DIOCESE OF LINCOLN

BOARD OF EDUCATION

THE CHURCH OF ENGLAND

A Diocesan Vision for Church Schools



Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The Diocese of Lincoln is called to faithful worship, confident discipleship and joyful service. Our Church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities, so that children can be educated through the values and stories of Christianity.

This booklet seeks to facilitate a common understanding of the purpose and aims of Church school education within the Diocese of Lincoln. It is intended to sit comfortably with your own school vision, not to replace it.

The result of the school, parish and Diocese having a single understanding should be one of shared informed prayer and action, to further the needs of community and individuals. It provides an opportunity to strengthen links and to enable engagement with the diocesan vision of faithful worship, confident discipleship and joyful service.

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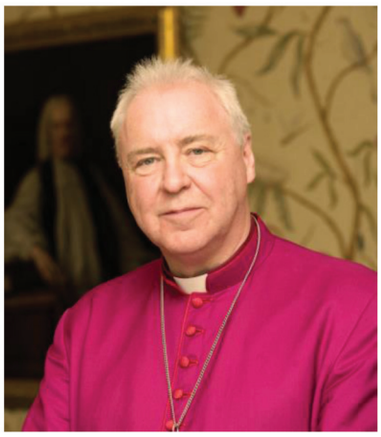
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Foreword by the Bishop of Lincoln

Enclosed within this booklet is the vision our Diocesan Board of Education has developed and presented to Diocesan Synod to explain what we might hope to see and work towards in Church Schools across our diocese. It seeks to be explicit about the Board of Education's philosophy of education and the values that it expects to find in Church of England schools within the diocese.

This booklet has been written to support exploration of those values and to provide church and parish with a vision for church school education, so that we can continue to grow as a diocesan family with a shared understanding of what we mean by a Church of England school.

It is my hope that this work will bring schools and local churches closer together as they explore the same material in their different contexts.

The intention is not for this vision to replace each school's individual vision but to offer to schools and parishes an over-arching statement of why the diocese is so actively involved in educating young people.

As people of every political persuasion talk of the need for values to be taught in schools, this booklet supports an exploration of what Christianity tells us is important for humanity to be able to live in community.

I commend it to your reading.

+ Christopher Lincoln:

The Right Reverend Christopher Lowson
Bishop of Lincoln

What is a Church school?

A place of education
A place of community
A place of safety
A place where all are served and enabled to serve

Church schools were established by local churches across the country around 200 years ago. Their aim was to educate the children (usually the poor) of their local community. That service to community continues today both in these very same schools and in the new schools that have been established over the years.

1. Our Church schools serve all children regardless of faith, academic ability, race or gender.

Church of England schools are schools with a religious character. They are not faith schools. The Diocese of Lincoln advises schools that admissions policies should not include any criteria based on church attendance or faith.

2. Church of England schools are funded by the state.

Church of England schools receive their funding from the state either via the Local Authority (in the case of maintained schools) or via the Education Funding Agency (in the case of academies). They are subject to the same curriculum regulations, inspection regimes and accountabilities as all other state funded schools. They receive one extra inspection which looks at their Church school status.

3. Church schools' land is owned by the school, church or diocese.

The footprint of the school (often not including the playing fields) is usually owned in trust by either local trustees (usually vicar and/or church wardens) or the Diocese. This means that ANY building work or alterations have to be approved by the trustees. Use of the school site must be in accordance with the objects of the trust.

4. Church of England schools must have Foundation Governors to ensure that the school is acting within the objects of its trust, i.e. is being a distinctively Christian place of education.

Foundation governors are appointed either by the Parochial Church Council (PCC) or by the Diocesan Board of Education. In Voluntary Controlled (VC) schools Foundation Governors make up no more than 25% of the governing body. In Voluntary Aided (VA) schools they must be in the majority. Most Church schools have the parish priest as an ex-officio governor.

5. Staff at Church of England schools may or may not be people with their own personal Christian faith.

Members of staff in Church of England schools are appointed on their ability to do the job for which they have applied. They should, however, be able to prove that they are able to support and develop the schools Christian distinctiveness. Governing bodies of both VC and VA schools may wish to decide that the post of Headteacher is a reserved post which makes a personal commitment to Christianity an occupational requirement.

6. Church of England schools follow a Religious Education syllabus that includes other world faiths.

Church of England schools recognise that Religious Education is an academic subject. They also recognise that, at its best, it can prepare children for the world in which they will be living. In a Church of England school, RE enables children to explore the views and beliefs of others, teaching tolerance and respect for those whose beliefs and customs differ from their own and helping them to consider their own responses to matters of faith.

7. Church of England Schools are open about their Christian Foundation.

Church of England schools ensure that those Christian values which are at the heart of their existence can be experienced in every area of the school; in policies, relationships, curriculum and environment, and in their uncompromising stance on ensuring the best for every child in their care.

A Diocesan Vision

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The Diocese of Lincoln is called to faithful worship, confident discipleship and joyful service. Our Church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Excellence

The Diocese believes that Church schools must provide an opportunity for all pupils and staff to become the best that they can be including, but not limited to, academic excellence.

Christian Roots

Throughout the Bible we are given pictures of how God created humanity to be excellent. Many biblical passages demonstrate excellence as defined through Christian beliefs. Here are some examples you may like to use in school.

Hebrews 12:1

Hebrews tells us to strive for excellence, to 'run our race with perseverance' and to encourage each other in our individual races.

Psalm 8

The Psalms tell us that we are wonderfully made, and Genesis says that we are made in God's image. Both books talk about the excellence of God's work as creator and of God's desire that we should live up to his plans for us.

Luke 15:1-7

The parable of the lost sheep tells us that each individual is valued by God, even the troublesome ones who get lost. If each is valued by God, then it is our duty to give each one the very best, to allow each one to flourish.

1 Corinthians 12:27–13:1, 4-8

Real excellence is about growing in love. In these verses
St Paul describes the church as the body of Christ. He explains how we can support each other and describes what love is.

