

St Peter's R.C. Primary School

Spiritual and Moral Development Policy



Policy	Spiritual and Moral Development Policy
Date	July 2022
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Signed Chair of Governors	<i>Eugene McCarthy</i>
Signed Headteacher	<i>Clare Scott</i>

We, the family of St Peter's, united in faith by God strive to learn and grow together to be the best we possibly can every day.

Introduction:

We aim to develop an ethos in our school whereby the spiritual and moral needs of all within the school community are supported. This will be expressed through our response to the gospel values.

The school believes that the planned promotion of the spiritual, moral, social and cultural development of our children is fundamental to the teachings of the school.

The Christian belief that human beings are created in the image of God, and that each shares in God's purpose to bring life and respect to one another, underpins the work and nature of the school, and is endorsed in our mission statement.

'We, the family of St Peter's, united in faith by God strive to learn and grow together to be the best we possibly can every day.'

At St Peter's Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness and high standards of personal behaviour. We also aim to nurture children in gaining a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

General aims:

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society
- To give each pupil the opportunity to explore moral issues, and develop a sense of social and moral responsibility

Defining spiritual, moral, social and cultural development

Pupils' spiritual development is shown by their:

- ability to engage with the big questions of purpose and meaning
- ability to be reflective about their beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of Catholic gospel values and how these impact on their behaviour; for example, respect
- understanding of the consequences of their behaviour and actions
- ability to recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- interest in investigating, and offering reasoned views about, moral and ethical issues.
- their ability to understand and appreciate the viewpoints of others on these issues.

Pupils' social development 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
- willingness to volunteer and cooperate with others
- ability to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels
- ability to accept and engage 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
- ability to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Pupils' cultural development is shown by their:

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

Spiritual development objectives:

Spirituality is about searching for God in events of human life. It is the very essence of what it means to be human. It is concerned with:

- How an individual acquires personal beliefs
- Questions about religion
- Whether life has a purpose
- Questions about personal and social behaviour

Spiritual development assists children in considering:

- Reflection as a means of self-evaluation
- The attribution of meaning to experience
- The value of a non-material dimension to life

As a school, we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem and their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships with their peers and adults both at school and home

- Reflect on, consider and celebrate the wonders and mysteries of life

We aim to encourage the spiritual, moral, social and cultural development of our children and actively promote our core values, which help underpin our distinctive Catholic character. Our core values are:

- Perseverance
- Respect
- Integrity
- Compassion
- Enthusiasm

Collective worship and all curriculum areas have an important contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in to each area of the curriculum.

The school community will be a place where pupils can find acceptance for themselves and where forgiveness and the opportunity to start again is fundamental to the distinctive character of the school.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. We aim to provide a safe learning environment where all pupils can flourish.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals in the sight of God and showing respect for pupils and their families.

Pupils will learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. They should understand the need for rules and the need to abide by rules for the good of everyone.

School and classroom rules and values should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

We aim to ensure that everyone connected to the school is aware of the school's distinctive Christian character and values and that all adults model and promote exemplary behaviour based on distinctive Christian values.

Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

We recognise that not all members of the school community will be practising Christians, however all staff understand and empathise with our distinctive Christian character. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significantly important part in their ability to learn and achieve.

Spiritually:

- form and maintain positive relationships with other children and adults
- foster their emotional life and enable them to express their feelings
- experience moments of stillness and reflection
- gain an appreciation of the intangible- for example, beauty, truth, love, goodness
- grow in self esteem
- form and maintain worthwhile and satisfying relationships.
- to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed injustice, narrowness of vision, self interest, sexism, racism and other forms of discrimination
- develop an understanding of the importance reflection and worship
- recognise and reflect on Christian approaches to spiritual development
- explore the gifts and fruits of the spirit
- reflect on, consider and celebrate the wonders and mysteries of life, the world and the whole of creation
- discuss beliefs, feelings, values and responses to personal experiences
- appreciate human aspirations and achievements
- develop a capacity for critical and independent thought
- ensure that the integrity and spirituality of pupils from all faith backgrounds is respected and explored

Morally:

