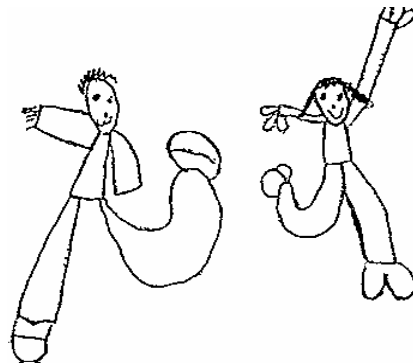




# Brangore C of E Primary School

## Our Christian Values



June 2006

# Love = "AGAPE"

(Greek: - sacrificial & self giving love)

'In a word, there are three things that last forever:  
faith, hope and love; but the greatest of them all is  
love'

(1 Corinthians 13.13)

## Starting Points



'Agape' is the word Christians use for the love which is the greatest value. It lies at the root of all other values.  
(1 Corinthians 13)



Our Christian faith calls us to love God and love our neighbour.



We may understand it in terms of moving out from ourselves in a love in which we put others first.

### Implications and opportunities for our school

- ❖ Do **all** relationships in the school witness to the power of love? Where they don't, how can they be transformed?
- ❖ How does the wider community and the church demonstrate its care and support for our school?

# Hope

'If it is for this life only that Christ has given us hope, we of all men are most to be pitied.'

(1 Corinthians 15.19)

## Starting Points



The power of *God* as revealed in the resurrection is the basis on which Christians, in the face of evil and suffering, can continue in hope.



Christian hope can bring transformation rather than simple acceptance.



Christian hope, therefore, becomes life-enhancing.

## Implications and opportunities for our school

- ❖ What implications are there for staff training to handle issues of loss and grief, or for bringing hope where there is despair?
- ❖ How can the curriculum inspire realistic hope and vision?

# Faith and Commitment

'The Lord said to Abram, 'Leave your own country, your kinsmen, and your father's house, and go to a country that I will show you.' (Genesis 12.1)

'This is where the fortitude of God's people has its place - in keeping God's commands and remaining loyal to Jesus.' (Revelation 14.12)

'Father, if it be thy will, take this cup away from me. Yet not my will but thine be done.' (Luke 22.24)

## Starting Points



Faith involves a leap in the dark.



Faith must embrace every aspect of our lives.



A person of faith will be unafraid to put their faith to the test.



Faith and commitment need perseverance and 'staying with it'.

## Implications and opportunities for our school

- ❖ Can we be committed to our faith while recognising God may be met by others through theirs?
- ❖ How can a Church school maintain its Christian ethos if it has many pupils of other faiths or no faith at all?

# Forgiveness and Reconciliation

**'But while he was still a long way off his father saw him and his heart went out to him. He ran to meet him, flung his arms around him, and kissed him.'**  
**(Luke 15.20)**

## Starting Points



God is a God of steadfast love and forgiveness who desires nothing more than to be reconciled with his erring creation.



Christians are expected to follow God's example of love and forgiveness in their dealings with one another.



Being human they find it as difficult as the rest of humanity to apologise or to forgive.

## Implications and opportunities for our school

- ❖ How can we maintain discipline in our school and be a forgiving community?
- ❖ How do we help children explore different ways of resolving conflict and promoting reconciliation?
- ❖ When do adults say they are sorry?

# Healing

**'And wherever he went, into villages or cities or towns, they laid the sick in the market places and begged him that they might touch even the fringe of his cloak, and all who touched it were healed.'**

**(Mark 6.56)**

## Starting Points



Healing is more than just recovery from illness, it is about wholeness of life.



Christians are called to follow the example of Jesus in bringing the healing that comes through salvation.

## Implications and opportunities for our school

- ❖ Can our school bring healing to damaged homes and damaged lives? What are the implications for home-school relationships?
- ❖ How might we, as governors and teachers, need healing ourselves?
- ❖ How can we help those who make wrong decisions and do wrong things when we do likewise?

# Truth

'...when he comes, who is the Spirit of Truth, he will guide you into all truth ... and the truth will set you free.'

(John 16.13 and 8.33)

## Starting Points



Truth is a supreme Christian value.



The truth is hard for us and on us, for to be laid bare is often uncomfortable.

## Implications and opportunities for our school

- ❖ Are there times when we recognise we lie (and help others to)?
- ❖ What risks are there in being honest?
- ❖ In what ways do we help our pupils to seek after truth?

# Acceptance

**'In Christ he chose us before the world was founded, to be dedicated, to be without blemish in his sight, and he destined us ... to be accepted as his sons through Jesus Christ.'**  
**(Ephesians 1.6)**

## Starting Points



To protect our sense of self-worth we need to value ourselves for what we are: children of God.



If we cannot accept ourselves we will not be able to accept others.



We can accept ourselves because God has accepted us.

## Implications and opportunities for our school

- ❖ How does our school show that it values all its members?
- ❖ Are there ways in which we reject or exclude children?

# Relationships and Respect

'For the Lord was passing by: a great and strong wind came rending mountains and shattering rocks before him, but the Lord was not in the wind, and after the wind there was an earthquake, but the Lord was not in the earthquake, and after the earthquake fire, but the Lord was not in the fire, and after the fire a low murmuring sound.'

(1 Kings 19.11-13)

## Starting Points



One of the greatest lessons we learn as human beings is that there is more to life than 'me'.



We can only be truly ourselves in relationships with others.



For Christians, the pre-eminent relationship is their relationship with God.



We exist in relationships with others and believe that everyone should be respected equally.

# Peace

**'Jesus came and stood among them and said: 'Peace be with you'.'  
(John 20.16)**

## Starting Points



Peace is much more than absence of war.