In our schools we are called to ensure that each of our pupils is able to achieve their full potential. If each child is made in the image of God then only our best is good enough for them.

Exploration

The Diocese believes that a Church school should be a place where the community can explore safely the things of the world, of humanity, of faith and of God, without fear of judgement, condemnation or ridicule. It should be a place where it is acceptable to enter into and leave discussion, to offer different views, to disagree and to involve people of all ages, cultural backgrounds and faiths.

Christian Roots

There are many examples in the Bible of people being encouraged to question, to learn and to doubt. Here are some suggestions that you may like to explore in school.

Matthew 7:7

Jesus calls on us to ask, search and knock before we will receive.

Luke 24:13-35 - The Road to Emmaus

Disciples are shown discussing, questioning and exploring things with Jesus. The questioning led them to understanding. This, along with the breaking of bread together, helped them to recognise him.

John 20:24-29

Jesus had no problem with Thomas doubting his resurrection and he supported him to face his doubts.

Judges 6:36-40

In this story, Gideon did not take God at his word but doubted and tested God. God was patient and reassuring, not condemnatory.

Proverbs 2:7-9

The Bible here (and in many places) talks of the need for wisdom. Wisdom comes only through exploration of the world around us.

Luke 19:1-10

Zacchaeus, a tax collector, had been so determined to see Jesus that he climbed a tree. Jesus made time to listen to him and as a result Zacchaeus' life was transformed.

When we travel together (as the disciples did on the road to Emmaus) we can discover far more of the world than we would alone. Any doubts or difficulties that we face do not preclude us from continued exploration of the things of God and of the world.

Encouragement

Church schools should be places that meet the present needs of their communities and encourage them to find fresh ways of thinking and being and acting. This encompasses matters of justice, hope and prophecy.

Christian Roots

The Christian church is the community of believers who live out the Gospel teachings and look towards its promises. We are all strongest when we walk alongside each other in encouragement, and the Bible offers many examples of this as God's vision for our lives together. Here are some examples that you may like to use in school.

Ecclesiastes 4:9-10

This passage explains why it is so important to work together rather than in isolation. Church schools encourage mutual support in all that we do and for all members of the community, whether strongest or weakest.

Matthew 20:1-16

It is good to be reminded that God's view of justice may not seem to be the same as ours. This passage enables us to really consider what fairness (justice) may look like.

Luke 4:16-19

This passage challenges us; if Christians are called to be Christ like what is their role for the oppressed, the poor or the captives?

Matthew 21:12-13

This passage asks us to consider if justice is always passive. It asks if there is a place for righteous anger. It asks, do we teach our communities how to be angry?

Micah 6:8

God constantly reminds us of the need to be kind and to be just.

Jeremiah 29:11-13

God gave the prophet Jeremiah a message of hope when His people were in exile and things seemed hopeless. We are reminded that God has good plans for us if we work with Him.

Our schools offer spaces of safety in which all can be encouraged to fulfil their gifts; they are places in which challenge is not feared and all are called to seek justice.

How we can use the vision	
In Schools	**In Churches**
Collective Worship	Planning work with local schools (church and community)
Teaching and learning – curriculum subjects	Sermons
Tutor time	All-age worship
Governors' meetings	Children's/youth groups
Staff meetings and training	Home groups
School council	PCC meetings
Communication with parents	Mission Action Plan

Using the vision in schools and churches

Excellence

1. Hebrews 12:1	Strive for excellence
2. Psalm 8	Awe and wonder at God's creation
3. Luke 15:1-7	The parable of lost sheep
4. 1 Corinthians 12:27-13:1	Love, the most excellent way

Exploration

1. Luke 24:13-35	The Road to Emmaus, Jesus answers questions
2. John 20:24-29	Thomas doubts and questions the resurrection
3. Judges 6:36-40	Gideon questions God
4. Luke 19:1-10	Jesus and Zacchaeus

Encouragement

1. Luke 4:16-19	Jesus reveals his mission to care for those in need
2. Matthew 21:12-13	Jesus in the temple – justice and the place of righteous anger
3. Micah 6:8	Living God's way – justice, kindness and humility
4. Jeremiah 9:11-13	God's plans – hope and the future

1. Hebrews 12:1 – Excellence

"Since we are surrounded by such a great crowd of witnesses let us run with perseverance the race God has set before us."

Content **What's it about?**	• Striving for excellence – doing our very best. • The life and sacrifice of Jesus. • Saints and heroes of faith who modelled love and sacrifice. • Following their example and living God's way.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Excellence **Encouragement** In 1 Corinthians 12, love is described as, "The most excellent way." Christian saints modelled loving sacrifice, putting others first.	**Saints of the Church** All Saints' Tide in October/November. **Lives of Saints** Mother Teresa, Maximillian Kolbe, Brother Roger (Taizé) or our school saints. **Thankfulness** Thankfulness for those who have gone before us. **Offloading** Offloading weights, things that stop us doing well – sin, clutter, bad habits. **Perseverance** Athletes, musicians, missionaries.	**Questions** Who do the children admire and why? What makes a person great? What stops us doing our best? Write these ideas on paper and throw it in the bin to mark a new beginning. **People who persevere** E.g. persecuted minorities, those who struggle with disabilities.	Thankfulness Perseverance Faith Humility Compassion	**PE and Games** Perseverance **Science** What slows us down **PSHE** Healthy lifestyle, things that stop us reaching our potential	Saint Persecution Witness Sin Hebrew Faith	We all need role models. What sort of people do we choose to follow? If we are created to grow to be like Jesus and to live in the image of God who should we look up to? Do we only admire celebrities, the powerful, rich and famous people or do we admire those who make life better for all?	Mother Teresa e.g. www.biography.com/people/mother-teresa-9504160 Maximillian Kolbe e.g. www.biographyonline.net/spiritual/maximilian-kolbe.html Brother Roger and the Taizé community, e.g. www.Taize.fn/en 'Compassion' in "Values for Life" (Jumping Fish), p.168

2. Psalm 8 – Excellence and Exploration

**"O Lord our Lord, how majestic is your name in all the earth?
When I consider the heavens, the work of your fingers,
The moon and the stars which you have set in place,
What is mankind that you are mindful of them, human beings that you care for them?"**

Content **What's it about?**	• We live in an amazing, enormous universe. It is so big and beautiful but even in this amazing universe God has time for each of us. • Humans have always been amazed by the stars and planets. (This poem is over 3000 years old.)

