

XII Apostles RCPS Moral Education Policy

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Through learning and loving we will follow Jesus.



Moral Development Policy

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

At XII Apostles RCPS we believe that everyone who interacts with pupils needs to be involved in promoting the pupils moral development.

This policy outlines the purpose, nature and management of Moral Development at XII Apostles RCPS. The schools mission statement clearly reflects the importance of Moral Development.

Mission Statement

Through Loving and Learning we will follow Jesus

1. To place Christ at the centre of everything we do
2. To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
3. To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

The children will have access to and further understand the school mission statement through work carried out to support the children's Moral Development.

At XII Apostles RCPS we believe that schools can do much to encourage children 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 the moral code.

Aims

The school aims to support children's Moral Development through:-

- Informing pupils thinking and actions and helping them to exercise their will in resisting temptation.
- Prompting the constant attempt to become a better person.
- Increasing fellow feeling and willingness to make an effort to understand others.
- Building pupils respect for themselves, others, their society and their environment.
- Enabling pupils to engage in effective moral reasoning.
- Helping pupils see that weakness, failure and fault belong to the human condition but that we should try to overcome them.

Objectives

To achieve these aims the school will:-

- Be aware of opportunities to discuss moral issues.
- Have an agreed set of shared values, which the children and staff follow.
- Ensure that work relating to Moral Development permeates the whole school.

Planning

Aspects of Moral Development planning will be found in:

RE Planning

Prayer and liturgy Planning

RSHE Planning

PSHE activities

Foundation Stage Planning

Teaching and Learning

Explicitly - through lessons in: citizenship, PSHE, Prayer and liturgy and in other Subject Areas.

Implicitly - through actions, relationships and unspoken expectations.

By Example - through the way adults interact with each other and pupils.

Moral Development will also be promoted through -

The Broader Curriculum - extra curricular activities at lunch times and after school, residential experience and community service.

The School Context - school structures, systems, processes and rules.

More Specific Examples -

Curriculum - Geography - other countries/

People.

Drama - explore moral issues in a non-threatening way.

Literacy - stories than contain conflicting views and raise issues

Reading Partners.

Mixed Ability Groups - helping each other.

Issues as they arise in class/
home/ playground - why was that wrong, how would you feel, what should you do?

Extra Curricular Activities -

- Enterprise Work.
- Raising Money CAFOD/Lent Activities.
- CAFOD Club Activities
- Visitors - police, Fire-brigade etc

- Sports - cheering on other teams, supporting all members of the team.
- Year 6 Responsibilities - toast, raffle tickets & fruit.

School Structures -

- Rules (Positive)
- Playleaders
- Routines In Class - respecting other people's property and consequences of own actions.
- Discipline - Praise & Rewards.
- Behaviour Policy.
- Star Charts
- Golden Time
- Class Dojo
- Class Behaviour Books to log incidents
- CPOMS to report and monitor and serious incidents such as racist comments

By Example -

- Adults modelling how to take care of one another.
- Adults modelling how to respect one another.

Organisation

Moral Development will be carried out through all other areas of the curriculum as and when moral issues arise in the work being carried out. Moral issues will be discussed as and when they arise in the classroom, either as a result of something that has happened in class or in the world around them. Weekly PSHE lessons will also be planned and delivered in every class. These lessons will focus on the core themes of; Health and Well Being and Living in the Wider World. The core theme of relationships will also be planned and taught throughout school through PSHE lessons, our school RSE scheme 'A Journey in Love' and through visitors in school such as Damien Monroe who delivers workshops to each class about 'healthy relationships'.

Differentiation And SEN

All children will be actively encouraged to think about right and wrong and the difference between the two at their own level. All children will be involved in weekly PSHE lessons.

Assessment

This will be carried out through the observation of the children interacting and working within the school.

Children who are developing morally will be increasingly:

- Aware of the dangers of acting against their conscience.
- Willing to understand and take into account the beliefs, feelings, emotions and experiences of others.
- Prepared to engage in self-examination, aware of the attractions of self-deception.
- Able to deal effectively with moral conflict and temptation.
- Willing to make an effort to understand and where necessary forgive themselves and others.

They will also be acquiring:

- A knowledge and understanding of shared values and moral rules.
- A determination to obey these rules.
- The belief that others should obey these rules.
- The ability to think and reason for themselves.

A more formal assessment of PSHE will also take place following each unit delivered using SCARF, where a pre and post unit assessment will take place to determine what the children know prior to a unit and to show progress and evidence of learning following a unit. These assessments will highlight ways in which the children have developed morally alongside development in other areas.

Recording

This will take place through teachers planning and children's work. Children's work will be recorded in RE books and PSHE (through a Catholic Lens) books.

Equal Opportunities

Each child is given every opportunity to participate fully in activities which promote their Moral Development. This includes weekly lessons, extra curricular activities and visitors such as Rafat Mahmood who delivered whole school and class workshops based on culture, diversity and equality.

Role Of The RE Subject Leader

The RE Subject Leader is responsible for the whole school Moral Development Policy and its biannual review in consultation with other members of staff. The subject leader takes responsibility for the acquisition and storage of resources with the advice of colleagues. The subject leader will keep the school up to date with any developments in Moral Development and liaise with the Archdiocese. The subject leader will assist the class teacher in the delivery of lessons which promote Moral Development. The RE subject leader will also work closely with the PSHE leader to ensure that Moral Development opportunities are clear and consistent throughout the school.

School Values

School values should include:

Telling the truth

Keeping promises

Respecting the rights and property of others

Acting considerately towards others

Helping those less fortunate and weaker than ourselves

Taking personal responsibility for one's actions

Self-discipline

Respecting that everyone is unique and different

Treating each other with equality

School values should reject:

Bullying

Cheating

Deceit

Cruelty

Irresponsibility

Dishonesty