Wherever relationships are fractured or human lives diminished, peace has been destroyed. In this context peace may be seen as an aspect of healing.



For Christians, it is the peace of *God* which brings well-being and harmony.



This is part of the Christian understanding of atonement. Being 'at one' with *God* is the aim and purpose of life.

## Implications and opportunities for our school

- ❖ Do our school policies create harmony amongst the school community?
- ❖ In what ways is it possible to promote the Christian understanding of the peace of *God* in the school?

# Responsibility

'So God created man in his own image; in the image of God he created him; male and female he created them. God blessed them and said to them, 'Be fruitful and increase, fill the earth and subdue it...'  
(Genesis 1.27-28)

## Starting Points



Christians believe the exercise of responsibility is grounded in the doctrine of creation. God has given to humanity the stewardship of the earth.



Our role as co-creators is seen most clearly in the care and nurture of children.



Responsibility may be explored throughout the curriculum with general reference to a wide range of issues.

## Implications and opportunities for our school

- ❖ How can we help pupils grow as responsible human beings and what are the implications for our school's curriculum?
- ❖ Is responsibility being taught?
- ❖ What opportunities do we give pupils to help them to take responsibility for others or the environment?

# Grace

'You must work out your own salvation in fear and trembling, for it is God who works in you, inspiring both the will and the deed, for this chosen purpose.'

(Phillippians 2.12-13)



Christians recognise the claims God lays upon them and try to meet them even though they know they will fail.



Judgement should encourage greater knowledge of our own potential.



Hand in hand with judgement goes the grace and mercy of God and his love for us as we really are.

## Implications and opportunities for our school

- ❖ How can we best enable adults and children to come to a realistic view of their potential?
- ❖ In what ways does our community pass judgement on its members?

# Humility

'Then Job answered the Lord: 'I know that thou canst do all things and that no purpose is beyond thee. But I have spoken of great things which I have not understood, things too wonderful for me to know. I knew of thee only by report, but now I see thee with my own eyes. Therefore, I melt away; I repent in dust and ashes.'

(Job 42. 1-6)

## Starting Points



Acknowledgement of the power of God puts human achievement into its proper perspective.



For Church schools all education should take place in the context of that framework.



Self esteem and humility can be held together.

## Implications and opportunities for our school

- ❖ How best can our curriculum help pupils to understand what being human is really about?
- ❖ Does the content and the style of our teaching tend to imply that we know all the answers?
- ❖ How does our school manage to help pupils to develop self-respect and self-esteem, while developing a proper understanding of humility?

# Justice

'But let justice roll down like waters, and righteousness like an ever flowing stream.'

(Amos 5.24)

## Starting Points



When God judges, he judges righteously and this involves mercy and compassion.



Justice and mercy are elements in God's plan of salvation.



In God's eyes every person is precious and oppression and discrimination have no place.

## Implications and opportunities for our School

- ❖ Is our school a 'just' school?
- ❖ What examples of justice are to be found in our school?
- ❖ How do we help pupils to recognise injustice in the world and inspire them to fight against it?

# Awe, Wonder and Fascination

'When I look up at the heavens, the work of thy fingers, the moon and stars set in place by thee, what is man...?'  
(Psalm 8. 3-4)

## Starting Points



When we confront the immensity of the universe, we are both dwarfed and surprised.



Such an awareness ought to inspire in us feelings of awe and wonder and direct us towards the transcendent God.



Children are often more open than adults to the wonder and mystery of things.

## Implications and opportunities for our school

- ❖ Where are awe and wonder encouraged in our curriculum and the everyday life of the school?
- ❖ How can the mystery of God be best conveyed in our collective worship?
- ❖ How can we ensure that we and our pupils continue to be open or receptive to a sense of awe and wonder in the changing circumstances of life?

# Rationality

'Then God said, 'Let us make humankind in our image and likeness...!' (Genesis 1.26)

'So the word became flesh ...'  
(John 1.14)

## Starting Points



Rationality, is the ability to think self-consciously about ourselves and our actions. It has been seen as that which defines us as human beings (homo sapiens) as opposed to the animal kingdom.



For many Christian theologians it is also the characteristic that marks us as created in the image of God.

## Implications and opportunities for our School

- ❖ What contribution do the different subjects of the curriculum make to developing rationality in pupils?
- ❖ Do faith and reason always stand opposed to each other, or are there important contributions each one makes to the other?
- ❖ Do we expect issues of faith and reason to be explored throughout our school's curriculum?

# Possibility

'(Naomi said to Ruth) 'Your sister-in-law has gone back to her people and her gods, go back with her.'  
'Do not urge me to go back and desert you', Ruth answered. 'Where you go, I will go....!'  
(Ruth 1.15)

## Starting Points



Each life is full of possibility and potential, but every circumstance and choice in that life also restricts possibilities.



We need both the vision to see what is open to us and the realism to accept our limitations.



God is present in all our choices and decisions and in our living out of the implications.

## Implications and opportunities for our School

- ❖ Do we have appropriate expectations of all our children - neither unreachably high nor insultingly low? How do we know they are right for each pupil?
- ❖ How do we help all our children develop a sense of their own possibilities and limits that inspires them?

# Risk

'...and in the middle of the garden He set the tree of life and the tree of knowledge of good and evil.'  
(Genesis 2.9)

## Starting Points



Risk is an essential part of the formation of the human person: 'not to take risks is tantamount to doing nothing'.



Risk enables us to develop as people, by enabling us to be adventurous, courageous and to appreciate those who take risks on our behalf.



All faith is a risk and, for Christians, this mirrors the risk God took in meeting us in his Son.

## Implications and opportunities for our school

- ❖ What risks do your children face and which of those are valuable?