

St. George's Catholic Primary Voluntary Academy



We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for the future

POLICIES ON SPIRITUAL AND MORAL DEVELOPMENT

SPIRITUAL DEVELOPMENT POLICY

We see spiritual development as a life-long task in which we have the privilege of sharing and supporting our pupils. Their spiritual needs are met through a close working relationship with parents and parish.

“There are many moments in which we become aware of that “capacity for more”, moments in which we are invited or provoked into experiences or understandings which we never before imagined. A glimpse of beauty, an insight into truth, the inspiration of remarkable goodness are all such moments. They take us “outside of ourselves” in a way that hints at the literal meaning of the word “ecstasy” : to stand outside oneself.

(CES document “Spiritual and Moral Development Across the Curriculum”)

SPIRITUAL DEVELOPMENT ACROSS THE CURRICULUM

The notion of spiritual development has implications right across the curriculum, and at all ages. Every subject area will include in its general aims such objectives as the following:

- To sustain the self-esteem of pupils in their learning experiences;
- To develop the individual`s capacities for critical and independent thought;
- To foster the emotional life of the individual. Particularly in regard to being able to express one`s feelings, and to enlarge one`s appreciative range;
- To provide opportunities for the development of imaginative and empathetic experiences;
- To encourage the setting apart of moments for stillness and reflection;
- To provide learning material and situations that encourage moral responses and obligations towards other persons;
- To pursue issues that impinge upon what a “person” is and that give value and identity to human life.

MANAGEMENT AND LEADERSHIP AND SPIRITUAL DEVELOPMENT

We have identified the importance of the following:

- Our school`s shared vision and shared values;
- Working together to achieve shared goals;
- Establishing a community where all are valued;
- Commitment to building sound relationships between staff, between pupils, and between pupils and staff;
- Consistency, in staff responses to pupils, behaviour policies;
- Having a shared understanding of spiritual development;
- Planning to allow opportunities for spontaneity;
- The use of circle time
- Pupil Chaplains
- School council
- House system
- Achievement Assembly, Headteacher and other times of assembly.

CLASSROOM STRATEGIES PROVIDING OPPORTUNITIES FOR SPIRITUAL DEVELOPMENT

- Provide opportunities for active learning
- Circle time as a forum for expression of personal feelings and reflective prayer
- Class worship, which can build a sense of belonging
- Children to lead their own “thought for the day” – children can choose a focal point for the worship, choose some appropriate music, etc.
- Provide time for confidential support and opportunities for children to communicate with the teacher even if the teacher is busy. We have a school worry box which the Learning Mentor checks and follows up.
- Celebrate children`s work and ideas, thoughtful use of display areas, interactive displays, interest tables; draw children`s attention to detail.
- Group children together to cultivate sound relationships.
- Build into the timetable opportunity for reflection, stillness, quiet times – use a candle or other objects to signal quiet times.
- Use stories to promote spiritual development – build up a list of stories as you use them.
- Provide opportunities for pupils to share experiences. Be prepared, for these are not always pleasant experiences. Difficult times and crisis areas can make a significant contribution to children`s spiritual development.

SCHOOL WORSHIP AND SPIRITUAL DEVELOPMENT

Worship contributes to the spiritual development of pupils. It:

- Provides an opportunity for pupils to worship God;
- Celebrates all that is good and beautiful and expresses thankfulness for the joy of being alive;
- Provides opportunities for pupils to share what is meaningful and significant to them;
- Ensures that the experiences provided are relevant to the age, aptitude and family background of the pupils;
- Gives time for silent reflection and exploration of inner space.
- Illustrates forms of worship that others have found helpful in their spiritual development, e.g. silent contemplation, dance, singing;
- Provides a rich variety of forms of expression, e.g. art, drama, music, story, and give pupils the opportunity to experience these at their own level rather than teachers imposing their own interpretations;
- Takes place in an environment that is conducive to worship, which is professionally coordinated and properly resourced;
- Always invite, never coerce, remembering that children will be at different stages of spiritual development and that they should feel able to respond and participate at their own level.

We involve the school in the spiritual life of:

1. Families, by open invitations to our assemblies, prayer services, Masses and sacramental programmes
2. The parish, by open invitations to all clergy.
3. The wider community, through communication with our Bishop and Diocese, visiting the Cathedral where we participate in the Good Shepherd Mass and the Christmas Mass and involving ourselves with all Church directives and teaching.