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Exploration We need to foster an awareness and appreciation of this beautiful and fascinating planet and consider our place in it.	**Thankfulness** Giving thanks for this amazing planet. **Awe** Pictures of the earth taken from space and images of beautiful places. **Stewardship** Our responsibility to care for the planet. Things we can do in our school and in our community. Caring for each other as God cares for us.	**Wonder at the world** Ask how many children have seen the moon, show moon picture. Talk about Neil Armstrong and Buzz Aldrin and how they saw the earth when they walked on the moon in 1969. **Discussion** The earth is only one planet going round our sun. There are lots of other planets we can see like Venus and Mars. Introduce and show pictures of the Hubble Telescope.	Wonder Trust Thankfulness Reverence Stewardship	**Science** The world around us. **Art** Creatively exploring the beauty of the world. **Literacy** Write a psalm about the world, or places that are special to us.	Discovery Awe Stewardship	Christians believe that God created a beautiful world. The God who made this amazing world cares for each of us. We discover more of it through exploration and science. Play Holst's The Planets or watch: "For the beauty of the earth." Beautiful version by Rutter with images on YouTube.	Recording of Holst's *The Planets* Pictures from the Hubble Telescope via Google Images 'Thankfulness' and 'Creation's Praise' in "Values for Life" (Jumping Fish, pp.143, 156) News report of Tim Peake's mission to the International Space Station

3. Luke 15: The Parable of the Lost Sheep – Excellence and Encouragement

"The good shepherd leaves the ninety nine sheep and goes after the lost sheep until he finds it. When he finds it, he joyfully puts it on his shoulders and takes it home." (Luke 15:4-5)

Content **What's it about?**	• The good shepherd leaves his 99 sheep and searches for the one sheep that has gone missing. • Just as the sheep matter to the shepherd, we matter to God. • He is looking for us and will accept us when we turn back to him. • When people turn back to God there is great rejoicing.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Encouragement This parable reinforces the biblical teaching that everyone is of great value to God. In our communities we value and respect everyone because we all matter and are important to God and to each other.	**Parables** The stories Jesus told. **Forgiveness** **Safety** **Caring for others** Everyone is important in our school.	**The Lost Sheep and the Good Shepherd** Tell the story of the Lost Sheep. (Various versions available depending on the age of the children.) Explain that this story was told by Jesus nearly 2000 years ago and is about how God cares for us all. Just as God cares for us we have a responsibility to care for each other. Exploration of the idea of the good shepherd.	Trust Hope Forgiveness Respect and Reverence	**PSHE and Literacy** Writing about places where I feel safe and people I can trust. **Maths** Counting games, e.g. 99 sheep.	Forgiveness Trust Repentance	Christians believe that even if we go away from God he is looking for us and will accept us when we turn back to him.	A toy sheep and shepherd, if available Images/videos of the lost sheep and good shepherd via Google Images or YouTube (e.g. www.youtube.com/watch?v=tyWZeOlaRo4) 'Respect' and 'Reverence' in "Values for Life" (Jumping Fish, p.293)

4. 1 Corinthians 12:27 –13:1, 4-8: Growing in Love – Excellence

"Love is patient and kind, love does not envy or boast; it is not arrogant or rude. Love bears all things, believes all things, hopes all things and endures all things." (1 Corinthians 15:4-7)

Content **What's it about?**	• Learning to love. • The image of the body of Christ. Every person is valuable and special. Just as in a body, all parts are necessary and everyone matters. • Teamwork and co-operation. • A possible image of the school community.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Excellence Paul describes love as the "most excellent way". Love is the best way to take care of virtually every situation (1 Corinthians 12 and 13). If we love others, we put them first and care for them. Here we concentrate on caring for each other and service to others, whilst remembering how important it is to also care for ourselves.	**Teamwork** **Achievement** What do we mean by 'achievement'? Celebrate the school community. Highlight those who contribute aspects of love in our community – perhaps in Celebration Assembly. We can reward those who are kind or supportive as well as academic achievement. **Heroes and heroines.**	**School Community** Illustrate the ways we all need each other. Introduce and explain the roles of people the children may not often see – cooks, cleaners, site staff. Explain how Paul's image of the body helps us to value the contribution of every member. **Heroes of Faith** E.g. Canon Andrew White, the Vicar of Baghdad.	Love Co-operation Compassion Kindness Patience Service	**Science** In a lesson children could explore the structure of the body and see the value and contribution of every part – even the little toe! **PE** The importance of teamwork is paramount. **Music** All the voices or instruments have to work together to create harmony	Prophecy The Body of Christ	The church is the body of Christ. It's the people, not the building. Every member has equal value but different roles and gifts. All are called to grow in love. "In the evening of life we will be judged on love." (St John of the Cross, 16th Century mystic)	For Canon Andrew White go to "The Foundation for Relief and Reconciliation in the Middle East" (frrme.org). Choose a video project report for examples of communities working together and the central importance of love, for example, schools for children in exile. 'Service' in "Values for Life" (Jumping Fish, p.355)

5. Luke 24: 24-27: The road to Emmaus – Exploration and Encouragement

"Beginning with Moses and the prophets he explained to them all that was said in the scriptures concerning himself." (Luke 24:27)

