

Holy Family Catholic Primary School
Spiritual and Moral Development Policy

Reviewed October 2021



At Holy Family we **love** Jesus and each other, **live** life to the full and **learn** with joy and spirit.

Aims:

- To live and love as a Christian family, inspired by the values of Jesus.
- To nurture every aspect of the individual encouraging them to aspire, flourish and learn
- To encourage a strong partnership between home school and the wider community

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 help form pupils' response to life and to various forms of experience, or even to questions about the universe.

Spiritual development involves:

- The development of insights, principles, beliefs, attitudes and values which guide and motivate us.
- A developing understanding of feelings and emotions which cause 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.

AIMS AND OBJECTIVES

Aims

At Holy Family, we aim to encourage children to develop:

- A set of values, principles and beliefs, 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, poverty 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

OBJECTIVES

At Holy Family, we do this by;

- Giving pupils the opportunity to explore values and beliefs including religious beliefs, and the way in which they impact on peoples' lives:
- Encouraging pupils to explore and develop 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 pupils' questions and give them space for their own thoughts, ideas and concerns;
 - enable pupils to make connections between aspects of their learning;
 - encourage pupils to relate their learning to a wider frame of reference- for example, asking 'why', 'how' and 'where' as well as 'what';
 - monitoring in simple, pragmatic ways, the success of what is provided.

At Holy Family, pupil's spirituality is promoted and developed through the entire educative process especially through:

- Distinctive nature - Catholic ethos;
- Curriculum subjects, especially Religious Education;
- Collective Worship.

Moral Development

- 1) "Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong".
- 2) 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, they should behave well, in accordance with a moral code.
- 3) 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 develop in his or her unique way within an identifiable

Catholic community.

- 4) 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

At Holy Family, this involves:

- Extending pupils' 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 the skills of analysis, debate, judgement and application to contemporary issues.

Aims

Pupils who are becoming morally aware are likely to be developing some or all of the following characteristics:

- The ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- The confidence to act consistently in accordance with their own principles;
- The opportunity to express their views on ethical issues and personal values;
- Opportunities to make responsible and reasoned judgements on moral dilemmas;
- Opportunities to make a commitment to personal values in areas which are considered right by some and wrong by others;
- Opportunities to show a considerate style of life;
- Opportunities to respect others' needs, interests and feelings, as well as their own;
- Opportunities to explore their own and others' views;
- Opportunities to review and re-assess their values, codes and principles in the light of experience.

Objectives

At Holy Family, this will be done 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 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, the principles which they wish to promote - for example fairness, integrity, respect for persons, pupil' 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 code of behaviour;
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- Reinforcing the schools' values through images, posters, classroom displays, screensavers and 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 prompt them to do what is right out of love for others, respect for themselves and regard for the world in which they live.

At Holy Family, pupils' morality is promoted and developed through the entire educative process especially through:

- The distinctive Catholic nature ethos;
- Curriculum subjects especially Religious Education;
- Collective Worship