Teachers highlight opportunities for spiritual and moral development the school curriculum map.

Teachers have to be alert to catching the moment, at times we have to be intentional about planning opportunities, creating an appropriate environment and reflecting on our teaching style and approach.

Opportunities and experiences are identified across the curriculum to transcend the ordinary in pupil`s learning and to question and wonder as they learn.

MORAL DEVELOPMENT POLICY

MORAL

Reflection on Jesus as the model of the Christian way of life will lead the children to explore moral issues. We aim to help children to have an understanding of the Gospel values to help them make moral judgements. Through our Behaviour and Discipline Policy and code of conduct based on love and respect for the individual, we aim to help children and support staff to develop their personal code of conduct and ways of living and working with others in a caring community.

We help children to recognise the difference between right and wrong through the study of moral and ethical questions.

WHAT DO WE MEAN BY MORAL DEVELOPMENT?

We want to place recognition of the unique value of each individual as a child of God securely at the centre of the life of the school. We will help pupils recognise they are all pilgrims on a journey but they have tradition, the Church and the Gospel to support them. We are also committed to live out the challenge of Jesus` teaching.

MORAL DEVELOPMENT ACROSS THE CURRICULUM

We help pupils to acquire skills and attitudes necessary for their moral development. These include skills needed to cope with life at home, school and in the community such as:

- the ability to listen to and to respond to others` points of view and to express their own appropriately;
- the ability to make good choices;
- the ability to make and sustain relationships and to cope confidently with new people and in new situations;
- the confidence to cope with setbacks and to learn from mistakes with resilience;
- the ability to act according to accepted codes of behaviour and boundaries so they feel safe;
- the ability to take the initiative and to act responsibly and with consideration for others;
- the ability to reflect on, consider and celebrate the wonders and mysteries of life.

We promote pupils` moral development by providing opportunities for them to:

- reflect on moral rules, shared values and their importance for good relationships and social stability;
- analyse the consequences of their actions, both good and bad in terms of their

own consciences;

- acquire and develop the qualities and attitudes that will enable them to become better human beings, to develop their feeling for others and to exercise the self-disciplines that will enable them to fulfil their potential;
- exercise moral reasoning in making real choices about how they should act;
- exercise judgement in right and wrong, examining the consequences of their own actions and those of others;
- discuss and debate ideas of right and wrong in relation to current issues.

Pupils moral development is actively promoted to develop understanding of the difference between right and wrong and the importance of doing what is considered to be right. Such understanding will:

- inform their thinking and actions and help them to become a better person;
- increase the willingness to make an effort to understand others;
- build their respect for themselves and others;
- enable them to engage in effective moral reasoning in the constant attempt to do what is right;
- help pupils reflect on weakness, failure and sinfulness as a part of the human condition;
- give a willingness to understand and take into account, with compassion, the beliefs, feelings, emotions and experiences of others;
- develop an awareness of the dangers of acting against their conscience;
- develop a preparedness to engage in self-examination, aware of the attractions of self-deception;
- grow the skills to be able to deal effectively with moral conflict and temptation;
- develop a willingness to make an effort to understand, and when necessary forgive, themselves and others.

Citizenship education supports moral development by:

- helping pupils to become content with the values and ethos of our school;
- being inclusive;
- improving the school environment;
- reflecting the school organisation and management;
- influencing the school organisation and management;
- influencing school relationships, pastoral care and guidance;
- being reflected in collective worship;
- reinforcing links between the school, the local community and other local schools.
-

SOCIAL AND CULTURAL DEVELOPMENT

The basis of our cultural and social education is inspired by the Gospels. These naturally reflect and flow from spiritual and moral education. We aim to lead the children to a deeper understanding of their moral, cultural and social responsibility for others and the world created by God.

We do this by:

- helping others in society and considering the most vulnerable;
- celebrating key dates/feasts of other cultures;
- teaching about Other Faiths;
- inviting people of other faiths and cultures to our school;
- visiting museums and other places to enhance our knowledge of other cultures.

We enhance the children`s social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PHSE) AND CITIZENSHIP

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices and behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. Please refer to the PHSE curriculum mapping and our SMSC evidence statement.

Date: April 2024

Review Date: April 2026