Kingsland CE Primary School

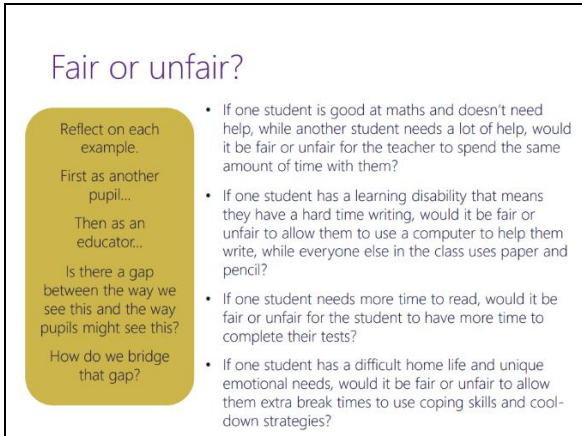
Pupil Voice – Courageous Advocacy – February 2026

What are we trying to find out?	We are aiming to discover the children's understanding of courageous advocacy and how they see themselves as agents of change and injustice. Do they see that they have a valued voice? Do they think they can make a difference?
How does this link to the School Improvement Plan?	

C	Personal Development (O) Character Development: Hope, Aspiration and Courageous Advocacy (S)	
1	**SIAMS Agenda**	Further embedding the … revised Christian values timetable; opportunities to develop an active culture of justice and responsibility; opportunities for spiritual development within the curriculum; & develop the inclusivity of the school prayer and prayer boxes
2	**RE teaching and learning**	Review and embed new RE syllabus and assessment procedures
3	**Mental health and wellbeing**	Development of restorative practice principles; achievement of ARC Silver Award
4	**Climate action**	Development of simple climate action wins, and a shared responsibility for climate action progression

Questions	Pupil Responses
What do you think JUSTICE is?	Children reported that they think justice to be 'being fair and kind to people, so that they might be kind back'. One child reported that they think of court when they hear the word justice. There is still perhaps some confusion about what justice is – continue to explore this concept during Worship Times.
Where do you see examples of JUSTICE in this school?	Children reported examples such as: • all the time, every day, every week • welcoming refugees and new people • when Mr Debenham shows new people around the school – referring to the Ukrainian children who joined us • the box picture in Worship Time (children standing on a box looking over the fence) • 'If everyone was treated exactly the same then it would be really bad'
Imagine a world where everyone is treated the same, no matter what. Is this a world you would like to live in? Why / why not?	ALL children reported that this would not be a good thing. Examples included: • if I needed a wheelchair, then I wouldn't get a wheelchair and that wouldn't be fair • it could be chaotic • It would be a bit boring

	• If you assume that everyone is good at maths, then you wouldn't be helping the people that needed the help with maths • if anyone did anything wrong then nobody would be in jail, and that wouldn't be good
How are you making a difference to others?	Children gave the following suggestions: • being kind • if we think about justice and being fair, you would help people by encouraging them to step out of their comfort zone • if you have finished your work, and some people are still doing it then you can help them, but not give them the answer • my great grandma was struggling with her phone, she couldn't zoom back out so I helped her by turning it off and back on One child didn't think that they were making a difference.
Is God fair? Consider the Parable of the lost son, or the workers in the vineyard	One child recalled the Parable of the Lost Son really clearly. Some children reported that they believed God was fair (He gives us food, he can change the sun's heat); some children reported that it was 50/50 (because everyone will make a mistake in their life so maybe God has made some mistakes too, that doesn't mean he is unfair though) One child challenged this … 'but don't they say that God doesn't make mistakes' One child stated 'I think He is fair because He made us, and also at the start of the Bible, it said that when He created us we could all speak the same language. But He thought we were too good and so He separated us and made different languages too.'
Do you think all pupils experience our school in the same way?	Children reported that 'no – not all pupils experience school in the same way'. They justified this by giving examples: • HD, for example, has a different experience to us. She can go out of class and have some time to learn in her own way • when Mand came into school, she made this screen and machine talk for her. She would look at the words, and the screen would read it for her. If she came to this school, then she would experience the school in a different way. • when Miss Williams was here, she used to take a group outside to do harder things, so we had a different experience • some children have some more support • some people might like school, some people don't. Some people might find it easy, some don't.

	1. Not fair – because the person that is really confident at maths might only need the teacher to mark their work, and then they can carry one. But if it is someone who is not confident, then they should have more time spent with them. But the teacher has to go to other people who need help. 2. Fair – because it might take them longer so it is easier to write it. The teacher should know if they are not fast or confident to it. 3. Fair – because they might have some disabilities. They might struggle with reading and aren't as quick as the others, so might need some extra help with their reading. 4. Fair – when the other children from their class go in, they could stay out with a teacher and play some games and give them time to calm down. One child said, 'We should have a little corner, where people could share their emotions' – children reminded them of the sensory area outside Class 5. Another suggestion was: • some people could go out in the meadow to have time to calm down – this was challenged by saying 'but they can't go on their own. And you have to understand that we don't have enough teachers to do that.'
What examples of INJUSTICE do you feel passionately about? What could we do about it in school?	One child said he felt passionately about animal testing when they learnt about it earlier in the year – 'I was meant to send a letter to a company, but I forgot.' Another child suggested: 'we could research a company that still tests things on animals, and write a letter asking them not to and explain why. And then we could write a letter to the ones that don't any more saying thank you.' Another child suggested: 'we could ask our teachers if we could have time to research something that we are passionate about and write a letter. If you have an amazing idea, then you could talk to your teacher about it and see if they say yes to it.'

What have we learnt?	We have learnt that children have a developing understanding of justice and courageous advocacy. They can give concrete examples and can refer back to previous learning. Continued work will strengthen their understanding, generating further opportunities for them to act courageously.
What is the impact of this area of school life on the children?	Children can apply concrete examples to their own lives, particularly in school, such as differing levels of support that individual children require in order for them to access the learning. They understand that not all children require the same levels of support. There is developing

	understanding of world issues and injustices, allowing children to develop a deeper understanding of challenges that other people and cultures experiences.
Areas to celebrate (share good practice)	Children can give numerous examples of injustice, particularly within the school context. They appreciate the individual needs of children within the school community.
Next steps	Continue to develop opportunities to learn about world injustices, allowing increasing child leadership towards increasing awareness and finding solutions.
Number of children / year groups involved in this monitoring activity	School council – children in Y2 – Y6.