

Questions

Ethos

- In what ways is a concern for fairness shown in the life of your school? How is this extended to a concern for social justice in the wider world?
- How do the pupils view punishment, both of themselves and of others? Is there a common understanding of why punishments are given?
- To what extent are the pupils themselves involved in decisions about what is fair and just?

Worship

- How are pupils helped to reflect upon the connection between the love of God and God's anger at injustice?
- How does worship give pupils a clearer vision of what is fair and just?
- How is a concern for justice reflected in prayers of intercession?

Curriculum

- How are pupils helped to understand that rights are inseparable from responsibility i.e. the only rights we have are the ones that we give each other?
- Where do pupils have the opportunity to explore the concept of justice particularly the idea of justice for the poor and oppressed?
- What opportunities are there for pupils to learn about how Christians have worked for the rights of others?

Leadership

- How will the pupils in your school have been equipped to contribute to the creation of a more just society when they leave school?
- What is your understanding of the relationship between justice and forgiveness? How do you resolve any tension between the two?
- Jesus challenged the religious leaders of his day by saying, 'You give a tenth of your spices – mint, dill and cumin. But you have neglected the more important matters of the law – justice mercy and faithfulness' (Matthew 23:23). What do you think are the equivalents in the life of a school? What 'weightier' matters can sometimes be neglected at the expense of the relatively trivial?