Content **What's it about?**	• An amazing discovery! Jesus' friends recognise him when he breaks bread with them. • Jesus meets his friends and answers their questions. • Jesus gives his friends good news to share.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Exploration **Encouragement** Jesus' followers had many questions. They were grieving, disappointed and confused. The stranger – Jesus – explained the scriptures to them in response to their questions. They were greatly encouraged and went back to meet with the other believers in Jerusalem.	**The Easter Story** **Actions Speak Louder than Words** Jesus' friends don't recognise him when he is speaking, but when he breaks bread with them. **Resurrection appearances** **Coping with disappointment** **Jesus is alive!** **Sharing good news**	Drama with narrator. Pair / Share Discussion with children "A time when you felt very sad/ very happy".	Trust Hope Friendship Joy Hospitality	**RE (AT1 Learning About Religion)** Journeys, pilgrimage (e.g. Christianity: Walsingham, Jerusalem, Rome; Islam: Makkah) **RE (AT2 Learning From Religion)** Reflecting on times when I have felt happy/sad. Places where I can meet God. **Literacy** Times when I have felt happy or sad. Telling others good news!	Discovery Hospitality Empathy Revelation Omnipresent Empathy Trust Epiphany Hope	Things are always better when someone we trust is with us (an adult, parent, the friend who goes with us to hospital). Christians believe the Bible says that we can trust that God is always with us, caring for us.	Images via Google Images (places of pilgrimage, images of Emmaus story). 'Hope' and 'Friendship' in "Values for Life" (Jumping Fish, p.207) Anton Rublev's Trinity icon (the breaking of bread together) Emmaus UK for exploring Christian value of hospitality (www.emmaus.org.uk)

6. John 20:24-29: Thomas doubts the news about the resurrection – Exploration

"Unless I see the scars of the nails in his hands and put my finger on those scars and my hands on his side I will not believe." (John 20:25)

Content **What's it about?**	• After the crucifixion, Thomas hears the news from the other disciples that Jesus is alive. • It's amazing news but Thomas can't believe it. He wants proof. • Jesus appears to Thomas and is very patient with him. • Thomas is completely changed. He says that Jesus is his Lord and his God.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Exploration It is important to ask honest questions and to look for answers. Children should be encouraged to think and question. Jesus told his followers to, "ask, seek and knock" (Matthew 7).	**Easter** **Resurrection** **Good news** An amazing and extraordinary idea – that Jesus whom they had seen put to death was alive and had met with them. What did the disciples want Thomas to accept and believe?	Discuss receiving unexpected good news. Set the scene. Read / tell the story of Thomas. Empathy: explore times we have felt left out or resentful. Thomas' life was changed for ever. Things that may have changed our lives for ever? Act out the events of the encounter between Thomas and Jesus.	Hope Faith Compassion Love Honesty	**PSHE** Dealing with Change. **RE** Resurrection events linked to 'big story' of Christianity. **Literacy** Events which changed my life, or turned my world upside down. People who influence us.	Faith Resurrection Hope Acceptance Repentance Forgiveness Love Patience Doubt	Things that have been hard for us to believe. Times when we have felt isolated and resentful. Doubt is good. It makes us look carefully and make up our minds what we believe. Everyone is welcome in our community. How do we try to ensure that no one feels left out?	Accessible version of the biblical account (e.g. Lion Children's Bible) Collective worship suggestions: www.ely.anglican.org/education/schools/collective_worship/ideas/thematic_index/doubting_thomas.html www.trurodiocese.org.uk/wp-content/uploads/2011/10/Doubting_Thomas-collective-worship.pdf

7. Judges 6:38-40: Gideon and the fleece – Exploration

"Gideon said to God, 'Don't be angry with me. Let me make one more test with the wool. This time let the wool be dry and the ground wet.'" (Judges 6:38).

Content **What's it about?**	• Gideon is a character from the Old Testament. God has given him a job to do and had promised to help him. • Gideon was afraid. He tested God by putting out a fleece of wool from one of his sheep to check if God meant what he said. The fleece needed to be wet and the ground dry. • The next morning Gideon asked for more proof. This time the fleece was dry and the ground wet.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Exploration Like Gideon, we should feel free to ask questions, offer different views and explore matters of faith.	**Learning from Bible characters.** **Being patient.** **Questioning and searching for answers**. **Times when we have been tested and have had to trust** For example, visits to hospital when we trusted the staff even though we didn't understand what was going on.	Explain that it's always good to ask questions. Trust games. People we can trust. Questioning games like "Deal or No Deal".	Trust Hope Encouragement Patience Perseverance	**PSHE** Hard things that have happened to me. How I found out if I was doing the right thing. Team building – solving problems together. **Maths and Science** Challenges and puzzles.	Belief Challenge Testing Patience Courage Trust	How do I cope when I'm asked to do hard things? The importance of people to trust. Drawing strength from faith and beliefs. Jesus said, "Ask and it will be given to you, seek and you will find. Knock and the door will be opened to you." (Matthew 7:7)	Exploring Christian Values: Christian Values for Schools: www.christianvalues4schools.org.uk www.ely.anglican.org/education/schools/collective_worship/documents/ValuesWorkbook.pdf 'Wisdom' in "Values for life" (Jumping Fish, p.317)

8. Luke 19:1-10: Jesus and Zacchaeus – Exploration

"The Son of Man came to seek and to save the lost." (Luke 19:9)

