

British Values and Christian Values

All schools are required by law to promote the fundamental British values of:

- **democracy**
- **the rule of law**
- **individual liberty**
- **mutual respect**
- **tolerance of those with different faiths and beliefs**

Church schools have long been familiar with the need to articulate their fundamental Christian values. Both British values and Christian values overlap and one can clearly argue that the government's stated British values have emerged from Britain's long history as a Christian nation. The key Christian beliefs that underpin both Christian Values and British values are that:

- God is a God of order, and that his world should reflect a sense of purpose, not chaos
- Every person is made in the image of God, known, loved and valued as a unique creation.
- Humans are designed to be interdependent, supporting others and being supported, like a body with many parts.
- The Bible provides laws to govern human affairs, but these also show up human weakness and the need for forgiveness.
- The greatest command is to love – God, oneself, one's neighbour, and even one's enemy – and, for a Christian, to love as Christ loved us.

The Bible and British Values

The following Bible passages and stories could be linked to the British values.

These could be used in the classroom or collective worship, or as discussion starters.

	Christian Values:	Remembering what Christians believe, helps us understand British values better...	Examples in school which help develop understanding of British Values.	Biblical Links
Democracy: How do we give everyone an equal right to be heard and a shared responsibility to play a positive part in our school community?	<ul style="list-style-type: none"> Justice Responsibility Trust Service Respect Courage Truthfulness 	<p>Humans are designed to be interdependent, and everyone has a role to play.</p> <p>For Christians, the role is to be part of a body, working together and governed by Christ, the head of the 'body'.</p>	<ul style="list-style-type: none"> Having a school council with pupils of all ages. Debating competitions / clubs. P4C and circle time. Highlighting the development of democratic ideas in history. Voting for House or Sports' captains. Encouraging service to the school and to the community as a whole. Ensuring all pupils have opportunities to be listened to. inviting MPs and other speakers to the school. 	<p>In the New Testament the Early Church modelled some of those ideas that are important for democracy - shared living, discussion, debate and dialogue.</p> <ul style="list-style-type: none"> Calling the disciples: Matthew 4 v.18-21 The quarrel about who should sit on Jesus' right and left in heaven: Matthew 20:20-23
The Rule of Law:	<ul style="list-style-type: none"> Justice Responsibility 	<p>Christians respect the Ten Commandments, and other laws in the Bible, which</p>	<ul style="list-style-type: none"> Creating class/school rules Clear behaviour policy understood by all 	<ul style="list-style-type: none"> Let everyone be subject to the governing authorities, there is no authority

<p>How do we help all members of the school community understand the idea that the right rules permit well-being, safety and harmony?</p>	<ul style="list-style-type: none"> • Trust • Forgiveness • Respect • Wisdom • Peace 	<p>model right ways to live. They know rules are hard to keep and that they reveal a human propensity to sin or shortcomings. They speak of God's mercy and forgiveness but know they should not use this as an excuse to break laws.</p>	<ul style="list-style-type: none"> • Understanding rules in various aspects of school life e.g. in the playground / playing sports. • Organising visits from the police • Highlighting God's rules (10 commandments) and Jesus' great commands (love of God and neighbour), in relation to everyday events. • Linking moral values to aspects of civic and political life happening in the news. 	<p>except God's: Romans 13 v.1.</p> <ul style="list-style-type: none"> • Jesus teaches about the law: Matthew 5 v.17-20. • Paying taxes to Caesar: Luke 20 v.21-25 • Moses and the Ten Commandments: Exodus 20 v.1-20 • Jesus' commandments: John 13 v.34
<p>Individual Liberty:</p> <p>How do we enable every individual in our school community to act on the belief that they have dignity and freedom as a unique and valued individual?</p>	<ul style="list-style-type: none"> • Responsibility • Service • Respect • Wisdom • Hope • Creativity • Courage 	<p>The Bible portrays humans as individuals free to make their own choices about life and behaviour; this includes the ability to choose to do wrong. Humans are not robots but made in the 'image of God', able to make decisions, to choose to love and do right; this freedom brings risks and responsibilities.</p>	<ul style="list-style-type: none"> • Encouraging pupils to be independent • Providing pupils with opportunities for personal reflection • Discussing moral issues in PSHE, History and RE • Encouragement and support to express personal aspirations. • Encouraging pupils to realise they are significant, unique and precious individuals 	<ul style="list-style-type: none"> • Christ has set us free: Galatians 5 v.1 • The truth sets us free: John 8 v.32 • Adam and Eve – free to choose: Genesis 2 v. 3 • Ten lepers freed from their illness: Luke 17 v.11-19
<p>Mutual Respect:</p> <p>How do we reward the ability to see the good in others and the use of positive words, attitudes and actions which build</p>	<ul style="list-style-type: none"> • Respect • Friendship • Humility • Forgiveness • Perseverance • Thankfulness • Generosity 	<p>Jesus said the two great commands were to love God and love your neighbour as you love yourself. It is important to understand our own value as those created and loved by God; and then to realise that others are</p>	<ul style="list-style-type: none"> • Promoting respect for others in all personal interactions • Reinforcing the value of everyone's opinions • Emphasising that all are unique ("created in God's image") • Supporting charities but being mindful to do it in a way that 	<ul style="list-style-type: none"> • Be devoted to one another, love one another above yourselves: Roman 12 v.10 • We are all made in the image of God: Genesis 1 v.27

<p>up all in our school community?</p>		<p>also created in God's image and valued by him. We should strive to see not just the best in others but to see 'God' in others. We should love one another as Christ has loved us. St Paul encourages Christians in his letters to use our words and actions to build others up, not pull them down.</p>	<p>does not encourage feelings of superiority/inferiority between donor and recipients.</p> <ul style="list-style-type: none"> • Participating in a range of social activities and community visits. • Valuing different ways of communicating – really listening. • Valuing cultural backgrounds of all pupils and families • Understanding personal space 	<ul style="list-style-type: none"> • Good Samaritan freely helps his enemy: Luke 10 v.29-37 • Mary and Martha, the importance of listening to others: Luke 10 v.38-41 • Jesus washing the disciples' feet, like a servant: John 13 v.1-20.
<p>Tolerance of those with different faiths and beliefs:</p> <p>How do we actively celebrate diversity in our school community, modelling tolerance, and the ability to listen with respect and to disagree without rancour?</p>	<ul style="list-style-type: none"> • Respect • Friendship • Compassion • Humility • Peace • Trust • Forgiveness 	<p>The Bible teaches that we are all unique creations loved by God. It follows that because we are unique, we are not all alike and have to learn to live with difference.</p> <p>Everyone has a right to dignity and respect. Christians should speak up for what is right and not tolerate injustice.</p> <p>Where people differ in culture, there is room for joy in diversity. Where there is difference in belief and faith, there is always room for love and respect even if agreement is not possible.</p>	<ul style="list-style-type: none"> • Highlighting how RE provides opportunities to learn about beliefs/traditions of religious communities as a basis for understanding / respecting them. • Showing how Jesus loved all and encouraged others to do the same (e.g. Good Samaritan) • Debate meaning of 'tolerance'. • Offering practice for pupils in learning how to disagree well • Showing respect on visits to places of worship • Meeting and interacting well with a wide variety of people from different contexts and sharing experiences with them e.g. picnics, sports events, art days. 	<ul style="list-style-type: none"> • Do not judge others and you will not be judged: Matthew 7 v.1 • Naaman learns respect for other nations: 2 Kings 5 • Good Samaritan: Luke 10 v.29-37 • Jesus and the children: Matthew 19 v.13-15