



St. Monica's Catholic Primary School Moral Development Policy

Status	School need
Policy reviewed	Spring 16 (revised Summer 19)
Date presented to Education Committee	Summer 19
Date approved by Governing Body	Summer 19
Published on school web site	Summer 19
Date of next review	Summer 22

1. Rationale

At St. Monica's we recognise that Moral Development is an intrinsic part of every child's education. The promotion of a child's moral development provides a framework for children to build their own understanding of the world and to make appropriate decisions. In our school we view moral education as a process of decision-making based on conscience, self-awareness and the exercise of consideration towards others. Our understanding of morality is rooted in the willingness of an individual to promote the good of others and through generous self-giving, to recognise the true fullness of life.

*The Lord Jesus came to live among us in order to show us the Father's love. His ultimate sacrifice testifies to his love for his friends. And the Lord's new commandment is at the centre of our faith: **This is my commandment, that you love one another as I have loved you.** This 'as' is a model and measure of Christian love.
(The Religious Dimension of Education in the Catholic School, paragraph 85)*

In accordance with our Mission Statement we therefore acknowledge that our approach to moral development will be a process that allows the child to gain a sense of the greater good and what is right and wrong, informed by the teachings of the Catholic Faith. We endeavour to promote awareness of conscience and how our inner responses can form the foundation of moral decision making. It is also paramount that children in our care are made aware of the scope and complexity of morality (appropriate to their age). We recognise the need to enable the children to be well informed, to think rationally and impartially across the curriculum about moral issues and experience the use of values in the process of making moral decisions.

2. Aims and purpose

Moral development education at St. Monica's is aimed at enabling children to develop some or all of the following characteristics:

- an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- a confidence to act consistently in accordance with their own principles, constantly striving to become a better person;
- an ability to think through the consequences of their own and others' actions;
- a willingness to express their views on ethical issues and personal values and listen to others;
- an ability to make responsible and reasoned judgements on moral dilemmas;
- an understanding that weakness, failure and fault belong to the human condition, but we should try to overcome them;
- a respect for others' needs, interests and feelings, as well as their own;
- a desire to explore their own and others' views;
- an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

3. Guidelines for promoting moral development

3.1 Developing a child's sense of morality is the responsibility of the whole school community.

3.2 In order to achieve our aims we promote teaching styles which:

- Encourage questioning and exploring
- Lead the children in reflections on their own and others' actions
- Provides opportunities to make and discuss moral choices

3.3 Moral development is addressed explicitly through:

- The teaching of the Way the Truth and the Life scheme of work
- Sacramental preparation
- Citizenship lessons
- Personal, Social and Health Education lesson, and in particular the Statements to Live By programme
- Circle Time and School Council
- Collective Worship
- All curriculum subject areas where the opportunity arises, for example in religious education, drama, story telling, sport and team games
- The teaching of other faiths
- After school clubs and other extra curricular activities

3.4 We endeavour to ensure that moral development is promoted by ensuring that, appropriate to the age of the children, our schemes of work include:

- Knowledge of language and ideas of morality
- Consideration of national and international issues
- Models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship

3.5 Moral development is addressed implicitly through:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school, as reflected in the school's behaviour policy;
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria;
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and social 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 within the school, the principles which they wish to promote - for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- 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 through establishing high expectations from the outset; for example, respect for property, care of the environment, and developing codes of behaviour.

4. Monitoring and review

4.1 The policy is monitored in accordance with an annual timetable of monitoring, in Whole Staff Meetings. This monitoring schedule is sent to staff each year.

4.2 The Subject Co-ordinator completes a report termly covering monitoring of policy implementation, planning and standards.

4.3 A named governor, Mrs. Barker, is responsible for the monitoring of religious education, and will visit the school for this purpose. The governor concerned discusses issues with the HT or DHT before reporting to the governors.

4.4 This policy will be reviewed at least every 3 years.

Signed:

Chair of the Education Committee

Date: