



Kingsland CE Primary School

Pupil Voice – Vision, Values and Collective Worship

26th September 2025



What are we trying to find out?	We are trying to find out whether pupils truly know, understand and can live out the school’s Christian vision of “Let your light shine” in their everyday lives and relationships. We are also seeking to discover if collective worship is experienced as inclusive, invitational and inspiring, and whether pupils can explain the difference it makes to their thinking, behaviour and sense of belonging.
How does this link to the School Improvement Plan?	This work links directly to Section C of the School Improvement Plan on personal development and character development. By exploring how pupils live out “Let your light shine” and experience collective worship, we are gathering evidence of how the school promotes hope, aspiration and courageous advocacy , helping children to develop positive character, moral understanding and a sense of responsibility for others.

Questions	Pupil Responses
1. What do you think it means to “let your light shine”?	Children said it is about having something bright and good inside and showing it to others. They described it as “having a really nice, bright person inside you and showing that to people around you” and “something inside you which makes you happy and fun.” Many spoke about showing how positive you can be, being your best self and letting that brightness shine outwards.
2. How do you show your “light” at school and home?	They spoke about helping a child who was hurt, sharing toys or food at home with a sibling and calling a teacher when water spilled on the floor to keep everyone safe. These small actions were described as ways of living out their “light” both at home and in school.
3. Can you tell me about a time someone in school shone their light for you?	Children remembered acts of kindness such as Ronnie helping someone up, James helping Mrs Gurney when she dropped the napkins, letting someone go first on the ladder at breaktime, and letting a teacher go first in the corridor. One child said, “When you let your own light shine it makes other people want to shine their lights,” showing how kindness and good actions can spread.
4. What does “compassion” mean to you?	They linked compassion to helping people, keeping the school calm, showing respect and being good friends. Some described it as “having faith in something” while another said, “I like my friends to be compassionate.” Overall, they saw compassion as kindness, respect and support for others.

5. Can you share a time when you saw someone show compassion or kindness in school?	One child spoke about going to Manchester for treatment for a brain tumour and said, "All of Class 2 said they would pray for me." Another described still wanting to help someone even after that person had been mean to them because they had forgiven them. One child mentioned Mini running every day in the summer holidays to raise money for charity.
6. What do you enjoy most about collective worship?	Children said they loved "Open the Book" because "the acting brings it to life." They also enjoyed the singing because "it gets everyone involved, including Class 1 and it feels like we're one big family and it feels like home for everyone." They liked learning about people of faith, such as Lark Atkins Davies who worked at Kingsland and is taking part in the Women's World Cup Rugby. They also enjoyed celebration assemblies and sharing other people's achievements. Some remembered Rev Julie's assemblies fondly and spoke about what they had learned from her.
7. What difference does collective worship make to you?	Children felt collective worship makes a real difference. "When people share their ideas, you can build on your own - it might change how you feel," said one. They also noted that they "learn about things like compassion in worship which we can then show across the whole school." They agreed it helps them get to know the whole school, not just their class.
8. How would school be different if we didn't have collective worship?	They said they wouldn't learn as much about God or get to know people in different year groups. They would see less of the school community and lose the chance to share ideas and feel calm together. Some thought they would enjoy even more interactive assemblies in the mornings.
9. How does collective worship help you feel part of our school family?	Children explained that "if one person sings on their own it doesn't feel like family – but when everyone joins in it does." They described how lighting the candle helps everyone feel "altogether with Jesus" and that the three candles "show the Holy Trinity – so we can feel like we're all with God, Jesus and the Holy Spirit." Being together in this way made them feel respected and included.
10. If you could plan a collective worship, what would you include?	The children's ideas were "Open the Book" and acting, making sure everyone could share ideas about the Bible and bring back Des the puppet because "he made mistakes and showed it was ok to be clumsy and that is just being human." They would encourage others to make prayers, hold worship on Thursday mornings so it wouldn't be missed because of swimming, and make it interactive with objects and demonstrations such as "using an egg to show the Holy Trinity."
11. When you leave this school, what do you hope to take with you?	Children mentioned friendships, memories, the love of teachers and the skills they had gained to support younger children. "Love- to pass on as we leave," said one, while another added, "I'd want to take the whole school with me because I'd be worried other schools aren't such a family of God like Kingsland is."

What have we learnt?	We have learnt that pupils understand and can explain the school's vision "Let your light shine," seeing it as a call to be positive, kind and helpful to others. They recognise compassion as central to school life and can link worship themes to their behaviour and relationships. Children feel collective
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	worship brings the school together as one family, making them feel included and valued. They can also suggest creative ways to make worship more interactive and memorable, showing ownership and engagement.
What is the impact of this area of school life on the children?	Collective worship and the school vision are shaping pupils' values, language and daily choices. Children feel part of a caring community where faith, respect and kindness matter and they can describe how worship influences their thinking and behaviour. They are learning about hope, aspiration and courageous advocacy through stories, prayer and role models introduced in worship. This area of school life is therefore strengthening pupils' personal development and their sense of belonging to a wider Christian family.
Areas to celebrate (share good practice)	Pupils' strong understanding of "Let your light shine" and their ability to link it to compassion and everyday actions is a key strength. Collective worship is inclusive, creative and memorable, with "Open the Book," songs, and candles helping children to feel part of one family. Children's enthusiasm for celebrating each other's achievements and their ability to reflect on stories and values show high levels of engagement. Their willingness to pray for and support each other, even in difficult times, demonstrates that Christian values are genuinely lived out across the school.
Next steps	We will continue to nurture children's thinking about how they live out "Let your light shine," encouraging them to build on their everyday acts of kindness and see how these can grow into wider contributions to the school and community. This includes expanding the opportunities they already have to lead or design projects linked to courageous advocacy, charity work and community action. We will keep developing collective worship so it deepens reflection and supports children in applying their values to bigger issues and long-term aspirations. Building on their enthusiasm, we will further strengthen the ways pupils can share their ideas and take an active role in leading aspects of collective worship themselves. Investigate if possible, for collective worship to be moved to a Thursday morning.