

Courageous Advocacy Progression Plan Years R – 6

| Aspect Courageous Advocacy Global Neighbours | Reception/Year 1/2 | Year 3/4 | Year 5/6 |
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| Teaching and Learning | Begin to explore similarities and differences between our lives and the lives of people in various communities around the world | Explore similarities and differences between our lives and the lives of people in various communities around the world | Explain how our lives are connected with people and places across the globe and the effects of local actions on the wider world |
| | Begin to identify some ways in which our lives are connected with the lives of people in places across the globe | Identify some ways in which our lives are connected with the lives of people in places across the globe | Begin to ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues |
| | | Explore 'big questions' about suffering, inequality and justice | Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world |
| | Begin to discuss concepts and issues of injustice and disadvantage and exploitation of the natural world | Discuss concepts and issues of injustice and disadvantage and exploitation of the natural world | Engage with voices and stories that aid understanding of poverty and injustice, not least from people and communities directly affected by poverty and injustice |
| | Begin to encounter relevant voices and stories that aid understanding of poverty and injustice | Encounter relevant voices and stories that aid understanding of poverty and injustice | Explore Christian perspectives on poverty, disadvantage and injustice |
| | Begin to identify some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world. | Identify some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world. | Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world |
| Participation in active global citizenship | Participate in an activity that involves taking action, having learned about the issue being addressed and considered way of responding | Participate in an activity that involves taking informed action, having learned about the issue being addressed and considered various ways of responding | Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life |
| | | | Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice |
| | | | Actively participate in planning and taking action against poverty and for a more just and sustainable world – and be able to explain why this action is important. |
| Community engagement | Share our learning and action in global citizenship with the wider school community. | Share our learning and action in global citizenship with the wider school community, including parents/carers. | Begin to encounter fresh perspectives on global issues through the use of visitors and community links (eg, international development agencies, church representatives, diocesan companion links, other school links or diaspora communities) |



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| | | | Begin to communicate their concerns and ideas in relation to issues of poverty, injustice and exploitation of the natural world with decisionmakers at local, national or global levels |
| | | | Begin to work with a church, community group or international organisation to raise awareness of issues surrounding global injustice and take action together in ways that engage the whole school, parents/carers and wider community. |

All things are possible if you believe Mark 9:23