		
	<u>Justice</u>	<u>Responsibility</u>
<b>EXPERIENCES</b>	Behaviour policy School rules- Be ready, be respectful, be safe applies to everyone British values Restorative conversations Turn taking in debates in Religion and world views Windrush topic in History (2024-2025) Crime and punishment in History (2024-2025) Anne Frank within World War 2 topic One life (RSHE curriculum)	School council Collective Worship Committee Class Librarians Class monitors Looking after chicks (2025-2026) Equipment / reading records Conduct Science experiments in groups Sharing a story with a younger child Sports ambassadors Well being ambassadors JLT Year 6 roles – e.g. office helpers, play pod monitors, bench monitors Reading- Two Degrees



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