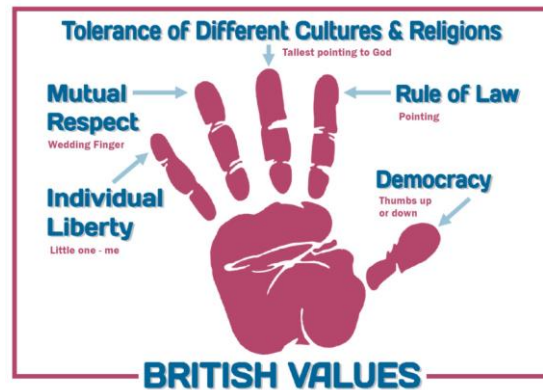


## British Values and Christian Values





*"It shouldn't take any intervention from my department to say that young people should be learning the fundamental British values of **democracy, the rule of law, individual liberty, tolerance and respect** - because these British values are fundamentally a good thing. Fundamental British values are the attributes that have in this century and the last, made our country one of the greatest forces for good. They're the values that bind us together, that mean despite the many differences in our nation, we're united as one people. ...So I'm unapologetic in saying that no school should be exempt from promoting fundamental British values, just as no school should be exempt from promoting rigorous academic standards."* (Rt Hon Nicky Morgan: Why Knowledge Matters, 27 January 2015)

### Purpose

The aim of schools learning about the British Values is to prepare pupils for life in modern Britain. As a church school, the Christian values already underpin life in our school, The overlap between these and British Values is clear, especially as the values of our country have emerged from its long history as a Christian nation.

**The key Christian principles that can be said to underpin both Christian Values and British values are:**

- o That every person is made in the image of God: every person is valued as a unique individual and their voice counts
- o That God is a God of order (viz. Creation)
- o That the Bible demonstrates the need for law ("render to Caesar the things that are Caesar's and to God the things that are God's")
- o Christian Values and British values can be summed up in the New Commandment. "My command is this: Love one another as I have loved you" John 15 V 12

	
Democracy The Rule of Law Individual Liberty	Justice Trust Responsibility
Mutual Respect and Tolerance of those with different faiths and beliefs	Peace, Humility, Forgiveness, Hope, Respect, Friendship, Compassion, Wisdom

## The Bible and British Values

The following Bible passages and stories link to the British value headings. We use these in the classroom or collective worship, or as general discussion starters.

Democracy	<ul style="list-style-type: none"> <li>o “See I set before you today life and prosperity, death and destruction now choose life that you and your children may live.” Deuteronomy chp 30 vs 15-19</li> <li>o Calling the disciples Matt chp 4 vss 18-21</li> <li>o The quarrel about who should sit at Jesus right and left hand in heaven Matthew chp 20 vss 20-23</li> </ul>
Rule of Law	<ul style="list-style-type: none"> <li>o “Let everyone be subject to the governing authorities, for there is no authority except that which God has established.” Romans chp 13 vs 1</li> <li>o Jesus teaches about the law Matt chp 5 vss 17-20</li> <li>o Paying taxes to Caesar Luke chp 20 vss 21-25</li> <li>o Be “in” the world not “of” the world - see Isaiah chps 2,3,11</li> <li>o The wisdom of Solomon 1 Kings chp 3 vss 16-28</li> <li>o Zacchaeus Luke chp 19 vss 1-10</li> <li>o Moses and the Ten Commandments Exodus chp 20 vss 1-20</li> <li>o Jesus new commandment John chp 13 vs 34</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>o Christ has set us free –Galatians chp 5 vs 1</li> <li>o The truth sets us free - John chp 8 vs 32</li> <li>o Adam and Eve – free to do wrong - Genesis chps 2 , 3</li> <li>o Ten Lepers freed from the constraints of their illness Luke chp 17 vss 11-19</li> <li>o Jesus in the garden of Gethsemane debating duty - Matthew chp 26 vss 36-46</li> <li>o The rich young man imprisoned by his own riches - Matthew chp 19 vss 16-22</li> <li>o The two builders and choosing your lifestyle - Matthew chp 7 vss 24-27</li> <li>o Zacchaeus - Luke chp 19 vss 1-10</li> </ul>
Mutual respect	<ul style="list-style-type: none"> <li>o Be devoted to one another, love one another above yourselves - Romans chp 12 vs 10</li> <li>o We are made in the image of God - Genesis chp 1 vs 27</li> <li>o Good Samaritan freely helps his enemy - Luke chp 10 vss 29-37</li> <li>o Creation is good - Genesis chp 1</li> <li>o The soldier’ s unexpected faith in a “subject” teacher - Luke chp 7 vss 1-10</li> <li>o Mary and Martha, the importance of listening to others - Luke chp 10 vss 38-41</li> <li>o Jesus washed the disciples feet like the lowliest servant - John chp 13 vss 1-20</li> </ul>

