Christ the King Catholic Primary School

Spiritual and Moral Development Policy

October 2018

MISSION STATEMENT

In Jesus, we learn, grow and pray together.

"...that all may have life and have it to the full" (John10:10).

SPIRITUAL DEVELOPMENT

Spiritual education helps pupils to acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non–material dimension to life and intimations of an enduring reality. "Spiritual" is not synonymous with "religious"; all areas of the curriculum may contribute to pupils' spiritual development.

Spiritual development, then, is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has purpose, and the basis for personal and social behaviour questions which are "at the heart and root of existence". It is therefore also about what a school provides – through its curriculum, through Collective Worship, through its ethos and climate – to help individuals to make sense of these questions, and about what it does to form pupils' response to life and to various forms of experience, or even to questions about the universe.

The educational mission of the Church is rooted in Christ's mission "that all may have life and have it to he full" (John10:10). This involves the ongoing development of the entire potential of each individual made in the image and likeness of God and finding fulfilment in God alone.

+ Religious *Education in Catholic Schools Bishops of England and Wales May 2000.*
The importance of spiritual development has been acknowledged by government legislation

as being vital to the holistic development of pupils.*

* *Education Reform Act 1988 Education (Schools) Act 1992*

School Inspections Act 1996

Ofsted have provided a working definition of spiritual development. They identify three principal elements.

Spiritual development involves:

- the development of insights, principles, beliefs, attitudes and values which guide and motivate us. For many pupils, these will have a significant religious belief;
- a development understanding of feelings and emotions which causes us to reflect and to learn;
- for all pupils, a developing recognition that their insights, principles, beliefs, attitudes and values influence, inspire or guide them in life.*

The task faced by school is, then, to find effective ways of developing pupils' drive, sense of identify and self-worth; developing their principles, beliefs and values; including those that have a religious basis.*

Promoting and evaluating pupils' spiritual, moral, social and cultural development – Ofsted March 2004.

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- an awareness and understanding of their own and others' beliefs;
- a respect for themselves and for others;
- a sense of empathy with others, concern and compassion;
- an increasing ability to reflect and learn from this reflection;
- an ability to show courage in defence of their aims, values, principles and beliefs;
- a readiness to challenge all that would constrain the human spirit, for example, poetry 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;

- an appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- a respect for insight as well as knowledge and reason;
- an expressive and/or creative impulse;
- an ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective;
- an understanding of feelings and emotions and their likely impact. We encourage pupils' spiritual development by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives; (RE Lessons, SEAL, Collective Worship, Visitors and Visits)
- supporting and developing children's beliefs in ways which are personal and relevant to them;
- encouraging pupils to explore what animates themselves and others;
- encouraging pupils to reflect and learn from reflection;
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful;
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which; value pupil's questions and give the space for their own thoughts, ideas and concerns; enable pupils to make connections between aspects of their encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why' 'how' and 'where' as well as 'what'; learning; monitoring in simple, pragmatic ways, the success of what is provided.

Pupils' spirituality is promoted and developed through the entire educative process especially through:

- distinctive nature – ethos;

- curriculum subjects, especially Religious Education;
- Collective Worship.
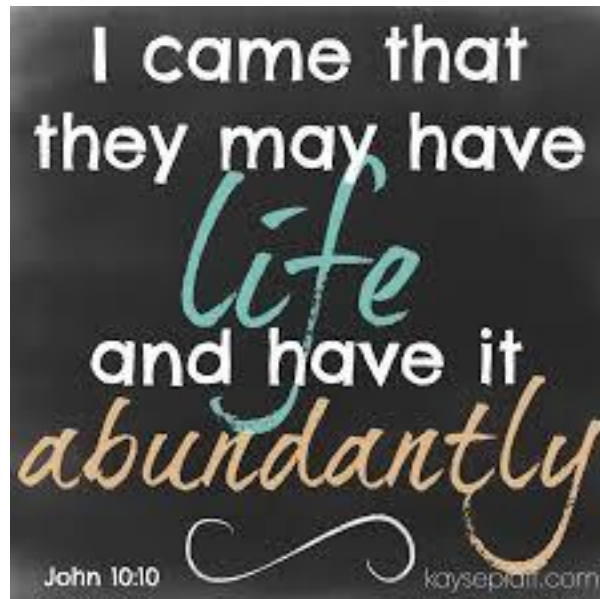
MORAL DEVELOPMENT

"Teaching has an extraordinary moral depth and is one of humanity's excellent and creative activities, for the teacher does not write on inanimate material, but on the very spirit of human beings"

"Moral education helps pupils to acquire knowledge, understanding, intention, attitudes and behaviour in relation to what is right or wrong".

As they develop a sense of morality, pupils should become more able to explore the place of reason in ethical matters and, as autonomous moral agents, acquire value systems, which are their own (rather than simply transmitted by others and accepted uncritically), together with the understanding that their behaviour and actions should derive from these beliefs and values. Schools can do much to encourage young people in their early years by providing them with a moral framework within which to operate and, as they mature, by helping them to decide what they hold as right and wrong, why they do so and how they should act – that is, that they should behave well, in accordance with a moral code.

Moral development involves the distinction between right and wrong, good and evil in a social context. Moral development, therefore, is about a growing awareness of, and a positive response to, the demands of living as an individual with others in community. Schools, therefore, need to consider how an individual pupil and, of course, a teacher can best developing his or her unique way within an identifiable Catholic community. +

+Spiritual and moral development across the Curriculum – Catholic Education Service.

Spiritual and Moral Development Policy .... *in Jesus, we learn, grow and pray together*

The educational mission of the Church brings to life Christ's new commandment "that you love one another as I have loved you" (Jn 13:34). This gospel value is lived out in the daily life of the school in many ways including:

- - forgiveness
- - freedom
- - tolerance
- - respect
- - relationships
  The importance of moral development has been acknowledged by government legislation as being vital to the holistic development of pupils. *

* Education Reform Act 1988 Education (Schools) Act 1992

School Inspections Act 1996

There are clearly areas where there is a broad range of opinion and there will always be debate about moral values, about their relativity to certain historical areas of cultural contexts and about the possibility of universal moral standards. Such debate is at the heart of moral education. Schools, teachers, pupils and parents will differ, as well as agree, on some values but they generally help pupils understand the reasons for this.

The Ofsted Inspection handbook does not define a set of morals. Instead, it defines the essence of moral development as the building of:

'a framework of moral values which regulate personal behaviour .... through teaching and promoting principles rather than through reward or fear of punishment.'

This involves:

- extending pupil's 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 skills of analysis, debate, judgement and application to contemporary issues.*

  *Promoting and evaluating pupils' spiritual, moral, social and cultural development – Ofsted March 2004.

  Pupils who are becoming morally aware are likely to be developing some of 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;
- 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;
- an ability to make responsible and reasoned judgements on moral dilemmas;
- a commitment to personal values in areas which are considered right by some and wrong by other;

- a considerate style of life;
- a respect for others' need, 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.

We encourage pupils' moral development by;

- 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 pupils opportunities 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 expression 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 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; 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, , exhibitions;
- monitoring, in simple, pragmatic ways, the success of what is provided.

People who are developing morally listen to their conscience, the inner sense, informed by their upbringing, experiences and faith or religious beliefs that prompts them to do what is right out of love for others, respect for themselves and regard for the world in which they live.

Pupil's morality is promoted and developed through the entire educative process especially through:

- distinctive nature ethos;
- curriculum subjects especially Religious Education;
- Collective Worship.

D Delaney