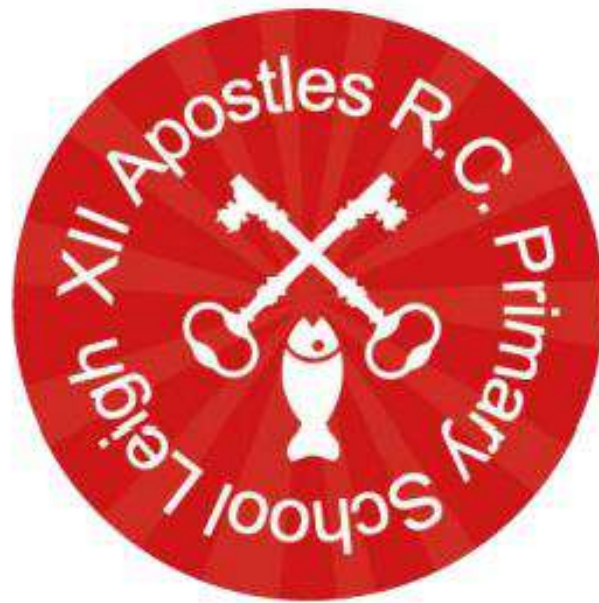


# XII Apostles RCPS Moral Development Policy



<b>Date effective from</b>	February 2026
<b>Date of next review</b>	February 2028
<b>Review period</b>	2 Year
<b>Person responsible</b>	Mrs C Featherstone

## 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.

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1. To place Christ at the centre of everything we do ...
  - a) Create a community where everyone will matter and everyone will be treated with love
  - b) Integrate the Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching and the totality of school life
  - c) Support the children’s journey of faith
  - d) Ensure the Mission Statement is the foundation of all policies
2. To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential ...
  - a) Ensure that the vision of education will be based on the Christian understanding that each person is made in the image and likeness of God and therefore has dignity

- b) Educate and develop the whole child: learning from the Bible and through visiting Church ; learning through Religious Education and through Collective Worship; providing opportunities for prayer, liturgy, celebration of the word and assemblies
  - c) Support parents in their responsibility for the academic, physical, spiritual, moral and religious education of their children in accordance with the teachings of the Church
    - d) Recognising the talents and gifts of all
  - e) Find out about the special role God has for everyone and support this journey
3. To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it ...
- a) Work in partnership with parents, parish and the wider community
  - b) Create a community rooted in faith and inspired by Christian values where everyone is and feels valued
  - c) Promote an understanding and respect for all; being a service to society enabling children to understand their communal obligations, personal aspirations and their role as citizens in society and the world.
  - d) Promote community cohesion at school, local, national and global levels
  - e) Respect the equal human rights of all our pupils and educate them about equality

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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 and gospel values.

## **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 and more like Jesus.

- Increasing fellow feeling and willingness to make an effort to understand and respect 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 we should ask God to help us in trying to overcome them. Also helping pupils to understand that God loves us and will always forgive us.

## 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. These will incorporate gospel values, British values understanding of the Catholic Social Teaching principles.
- Ensure that work relating to Moral Development permeates the whole school.

## Planning

Aspects of Moral Development planning will be found in:

- RE Planning
- Celebration of the Word Planning
- Curriculum for Life Planning (this incorporates RSHE and No Outsiders – promoting equal opportunities)
- RE whole school curriculum mapping
- Foundation Stage Planning

## Teaching and Learning

Explicitly – through lessons in: RE, Curriculum for Life, Celebration of the Word, Routines and expectations lessons at the start of the year with the class rules signed by all classes, other subjects where links arise (RE curriculum map)

Implicitly – through actions, relationships and unspoken expectations. Children know and understand the school rules of always being respectful, ready and safe. This is taught and learned at every opportunity, implicitly thought out the school, at all times and in all year groups.

By Example – through the way adults interact with each other and pupils. Adults treat every individual with respect, love and kindness with a willingness to help at every opportunity. This is a wonderful example that the children are set on a daily basis. The children also set this example to each other when they follow the school rules and gospel values.

Moral Development will also be promoted through –

The Broader Curriculum – Extra curricular activities at lunch times and after school such as Eco club and sports club, residential experience and opportunities to serve the community – both locally and globally.

The School Context – school structures, systems, processes and rules. The school behaviour policy is clear and reviewed regularly with the input of all staff and the children to ensure that it is meaningful and understood by all.

More Specific Examples –

### **Curriculum** –

- RE – developing an understand of right and wrong through the RED. This is supported by the formal prayers we learn such as the Act of Contrition.
- Drama – explore moral issues in a non-threatening way.
- Literacy – explore stories than contain moral issues and conflicting views in a non-threatening way.
- Use of reading partners and mixed ability groups – children are encourage to support and help 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 –

- Achieving awards such as Live simply, Mary's Meals and The Green Flag Award.
- Mindfulness therapy
- Drawing and talking sessions
- Wellbeing sessions
- Healthy relationship workshops
- Raising money, food and awareness - CAFOD/Working with Marys Meals, Compassion in Action, local foodbanks, Nugent (link to Y2 RED)
- Caatholic Life Group Activities
- Visitors - police, Fire-brigade, inspirational speakers, speakers of other faiths
- Sports – cheering on other teams, supporting all members of the team.
- Children's Responsibilities – toast, raffle tickets, fruit, decision making in school council etc
- Enterprise Work.

### **Staff**

All staff are responsible for modelling excellence in behaviour and attitude in school. Staff are all aware of the behaviour policy and are involved in the writing and regular reviewing of this. Class teachers ensure that children fully know and understand expectations, including Ready, Respectful, Safe at the start of the school year. This is then built upon by all adults in school throughout the school year.

Within school, our pastoral lead works closely with children and their families and has specialised in behaviour support for over 10 years. She supports the social, emotional, and mental health needs of pupils and brings a wealth of experience in supporting children and families through challenging circumstances. Alongside the pastoral lead, our school trained

therapist and trained mindfulness therapist work alongside children to provide support where this is needed.

### School Structures –

- Ready, Respectful, Safe underpins our school behaviour policy and expectations.
- Rules (Positive focus)
- Playleaders
- Routines In Class – respecting each other, other people’s property and consequences of own actions.
- Discipline – Praise & Rewards.
- Behaviour Policy.
- Star Charts
- Golden Time
- Class Dojo
- 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 (Curriculum for Life) will also be planned and delivered in every class. These lessons will include focuses on keeping safe, rights and responsibilities, how to treat each other equally and with respect and how to respect themselves and others through the incorporated RSHE lessons. Children will also have access to workshop such as ‘healthy relationships’ so that they have a clear understanding of ‘healthy’ relationships with each other and what this should look like.

### Adaptation and SEN

Adaptations such as visuals and flexible grouping are used to ensure that all children can access concepts at their level. All children will be actively encouraged to think about right and wrong and the difference between the two at their own level and all children will be involved in weekly PSHE lessons to help them develop this understanding.

### 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 half term. 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 Curriculum for Life books.

### **Equal Opportunities**

Each child is given every opportunity to participate fully in activities which promote their Moral Development. All children know that they are respected, loved and made in the image of God. They know that they have equal opportunities and learn about the importance of equal opportunities for all through the No Outsiders lessons.

### **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**

**Our school values 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

**Our school values reject:**

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty