

Manchester Diocesan Board of Education

Policy Statement and Guidelines

A Policy for Christian and British Values in Church Of England Schools



**Values Wheel, St John's CE
Primary School, Swinton**

Introduction

The promotion of Christian values in a Church of England school must offer a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the Ten Commandments, the person and ministry of Jesus Christ, and the history of the Church. The CE school will, therefore, offer a distinctive language for understanding life and interpreting human experience in preparation for consideration of British values.

The requirement to teach British values

The government, through the DfE, has instructed schools to include British values across the curriculum and will inspect schools accordingly. At the same time, the DfE has produced guidance which supports schools in promoting fundamental British values as part of spiritual, moral, social and cultural (SMSC) development (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf) and this includes examples of actions that schools may take. It should be noted that schools may be deemed by Ofsted to require improvement if there are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

Christian values – historical development

The National Society (for promoting the education of the poor in the principles of the established church), founded in 1811, saw the birth of universal, free education for children in this country. At the heart of its *raison d'être* was the belief that an education based on Christianity, as followed by the Church of England, would improve children and ultimately society. Between 1811 and 1860 the Church of England founded 17,000 schools through the National Society. Through various government supportive legislation, including the Education Act of 1902 (Balfour Act), voluntary elementary schools received funds for denominational instruction.

The Butler Education Act of 1944 was a turning point in English educational developments. Every school was required to begin the day with a non-denominational religious activity, and Anglican schools continued under their new constitutional definitions of voluntary aided and voluntary controlled. The Act also introduced compulsory prayer into all state-funded schools on a daily basis.

The 1944 Education Act created the current dual system of schools with a religious character and those without a religious character. This ensured that schools with a religious character could maintain the Christian tradition of bringing a particular distinctiveness: the ethos, the atmosphere and the way people feel valued.

Christian values in CE schools

In 2008 the National Society set up a working party to look at ways in which schools could be supported in developing their distinctiveness through Christian values. Accompanying the values are theological reflections and how schools have brought these to life. The most rewarding aspect of the work has been the way in which Christian values have become part of the language of our church schools.

The changeless nature of Christian values rooted in the Bible, the life of Christ and the history of the Church, is central to the ethos and culture of our schools. At the same time, we recognise and understand that schools need to pay attention to the different out-workings of these values given our changing world, and the fact that many would argue that Christian values are not exclusive to the Christian faith.

The National Society's website on Christian values, published in May 2009 ([www.http://christianvaluesforschools.com/](http://christianvaluesforschools.com/)) is based upon fifteen Christian values that are characteristic of the Christian faith: Reverence; Wisdom; Thankfulness; Humility; Endurance; Service; Compassion; Trust; Peace; Forgiveness; Friendship; Justice; Hope; Creation; Koinonia.

The CofE school is therefore tasked with bringing a distinctive understanding to the consideration of Christian values. A programme of learning can be introduced which offers young people an alternative perspective to that sometimes presented in popular culture.

Much work in this area is already undertaken through religious education, collective worship, wall displays, the school approach to behaviour management and thematic approaches across the curriculum.

British values in CE schools

The British approach to multiculturalism, concern about national identity, political debate about what it is that various ethnic communities have in common and ministerial interventions have contributed to what is an on-going debate.

Since November 2014 all schools and academies in England have a duty to actively promote British values as part of their spiritual, moral, social and cultural teaching

There is a clear expectation from DfE for schools to ensure SMSC development of all pupils and to demonstrate they are actively promoting the fundamental British values of democracy, rule of law, liberty, mutual respect and tolerance of those with different faiths and beliefs.

In addition, all schools must have a clear strategy for embedding these values across the life of the school and show the effectiveness of this.

The DfE has produced guidance which supports schools in promoting fundamental British values as part of SMSC, and this includes examples of actions.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Aims of this guidance

This guidance seeks:

- to ensure a programme of learning about Christian values leading to the promotion of British values thus ensuring comprehensive fulfilment of what is legally required.
- to acknowledge the changeless nature of Christian values rooted in the Bible, and to show the synthesis between Christian values and British values.
- to demonstrate that British values do not contradict Christian values. This is a key part of Church of England education as it articulates the principle of inclusivity.
- to show how British values can be easily and successfully integrated into a curriculum based on Christian values

The synthesis of Christian and British values

The Church of England claims that a church school must offer a spiritual and moral basis for the development of human wholeness, and a sure foundation for personal and social values based on the ministry of Christ. The church school will offer a distinctive language for understanding life and interpreting human experience. The right balance in our schools is to teach and imbue the promotion of fundamental Christian values leading to the promotion of British values.

The emphasis placed on the area of British values and SMSC should not cause concern to church schools. British values do not contradict Christian values. Just as Christian values should underpin all aspects of church school life, so the attitude of British values can and should be embedded across school life and within the curriculum.