Content **What's it about?**	• Being given a second chance. • Tax collectors were hated in Jewish society in Jesus' day, partly because they worked for the Romans and partly because they were known to cheat and keep money for themselves. • People felt it was a scandal that Jesus had anything to do with Zacchaeus. • Jesus ministry focused on transforming people burdened by sin, rather than avoiding them.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Exploration and Encouragement Zacchaeus wanted to find out about Jesus for himself. Jesus took time to welcome him and encourage him. He changed as a result of meeting Jesus.	**Jesus and his friends** **Change and Transformation** People can be changed. They can have a new focus. **Christian Living** People who live for God and others. **Compassion** Understanding others, second chances.	A good passage for imaginative meditation. Read the story and let each child decide if they are Zacchaeus or one of the crowd. How did they feel? People put things right when they met Jesus. How can we apply this in school?	Forgiveness Honesty Trust Friendship Hospitality Perseverance Understanding Empathy Love	**PSHE** Anti -bullying strategies. This story is the basis of Restorative Justice in prisons. The Prison Fellowship calls it The Sycamore Tree. Can we help other people put things right when they have done wrong?	Sin Forgiveness Transformation Reconciliation Restitution	Jesus angered people by being generous and forgiving to the outcasts of society. How can we model this in school while challenging everyone to be the best they can be?	Animated version of the biblical story: www.bbc.co.uk/education/clips/z7kq6sg Accessible version of the biblical story: www.essex1.com/pages/paul/bible58.html Restorative justice: www.prisonfellowship.org.uk/what-we-do/sycamore-tree/ www.restorativejustice.org.uk/restorative-practice-schools

9. Luke 4:16-21: Jesus reveals his mission – Encouragement

"The Spirit of the Lord is upon me because he has chosen me to bring good news to the poor." (Luke 4:18)

Content **What's it about?**	• Jesus reads in the synagogue in Nazareth and reveals his mission to serve the poor and free the captives.						
Link to Diocesan Schools' Vision	**Collective worship Possible themes**	**Ideas for Worship**	**Christian Values**	**Cross Curricular Links**	**Key Words/ Religious Literacy**	**Reflection**	**Resources**
Excellence Bringing in God's Kingdom. **Exploration** Who Jesus is and what He came to do. **Encouragement** The call to serve others.	**The Lord's prayer** "Your kingdom come": God's kingdom on earth is where his subjects serve him. **Trinity** "The Spirit of the Lord is upon me." Light candle with three wicks, learn about "Tri" - Triangle, tricycle, etc. (needs 3 to work). Dimensions – a room needs height, width and depth to be a room. Learning to plait – three strands one rope.	People who serve others as followers of Jesus Mother Teresa Local Charities Foodbanks Christian Aid Challenges	Trust Compassion Service Respect Justice	**RE (AT1 Learning About Religion)** Who is Jesus? **PSHE** Our responsibility to those in need. Food Banks, Disaster Relief, Christian Aid. Captivity – people trafficking. Who is a captive? Literal slavery. Slavery to addictions **RE and PSHE** The nature of suffering – why do people suffer?	Incarnation Trinity Relationships The Kingdom of God	Who is Jesus? (Different responses to Jesus' claims. Most people rejected him in Nazareth and were angry.) Why do people suffer? Explore the concepts of fairness and unfairness.	Information from charities depending on which your school is supporting. Food Banks – "The Trussell Trust" or local church food bank links. 'Service' in "Values for Life" (Jumping Fish, p.375), the story of the Trussell Trust.

10. Matthew 21:12-17: Jesus is angry – Encouragement and Excellence

"Jesus went into the temple and drove out all who were buying and selling there." (Matthew 21:12)

Content **What's it about?**	• Jesus is angry with the corrupt moneychangers and he calls those selling doves in the temple courtyard "thieves and robbers". • The temple should be a house of prayer. The area of the temple that Jesus enters was the only area that non-Jews could enter in order to encounter God. By taking over that space, the moneychangers were not only exploiting the people, but also discriminating against non-Jewish people.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Encouragement Doing the right thing for others. A voice for the voiceless. **Excellence** Wanting the best for other people. Being the best – pure motives. **Exploration** Challenging the myth that Jesus was always gentle and passive.	**Fairness and justice** Things we might get angry about that will inspire change for the better. **Exploitation** People smuggling. **Poverty** People dying of preventable diseases Child mortality because of unsafe water. **Fairtrade** Fairtrade for producers - prices of coffee/chocolate	Things that are unexpected and shock or surprise us. Right or wrong quiz. Jesus' behaviour was unexpected - was he wrong? Discussion in pairs about what makes us angry. Are our motives selfish or unselfish? How can we support others? Local, national and international charities.	Justice Honesty Resilience Reverence Compassion Thankfulness	**Maths** Rates of exchange, international currency **RE** What would make Jesus angry if he was here today? Debate – is it possible to be angry and yet not sin? What is 'righteous anger'?	Sin Anger Justice Righteousness Service Responsibility	Matthew 25:31 onwards. Reflection on the call to feed the hungry, give drink to the thirsty, clothe the naked and visit the prisoners. Do we care for each other and others outside our school community as well as we could?	Fairtrade fortnight – project resources. Collective worship outlines for this passage in "Values for life" (Jumping Fish, p.380). Charities like Centrepoint Outreach and BeAttitude and relief organisations like Lepra are willing to send visitors to schools to speak about their work.

11. Micah 6:8: God's expectations – Encouragement

"This is what the Lord requires of you – to act justly, love mercy and walk humbly with your God."

Content **What's it about?**	What God requires of His People: • Do what is right • Be kind to Others • Obey God

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Excellence Living God's way. **Encouragement** Helping other people. **Exploration** A specific set of values. Putting others first. This is an alien concept for many in modern society.	**Doing the right thing** Activities about making choices. **Being Kind** Harvest – helping others in need, distributing gifts. The Lord's Prayer "Forgive us our sins, as we forgive those who sin against us." **Obedience** Who we obey, (parents, teachers, youth leaders, team coaches) and why we obey.	People who live God's way – school buddy system. Helping and supporting others kindly. Stories of sacrifice. People who are good examples.	Justice Kindness Respect Forgiveness Honesty	**PSHE** Considering Code of Conduct or school rules. Home/school agreements. Working together for the good of our school/ church/ wider community. Developing fundraising ideas. **RE** Hot-seat a member of the Christian community. The lives of religious communities – vows of obedience.	Discipleship Justice Mercy Grace Community Humility	The challenge to be obedient and unselfish in an individualistic society. Listen and think or sing the words of the song, "Brother, let me be your servant" by Richard Gillard. UN Convention on the Rights of the Child.	Websites for charities you are supporting. Christian Values for Schools: www.christianvalues4schools.org.uk 'Humility' and 'Generosity' in "Values for Life" (Jumping Fish, pp. 249, 273).

