



Moral Development Policy

"Living the Gospel in the spirit of love and respect".

Coordinator	Mrs C Atkinson
Groups involved in discussion	Governing Body Headteacher Senior Leadership All Staff Children Parents
Link to school improvement plan	Section 8 – further develop the Catholic Life of the school to ensure the school remains good to outstanding.

What is Moral Development?

Moral Development is about a growing awareness of, and a positive response to, the demands of living as an individual with others in community. It involves the distinction between right and wrong, good and evil in a social context.

At Saint Wilfrid's, moral development helps members of the School Community to live and work effectively within the context of a shared set of values and a shared practice of moral discernment and decision. Through the curriculum, through Collective Worship and through its ethos, the school helps pupils to develop their understanding of moral rules and how to use these rules in making moral decisions.

The Gospel values are lived out in the daily life of our school in many ways including:

- Forgiveness
- Freedom
- Tolerance
- Respect
- Relationships

Aims of the School

- To help all members of the School Community to develop respect for self, others and the environment.
- To promote Christian values and attitudes.
- To promote positive relationships among all members of the School Community.
- To help pupils develop a moral conscience.
- To give children opportunities to acquire and develop the qualities and attitudes that will enable them to become better human beings.

How does the school contribute to moral development?

At St. Wilfrid's School, moral education is provided through all aspects of the curriculum; through the religious programme "Come and See", through Collective Worship, Liturgies and Assemblies and through the Christian ethos of the school.

Extending pupils' knowledge and understanding of the range of accepted values in society.

- Developing pupils' skills and attitudes, such as decision making, self-control, consideration of others, having the confidence to act in accordance with one's principles and thinking through the consequences of actions.
- Promoting, at an appropriate level, pupils' understanding of basic moral philosophy and the skills of analysis, debate, judgement and applications to contemporary issues.
- Developing an ability to distinguish right from wrong based on knowledge of the moral codes of their own and other cultures.
- Developing a confidence to act consistently in accordance with their own principles.
- Developing an ability to think through the consequences of their own and others' actions.
- Developing a willingness to express their views on ethical issues and personal values.
- Developing an ability to make responsible and reasoned judgements on moral dilemmas.
- Developing a commitment to personal values in areas which are considered right by some and wrong by others.
- Developing a considerate style of life.
- Developing a respect for others' needs, interests and feelings, as well as their own.
- Developing a desire to explore their own and others' views.
- Developing an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

What is the benefit of Moral Development?

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Giving children the opportunity across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making.
- Rewarding expressions of moral insights and good behaviour.

- Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school.
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, resolution of conflict, keeping contracts and promises.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions – for example respect for property, care of the environment and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.
- Reinforcing the school's values through images, posters, classroom displays, screensavers and exhibitions.
- Monitoring, in simple, pragmatic ways the success of what is provided.

The role of the Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are used optimally to support teaching and learning.
- Check teaching methods in the light of health and safety regulations.
- Seek to ensure that our staff development and our performance management both promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the termly headteacher's report to governors.

The role of the Parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain pupil progress.
- Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school.
- Sending parents regular reports in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.
- Promote a positive attitude towards school and learning in general.

We are aware of the need to monitor the school's Moral Development policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Revised April 2023

This policy was last updated on	March 2023
Discussed and agrees with Governors	April 2023
Formal Review of Policy	April 2025

Signed: *Mrs O'Gner* Headteacher

Date: April 2023



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