The teacher in a church school must be equipped to develop specific pedagogies that allow a wide range of curriculum subjects to become areas for deeper exploration of spiritual, moral, social and cultural questions, and to be equipped for their role in developing values within the curriculum of the school.

The Framework for School Inspection (January 2015) states that when reporting inspectors must consider and evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development.

The definitions (Ofsted)

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

When planning the place of British values in the curriculum it might be worthwhile to investigate if there might be some way of linking a particular British value to a Christian one.

The following examples might offer helpful guidelines and a starting point.

Christian Values	Biblical Reference	British Values
Compassion	Luke 10 29 – 37 (Good Samaritan) Matthew 5-7 (The Sermon on the Mount)	Individual Liberty
Love		
Justice		
Trust		
Friendship		
Reverence	Luke 16 9 – 13 Matthew 5-7	Democracy
Justice		
Trust		
Friendship	Luke 20 20-26 Matthew 5-7	The rule of law
Justice		
Trust		
Hope	Mark 12 28-34 Letter of James 4 11-12 Luke (The Gospel of Mercy)	Mutual respect and tolerance of those with different faiths and beliefs
Wisdom		
Forgiveness		
Humility		
Friendship		
Koinonia		
Peace		
Reverence		
Compassion		

The demand to promote British values does not negate the duty of the Church of England school to be distinctive and to build on their foundation. They can continue to speak explicitly about the Christian faith and underpin the school life with Biblical concepts. British values do not contradict Christian values, Christian values and British values should be harmoniously embedded across all aspects of school life and within the curriculum, teaching and learning. Values become an aspect of pedagogy as teachers speak about values explicitly and choose examples that do not contradict the attitudes of either Christian or British values.

Some suggestions for exemplifying Christian and British values

Do your own school values make reference to the Christian values as exemplified in the life and teachings of Jesus and the Department for Education stated British values?

Are your values embedded, evaluated and reviewed?

How explicit are your values in the daily life of the school?

Does your school ethos statement reflect a values based approach with specific references to Christian values and British values?

Do all policies refer to the school values?

Is the school community able to articulate the values of the school?

Does the school regularly review the impact of the values on the school?

Do schemes of work make reference to values?

Are schemes of work underpinned by the spiritual, moral, social and cultural development of pupils?

Are British values and Christian values identified in the curriculum mapping?

Are there opportunities for pupils to embrace the values in all aspects of school life and in all subjects?

Does teacher planning give pupils opportunities to develop skills that equip them to challenge when the school values are not upheld?

Does the Pupil voice/school council evidence what pupils say and how this impacts on school life?

Does the extra- curricular provision broaden pupils' experience of school values?

Are the school values endorsed by the collective worship programme?

How does the collective worship programme allow pupils to embrace the school values?

How does the collective worship programme support the school community in their personal spiritual journey?

Does the Religious Education programme demonstrate a clear commitment of learning about a wide variety of key faiths and how to respect those faiths?

Do your safeguarding and whistleblowing policies make reference to how pupils and staff are protected against extremism?

Are all staff kept informed of current legislation and practice regarding tackling extremism?

Do you have a Governors sub- committee responsible for ensuring all aspects of school life are upheld by the school values?

Governors' Responsibilities

The responsibility of governors in relation to promoting British values is set out in the Governors' Handbook.

'Every effort should be made to ensure the school's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010. The governing body should ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. The Department has produced advice for maintained schools on the spiritual, moral, social and cultural development of pupils which includes references to promoting British values.'

Governor responsibilities are also set out clearly in the School Inspection Handbook, January 2015

'Ensure that they and the school promote tolerance and respect for people of all faiths (or those of no faith), races, genders, ages, disability, and sexual orientations (and other groups with protected characteristics) and support and help, through their words, actions, and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain.'

Resources

Christian Values for Schools. *The National Society.*

Christian Values for Church Schools: Making them Count. *Neville Norcross*

Religious Education and British Values. *RE Today*

Promoting Fundamental British Values as part of SMSC in Schools. .

(November 2014). *Department for Education.*

Our Western Educational Heritage. *Christopher J. Lucas. Macmillan. New York 1972*

The Framework for School Inspection. (Jan. 2015) *Ofsted. gov.uk*

Inspecting Faith Schools. (April 2014) *Ofsted.gov.uk*

The Church School of the Future Review. (*The Chadwick Report 2012*)

A Review of the Measures to Prevent the Promotion of Racism by Teachers and the Wider Workforce in Schools. (*The Smith Report 2010*)

The Education Reform Act. (1980)

The Education Act (2002 section78)

The 1944 Education Act. (*R.A Butler*)

The Education Act 1902 (*The Balfour Act*)

Guidance on promoting British Values in Schools. (*Press Release. Gov.uk. Dfe and Lord Nash*)