12. Jeremiah 29:11-13: A future and a hope – Encouragement

"'For I know the plans I have for you,' says the Lord, 'Plans to prosper you and not to harm you. Plans to give you hope and a future.'" (Jeremiah 29: 11)

Content **What's it about?**	• In the 7th century BC Jeremiah was called by God to be a prophet. God told him to say that the nation of Judah would be defeated and taken into exile. • Jeremiah was unpopular and his life was threatened. But this was not the end. God had plans for a good future for his people.

Link to Diocesan Schools' Vision	Collective worship Possible themes	Ideas for Worship	Christian Values	Cross Curricular Links	Key Words/ Religious Literacy	Reflection	Resources
Encouragement There is always hope. God has a plan for us all if we work with Him.	**Hope** God has plans for us all. This remains true even when we think there is no hope. There are many stories of people who have experienced this. Learn about charities and organisations which help people who feel there is no hope for them. The importance of asking for help and knowing our needs. "Seek me with all your heart" (Jeremiah 29:13).	Focus on The Message Trust and their work in Manchester – schools, prisons, the youth bus and rock music. The life of John Robinson (now with the Church Mission Society): brought up in care, he went to prison but his life was transformed when he discovered God's love for him. Emmaus – charity working with the homeless.	Hope Love Compassion	**PSHE and Citizenship** Charities the school supports each year. Visits to/from charities e.g. Emmaus and BeAttitude.	Resurrection Vocation Prophet Prophecy Mission Missionary	It is during school years that many young people begin to drop out and feel lost. The message of hope and new beginnings is vital and learning about others who found hope when things seemed hopeless could be of help. Use current and relevant examples.	The book "Nobody's Child" by John Robinson. The Message Trust www.message.org.uk Emmaus UK www.emmaus.org.uk has video clips available on YouTube such as "Coldest Nights" and "Miranda tells her story".

Bible passages in full

All passages are taken from the NRSV translation; please feel free to use the most appropriate translation for your audience.

Hebrews 12:1 Excellence – following an excellent example

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us run with perseverance the race that is set before us.

Psalm 8 Excellence – God's amazing creation and his concern for us

[1]O LORD, our Sovereign,
how majestic is your name in all the earth!
You have set your glory above the heavens.
[2]Out of the mouths of babes and infants
you have founded a bulwark because of your foes,
to silence the enemy and the avenger.

[3]When I look at your heavens, the work of your fingers,
the moon and the stars that you have established;
[4]what are human beings that you are mindful of them,
mortals that you care for them?

[5]Yet you have made them a little lower than God,
and crowned them with glory and honour.
[6]You have given them dominion over the works of your hands;
you have put all things under their feet,
[7]all sheep and oxen,
and also the beasts of the field,
[8]the birds of the air, and the fish of the sea,
whatever passes along the paths of the seas.

[9]O LORD, our Sovereign,
how majestic is your name in all the earth!

Luke 15:1-7 Excellence – the parable of the lost sheep

Now all the tax-collectors and sinners were coming near to listen to him. [2]And the Pharisees and the scribes were grumbling and saying, 'This fellow welcomes sinners and eats with them.'

[3]So he told them this parable: [4]"Which one of you, having a hundred sheep and losing one of them, does not leave the ninety-nine in the wilderness and go after the one that is lost until he finds it? [5]When he has found it, he lays it on his shoulders and rejoices. [6]And when he comes home, he calls together his friends and neighbours, saying to them, "Rejoice with me, for I have found my sheep that was lost." [7]Just so, I tell you, there will be more joy in heaven over one sinner who repents than over ninety-nine righteous people who need no repentance.

1 Corinthians 12:27–13:1, 4-8 Love – the most excellent way

Now you are the body of Christ and individually members of it. [28]And God has appointed in the church first apostles, second prophets, third teachers; then deeds of power, then gifts of healing, forms of assistance, forms of leadership, various kinds of tongues. [29]Are all apostles? Are all prophets? Are all teachers? Do all work miracles? [30]Do all possess gifts of healing? Do all speak in tongues? Do all interpret? [31]But strive for the greater gifts. And I will show you a still more excellent way. [13]If I speak in the tongues of mortals and of angels, but do not have love, I am a noisy gong or a clanging cymbal. [3]If I give away all my possessions, and if I hand over my body so that I may boast, but do not have love, I gain nothing.

Luke 24:13-35 Exploration – the road to Emmaus

[13]Now on that same day two of them were going to a village called Emmaus, about seven miles from Jerusalem, [14]and talking with each other about all these things that had happened. [15]While they were talking and discussing, Jesus himself came near and went with them, [16]but their eyes were kept from recognizing him. [17]And he said to them, 'What are you discussing with each other while you walk along?' They stood still, looking sad. [18]Then one of them, whose name was Cleopas, answered him, 'Are you the only stranger in Jerusalem who does not know the things that have taken place there in these days?' [19]He asked them, 'What things?' They replied, 'The things about Jesus of Nazareth, who was a prophet mighty in deed and word before God and all the people, [20]and how our chief priests and leaders handed him over to be condemned to death and crucified him. [21]But we had hoped that he was the one to redeem Israel. Yes, and besides all this, it is now the third day since these things took place. [22]Moreover, some women of our group astounded us. They were at the tomb early this morning, [23]and when they did not find his body there, they came back and told us that they had indeed seen a vision of angels who said that he was alive. [24]Some of those who were with us went to the tomb and found it just as the women had said; but they did not see him.' [25]Then he said to them, 'Oh, how foolish you are, and how slow of heart to believe all that the prophets have declared! [26]Was it not necessary that the Messiah should suffer these things and then enter into his glory?' [27]Then beginning with Moses and all the prophets, he interpreted to them the things about himself in all the scriptures.