- reflect on Christian values and how they have an impact on their own lives
- develop an understanding of personal, moral and religious values
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives
- develop an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.
- have confidence to act consistently in accordance with their own principles
- think through the consequences of their own and others' actions
- express their views on ethical issues and personal values
- make responsible and reasoned judgements on moral dilemmas
- have a commitment to personal values in areas which are considered right by some and wrong by others.
- have a respect for others' needs, interests and feelings, as well as their own
- to respect the environments in which they live
- explore their own and others' views
- explore and develop their values and beliefs, spiritual awareness

- understand the need to review and re-assess their values, codes and principles in the light of experience
- have high standards of personal behaviour
- explore social and moral issues, and develop a sense of social and moral responsibility
- develop an understanding of why all people living in England are subject to its laws
- have a positive caring attitude towards other people

Socially:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities
- work, successfully, as a member of a group or team
- share views and opinions with others, and work towards consensus
- resolve conflicts and counter forces which mitigate against inclusion and unity
- reflect on their own contribution to society and to the world of work
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility
- appreciate the rights and responsibilities of individuals within the wider social setting
- understand how societies function and are organised in structures such as the family, the school and local and wider communities
- understand the law, parliament and the judicial systems of the country
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex society

Culturally:

- recognise the value and richness of cultural diversity in the UK and how it influence individuals and society
- develop an understanding of their individual and group identity, their social and cultural environment
- gain an appreciation of the many cultures that enrich our society
- recognise and understand their own cultural assumptions and values
- understand the influences which have shaped their own cultural heritage
- gain an understanding of the dynamic, evolutionary nature of cultures
- appreciate the richness of cultural diversity and accord dignity and respect to other people's values and beliefs
- challenge racism and value racial equality
- be open to new ideas and a willingness to modify cultural values in the light of experience

- use language and understand images /icons, for example, in music, art, literature, which have significance and meaning in a culture
- participate in, and to respond to, artistic and cultural enterprises
- gain a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- have regard for the heights of human achievement in all cultures and societies
- gain an appreciation of the diversity and interdependence of cultures
- understand that Catholicism is a multi-cultural world faith
- understand and respect difference and diversity within local, national and global faith communities
- have an understanding of their social and cultural traditions
- develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.
- understand the role of the Catholic church at local, national and international levels

Moral Development objectives:

The Educational mission of the Church brings to life Christ's new commandment" ... that you love one another as I have loved you" (John 13:34)

At the heart of the Church's and the school's moral teaching lies the understanding that we love because we are first loved by God. We are called to reflect God's love for us in our relationships with others and, since His love is unconditional and freely given, we have been given the freedom to respond to His love, or reflect Him. How we understand and use this gift of freedom is crucial to our moral development – to our becoming fully human.

Moral education helps pupils to acquire:

- Knowledge
 - Understanding
 - Intentions
 - Attitudes
 - Behaviour
- in relation to what is right or wrong

As a school, we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual
- Recognise the challenge of Jesus' teaching
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment

- Make informed and independent judgements

A child who has developed spiritually and morally should:

- Hold a strong set of values, principles and beliefs
- Show an awareness and understanding of their own and others' beliefs
- Foster and maintain high levels of respect for themselves and for others
- Establish a good sense of empathy, concern and compassion
- Have the skill to reflect upon the actions of themselves and others
- Be able to show courage in defence of their values, principles and belief.
- Show a readiness to challenge all that would constrain the human spirit e.g. poverty
- Have the ability to think in terms of the 'whole' e.g. harmony

Teaching and Organisation

Spiritual and moral development will take place across all curriculum areas. Within activities, pupils will be encouraged to recognise the spiritual dimension of their learning, reflect on the significance of that they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussion and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, eg bullying, death etc
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet)

Many curriculum areas will also provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are different in any way
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively
- Link with the wider community

- Encourage and welcome visitors into school to enhance the pupils understanding of the wider community
- Link with the Church and other parties within the Diocese
- Develop a strong home-school link, enabling parents and teachers to work in an effective partnership to support the pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it

Conclusion

High standards in the area of social and moral development will be sought and maintained by making explicit the school's values expressed in the Mission Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us.