	<ul style="list-style-type: none"> <li>o Story of Ruth, respect for relatives and for the poor - Ruth 1-4</li> </ul>
Tolerance of different cultures and religions	<ul style="list-style-type: none"> <li>o Do not judge others and you will not be judged - Matthew chp 7 vss 1</li> <li>o Naaman learns respect for other nations - 2 kings chp 5</li> <li>o Good Samaritan - Luke chp 10 vss 29-37</li> <li>o Jesus and the children his disciples tried to push away - Matthew chp 19 vss 13-15</li> <li>o The woman at the well, despised by her village yet Jesus gets into a theological debate with her - John chp 4 vss 1-26</li> </ul>

### Values

We aim to ensure that every child learns about life in all its fullness

### Ways in which we incorporate the British Values into school include:

Democracy	<ul style="list-style-type: none"> <li>o Having our school parliament (school council)</li> <li>o Using debate in lessons, such as persuasion units in English</li> <li>o Highlighting the development of democratic ideas in history lessons</li> <li>o Allowing pupils to vote for representatives for parliament, eco-council, play leaders, house captains.</li> <li>o Ensuring all pupils are listened to by adults</li> <li>o Inviting MPs and other speakers to the school</li> <li>o Inviting our 'MPs' to write manifestos of why they should be elected</li> <li>o Encouraging the Christian value of "Service" – including service to the community as a whole</li> </ul>
Rule of Law	<ul style="list-style-type: none"> <li>o Classes creating "class rules"</li> <li>o Having a clear behaviour policy that is understood by all</li> <li>o Organising visits from the police service ("people who help us")</li> <li>o Highlighting the rules of God in the RE curriculum, for example the 10 commandments and the two great commandments (love of God and of neighbour)</li> <li>o As appropriate, link moral values to aspects of civic and political life</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>o Encourage students to be independent and creative in their learning <ul style="list-style-type: none"> <li>o Provide students with opportunities for personal reflection</li> </ul> </li> <li>o Discussing moral issues in PSHE, History and RE</li> <li>o Give encouragement and support to express personal aspirations and goals</li> <li>o Children helped to realise they are significant, unique and precious individuals</li> </ul>

Mutual respect	<ul style="list-style-type: none"> <li>o Having a mission statement that is inclusive</li> <li>o Constantly promoting respect for others in all personal interactions</li> <li>o Reinforcing the value of everyone’s opinions in class debates</li> <li>o Having an effective anti-bullying policy and charter</li> <li>o Emphasising in RE and PSHE lessons that every person is unique (“created in the image of God”)</li> <li>o Having active educational links with other schools, including those with pupils of different cultural backgrounds</li> <li>o Supporting charities</li> <li>o Participating in a range of social activities and educational visits within the community</li> <li>o Valuing different ways of communicating – <i>really</i> listening</li> <li>o Valuing the home and cultural backgrounds of learners</li> <li>o Understanding the concepts of privacy and “personal space”</li> <li>o Being a place of hospitality</li> </ul>
Tolerance of different cultures and religions	<ul style="list-style-type: none"> <li>o Highlight how Religious Education provides pupils with a deep understanding and awareness of the faith and traditions of religious communities as a basis for understanding and respecting them – show this on your website</li> <li>o Show how Jesus encouraged “tolerance” and respect in his life and teachings (e.g. Parable of the Good Samaritan)</li> <li>o Meeting a wide variety of people from different contexts and sharing experiences with them <ul style="list-style-type: none"> <li>o Making explicit links through the curriculum with significant individuals from a range of cultures and heritages</li> </ul> </li> </ul>