[28]As they came near the village to which they were going, he walked ahead as if he were going on. [29]But they urged him strongly, saying, 'Stay with us, because it is almost evening and the day is now nearly over.' So he went in to stay with them. [30]When he was at the table with them, he took bread, blessed and broke it, and gave it to them. [31]Then their eyes were opened, and they recognized him; and he vanished from their sight. [32]They said to each other, 'Were not our hearts burning within us while he was talking to us on the road, while he was opening the scriptures to us?' [33]That same hour they got up and returned to Jerusalem; and they found the eleven and their companions gathered together. [34]They were saying, 'The Lord has risen indeed, and he has appeared to Simon!' [35]Then they told what had happened on the road, and how he had been made known to them in the breaking of the bread.

[28]So they approached the village where they were going. He acted as though he wanted to go farther, [29]but they urged him, "Stay with us, because it is getting toward evening and the day is almost done." So he went in to stay with them.

[30]When he had taken his place at the table with them, he took the bread, blessed and broke it, and gave it to them. [31]At this point their eyes were opened and they recognized him. Then he vanished out of their sight. [32]They said to each other, "Didn't our hearts burn within us while he was speaking with us on the road, while he was explaining the scriptures to us?" [33]So they got up that very hour and returned to Jerusalem. They found the eleven and those with them gathered together [34]and saying, "The Lord has really risen, and has appeared to Simon!" [35]Then they told what had happened on the road, and how they recognized him when he broke the bread."

John 20:24-29 Exploration – Doubting Thomas

[24]But Thomas (who was called the Twin), one of the twelve, was not with them when Jesus came. [25]So the other disciples told him, 'We have seen the Lord.' But he said to them, 'Unless I see the mark of the nails in his hands, and put my finger in the mark of the nails and my hand in his side, I will not believe.'

[26]A week later his disciples were again in the house, and Thomas was with them. Although the doors were shut, Jesus came and stood among them and said, 'Peace be with you.' [27]Then he said to Thomas, 'Put your finger here and see my hands. Reach out your hand and put it in my side. Do not doubt but believe.' [28]Thomas answered him, 'My Lord and my God!' [29]Jesus said to him, 'Have you believed because you have seen me? Blessed are those who have not seen and yet have come to believe.'

Judges 6:36-40 Exploration – Gideon and the fleece

[36]Then Gideon said to God, 'In order to see whether you will deliver Israel by my hand, as you have said, [37]I am going to lay a fleece of wool on the threshing-floor; if there is dew on the fleece alone, and it is dry on all the ground, then I shall know that you will deliver Israel by my hand, as you have said.' [38]And it was so. When he rose early next morning and squeezed the fleece, he wrung enough dew from the fleece to fill a bowl with water. [39]Then Gideon said to God, 'Do not let your anger burn against me, let me speak one more time; let me, please, make trial with the fleece just once more; let it be dry only on the fleece, and on all the ground let there be dew.' [40]And God did so that night. It was dry on the fleece only, and on all the ground there was dew.

Proverbs 2:6-9 Exploration – God's wisdom

[6]For the LORD gives wisdom;
from his mouth come knowledge and understanding;
[7]he stores up sound wisdom for the upright;
he is a shield to those who walk blamelessly,
[8]guarding the paths of justice
and preserving the way of his faithful ones.
[9]Then you will understand righteousness and justice
and equity, every good path…

Ecclesiastes 4:9-12 Encouragement – supporting each other

[9]Two are better than one, because they have a good reward for their toil. [10]For if they fall, one will lift up the other; but woe to one who is alone and falls and does not have another to help. [11]Again, if two lie together, they keep warm; but how can one keep warm alone? [12]And though one might prevail against another, two will withstand one. A threefold cord is not quickly broken.

Matthew 20:1-16 Encouragement – God's justice

'For the kingdom of heaven is like a landowner who went out early in the morning to hire labourers for his vineyard. [2]After agreeing with the labourers for the usual daily wage, he sent them into his vineyard. [3]When he went out about nine o'clock, he saw others standing idle in the market-place; [4]and he said to them, "You also go into the vineyard, and I will pay you whatever is right." So they went. [5]When he went out again about noon and about three o'clock, he did the same. [6]And about five o'clock he went out and found others standing around; and he said to them, "Why are you standing here idle all day?" [7]They said to him, "Because no one has hired us." He said to them, "You also go into the vineyard." [8]When evening came, the owner of the vineyard said to his manager, "Call the labourers and give them their pay, beginning with the last and then going to the first." [9]When those hired about five o'clock came, each of them received the usual daily wage. [10]Now when the first came, they thought they would receive more; but each of them also received the usual daily wage. [11]And when they received it, they grumbled against the landowner, [12]saying, "These last worked only one hour, and you have made them equal to us who have borne the burden of the day and the scorching heat." [13]But he replied to one of them, "Friend, I am doing you no wrong; did you not agree with me for the usual daily wage? [14]Take what belongs to you and go; I choose to give to this last the same as I give to you. [15]Am I not allowed to do what I choose with what belongs to me? Or are you envious because I am generous?" [16]So the last will be first, and the first will be last.'

Luke 4:16-19 Encouragement – Jesus reveals his mission

16When he came to Nazareth, where he had been brought up, he went to the synagogue on the sabbath day, as was his custom. He stood up to read, 17and the scroll of the prophet Isaiah was given to him. He unrolled the scroll and found the place where it was written:

18'The Spirit of the Lord is upon me,
because he has anointed me
to bring good news to the poor.
He has sent me to proclaim release to the captives
and recovery of sight to the blind,
to let the oppressed go free,
19 to proclaim the year of the Lord's favour.'

