



# All Saints

Catholic Primary School  
Anfield

## Moral Development Policy

September 2023

# MORAL DEVELOPMENT POLICY

## AIMS:

It is the aim of All Saints Catholic Primary school to:

- To provide creative and varied opportunities and experiences for children to grow spiritually, socially and academically and, in doing so, experience a personal relationship with God.
- To provide a happy environment where all feel safe and valued, where we celebrate achievements, and compassionately support each member of our school community on their learning journey.
- To provide equal opportunities and fair treatment for all in the school community, so that each person is treated with dignity and respect.
- To work together as an honest, forgiving community where everyone belongs and is encouraged to work and learn with each other

Pupils at All Saints show evidence of their Moral Development when they display:

## 1. THE ACQUISITION OF KNOWLEDGE

Children are provided with a wealth of opportunities to become familiar with and use the language and ideas of morality through:

- The 'Come and See' scheme of work-the programme of teaching we use as directed by the Archdiocese of Liverpool.
- Stories from the Gospels, traditional stories, fables, moral tales and dilemmas in the media.
- Prayer and Liturgy time-daily classroom worship.
- Assemblies-which are planned and lead the children in reflection.
- The School Council-a strong pupil voice.

## 2. UNDERSTANDING

Opportunities are provided for all children to develop their personal understanding of the nature and purpose of moral discussion.

Circle Time, PSHE and RSE sessions are included within our curriculum and provide opportunities for children of all ages to speak, listen, interact and share choices and concerns, with the underlying principle of respecting and acknowledging different people's culture, race, sex and viewpoints.

This is a time for private, personal discussion in a trusting environment and has a key role in promoting and enriching the children's understanding of how morality plays a part in the decision making process.

It is commonplace for children to discuss problems and incidents and discuss outcomes, in order to help each other understand how their actions impact on other people in the school and perhaps also, the wider community.

### **3. SELF AWARENESS/POSITIVE RELATIONSHIPS WITH OTHERS**

In order for relationships with others to be successful, our school acknowledges the importance of self image and worth and thus consciously promotes and practices the building of self esteem, self control and responsibility for oneself, by recognising the importance of all aspects of the growth of the individual.

It is encouraged, when lapses in self discipline occur, that incidents be acknowledged by the child/ren involved, so that they realise there are consequences and that they know that they are part of a forgiving community where they can seek forgiveness and strive to improve.

In order to foster tolerance and respect for other children in our school and in our local community and to encourage truthfulness, compassion and co-operation, the head teacher and staff endeavour to reinforce these qualities whenever opportunities arise. The school's positive approach to the children and our school environment, and the respect of the staff for each other, provide examples of love and care that greatly contribute to the school's ethos. In line with our behaviour policy and golden rules, we model and demonstrate our Gospel values of holiness, faithfulness, dignity, gentleness, peace, truth and service which we expect every member of our community to embrace.

On a wider scale; national and worldwide issues are referred to (often during daily Prayer and Liturgy and Assembly time) at a level appropriate to the age and ability of the children. Discussions regarding global issues like war and peace, human rights, duties and responsibilities, the environment and equal opportunities encourage children to develop personal viewpoints and values, whilst maintaining respect for other people.

### **4. THE DISPOSITION TO ACT AND BEHAVE APPROPRIATELY**

At All Saints we have children attending school from a wide range of social backgrounds and experiences. It is expected that all children should be given the chance to make informed decisions as to what they hold as right and wrong, why they make these judgements and how they should act.

Positive behaviour is a key priority and as a whole school, we enable our pupils to become increasingly aware of their need to be well informed, to think rationally and impartially, look for the greater good, before making moral decisions and judgements.

The emphasis throughout our school is to praise and reward good behaviour and positive attitudes. This way, the children themselves model and endorse

responsible actions, self discipline and their freedom of choice based on the moral teaching of Jesus and his Church.

## **INCLUSION**

At All Saints we recognize our responsibility to provide a broad and balanced curriculum for all our pupils, as recognized in the Inclusion Statement in the National Curriculum. All aspects of the curriculum reflect the three principles essential to developing a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

(Written with reference to "Come and See" and "Religious Education Curriculum Directory for Catholic Schools.")

To be reviewed October 2024