

Moral Development Policy



At St Mary's R. C. Primary School, Birchley

Written November 2008

Reviewed 2014

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Mission Statement

Our vision is for St Mary's School to be a happy place, where we live, love, learn and work together in the light of the example set by Jesus.

Our school family aims to understand and follow the example set by Jesus.

We will achieve this by:

- Using the Archdiocesan syllabus to underpin all school policies and practices.
- Developing self respect and respect of others.
- Setting good examples of positive behaviour.
- Encouraging and rewarding honesty and integrity.
- Listening to each other.
- Enabling all to contribute.
- Enabling all to recognise their actions and resulting consequences.
- Providing quality opportunities for silent prayer and/or reflection.
- Facilitating opportunities for helping others.

Our school family aims to fully develop the potential of everyone within our school community.

We will achieve this by:

- Providing a broad, balanced and creative curriculum, accessible by all.
- Having rigorous and robust assessment procedures which drive teaching and learning.

- Seeking enrichment opportunities.
- Celebrating success and achievement at every level.

Our school family aims to work together with our families and parish to be an integral part of the wider community.

We will achieve this by:

- Actively seeking out opportunities to promote the school as part of the wider community.
- Actively seeking out opportunities to enrich the local and wider community
- By encouraging links with the parish and families
- Involving local community in school/parish events.
- Making effective use of visitors to enhance the children's learning.
- Developing means of communication e.g. newsletters, reports, parent evenings and websites.

Aim

In preparing our children for their life journey, we aim, through the curriculum, to foster an awareness of living as individuals in a community which demands an understanding of and positive, personal responses to the moral values of our society. We will endeavour to foster an environment of respect for others; visible through positive relationships and sound judgments based on the Gospel values of love, truth, integrity, equality, service, faith, justice, fairness and forgiveness.

Objectives

To achieve these aims, we will:

- provide opportunities for the development of moral conscience
- enable children to consider choices
- enable children to make choices
- study choices made by others and the consequent impact upon society
- encourage independence and confidence in all aspects of life
- foster a caring community of people who think of others needs
- foster respect for all members of our community
- motivate pupils to behave in a moral way through reward and celebration systems
- provide opportunities for choice and decision making
- use every opportunity to encourage the five core value words (respect, passion, integrity, creativity, nurture) in all members of the school community

Role of the Curriculum in Moral Development

There are many aspects of the curriculum which enable opportunities for moral development. R.E., liturgy and collective worship have a strong role in encouraging moral development through discussion and reflection upon aspect of personal life, dilemmas and choices to make. Children are prepared to receive the Sacrament of Holy Communion and Reconciliation in Y4 currently.

The approach to sacraments in *Come and See* is rooted in a sacramental view of the world which permeates every theme and topic: “the heavens and the earth proclaim the glory of God” (Psalm 19). All creation is a sacrament showing us what God is like, making God’s love and goodness present in visible and tangible ways.

The curriculum provided for all children offers many opportunities to develop morally in terms of conscience, making choices and the impact of these choices. It offers opportunities to reflect upon the choices made by others and the results and impact of these policies. Some examples might include:

Literacy: letter writing, questions arising from the study of literature, discussing issues, persuasion

Science/Geography: environmental issues, health questions, personal safety

IT:	keeping safe online, cyberbullying etc
History:	conflict, success, failure, cause and effect, bias
PSHE/SEAL:	choices, difference, acceptance, tolerance, conscience, multi traditional/faith community. Making decisions.
Collective Worship:	respond and reflect through prayer to family, local, national and/or global issues. Follow events on the liturgical calendar.

Children are encouraged from an early age to be independent, and to make judgments and choices based on an increasing awareness of themselves as a member of a group.

Children are challenged to explain decisions and judgments.

Children may be given differentiated opportunities to access these aspects of moral development. They are given positive and valuable feedback following our marking policy.

The Role of Relationships in Moral Development

The school provides an ethos which encourages personal growth following Gospel values.

By providing a secure community, children will develop a variety of relationships during their time with us.

Children are encouraged to co-operate within class and in times of play. Group and paired work allows the development of the skills of listening and sharing opinions. Respect for other views is important.

Staff have high expectations encouraging a supportive culture, pupil – pupil, staff member – pupil, staff member – staff member. Staff are expected to act as role models in their behaviour to one another.

Children are valued as individuals. Children’s work is shared and celebrated with others either within lessons, during good work assemblies or in display.

Children are encouraged to consider school, local, national and international issues when appropriate. Children are expected to welcome all visitors and display good manners, when in school, and out of school. They are led into feelings of empathy and understanding eg. CAFOD.

Links between Moral Development and School Policies/Systems

Policies:	Inclusion (including SEN)
	Equal Opportunities
	Anti bullying
	Behaviour
	E.P.R.

These policies are based on sound moral principles of equality and opportunity for all.

House system:	All children are in a ‘house’ which is a way of collectively celebrating achievement and motivating children to work hard, behave well and be good citizens. House points are awarded to reward these.
Code of Conduct:	School rules written by the children are displayed around the school and /or in classrooms. In September 2016 children took part in British Values week which looked at the Rule of Law and tolerance of others in society. Children are encouraged to think about their behaviour in terms of the effect upon their friends.
Home School Agreement	Staff, children and their parents and carers all sign up to this contract, detailing individual’s rights and their responsibilities.
Class rules:	Children annually (within their own classroom) decide upon the rules to be followed which will ensure a happy environment for all.
Schools Council:	Elected members from each year group form the school’s council, which discusses and makes decisions on behalf of the other children.
Rewards:	House points and are given for academic achievement, good behaviour and acts of citizenship. New class Dojos to reward children following our core values was introduced in September 2016. Verbal feedback is very important and encouraged between children as well as between adult and child. Stickers etc are given by teachers when appropriate.