Matthew 21:12-13 Encouragement – Jesus is angry

Then Jesus entered the temple area and drove out all those who were selling and buying in the temple courts, and turned over the tables of the money changers and the chairs of those selling doves. 13And he said to them, "It is written, 'My house will be called a house of prayer,' but you are turning it into a den of robbers!"

Micah 6:8 Encouragement – living God's way

8He has told you, O mortal, what is good;
and what does the LORD require of you
but to do justice, and to love kindness,
and to walk humbly with your God?

Jeremiah 29:11-13 Encouragement – hope and a future

11For surely I know the plans I have for you, says the LORD, plans for your welfare and not for harm, to give you a future with hope. 12Then when you call upon me and come and pray to me, I will hear you. 13When you search for me, you will find me; if you seek me with all your heart…

Glossary

The National Society
"The National Society for promoting Religious Education" was established in 1811 to provide schools for poor children. Today the National Society works closely with the wider education division of the Church of England to promote and resource 4700 schools in England and 200 schools in Wales.

DBE – Diocesan Board of Education
DDE – Diocesan Director of Education
DBF – Diocesan Board of Finance
PCC – Parochial Church Council
VC – Voluntary Controlled schools
VA – Voluntary Aided schools

Diocese – a district under the pastoral care of a Bishop
Parish – a small district with its own church and priest

Academy – state-funded schools independent of local authority control
Maintained school – state-funded schools funded through the Local Authority

A School Prayer

Loving God
As we pursue excellence in all that we do
Help us to reach for our full potential.

As we explore your wonderful world,
Give us curiosity, excitement and open minds.

As we encourage those around us,
Help us work together in our homes, classrooms and community.

Living God, in all that we do
Help our school grow into a place of wisdom, hope, and love.

Amen.

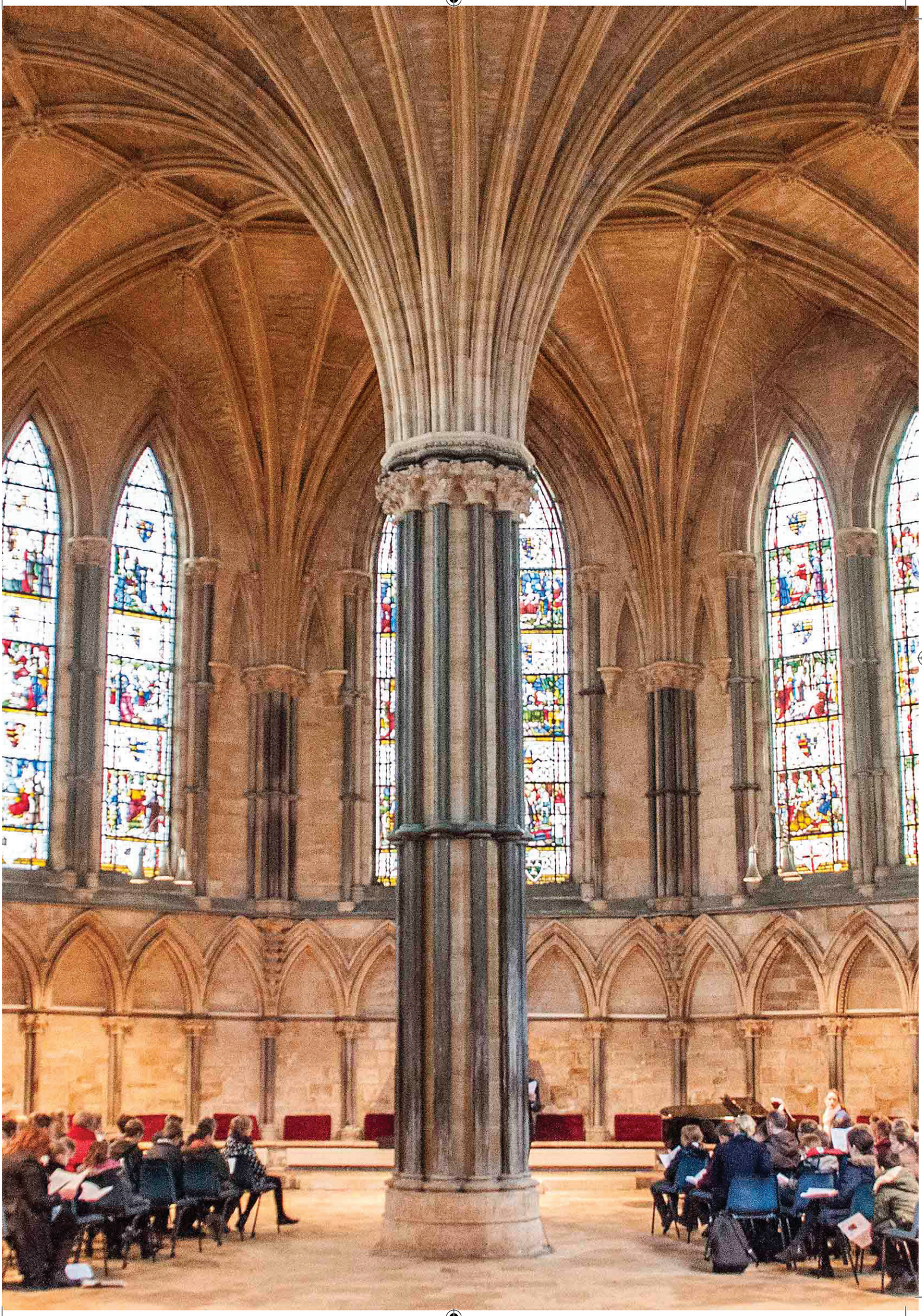
A School Creed

This is our school.
Let peace dwell here,
Let the rooms be full of contentment,
Let love abide here,
Love of one another,
Love of mankind,
Love of life itself,
And love of God.
Let us remember
That, as many hands build a house,
So many hearts make a school.

Amen.

Notes





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Church Schools serving their communities through excellence, exploration and encouragement within the love of God.

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The Diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our Church Schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

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