



# **St Anne's Catholic Primary School**

## **Moral Development Policy**

*Pending Adoption by FGB 19.03.24*

With Christ at the centre, we aim to maximise children's achievement by removing barriers to learning through a broad, balanced and inclusive curriculum delivered in a safe, enabling environment. We recognise that every pupil is unique and created in the image and likeness of God (Genesis 1:27). We are committed to the development of the whole child. All our children are encouraged to love, learn and grow with Jesus.

We teach our children in a creative and engaging way to ensure they adopt a love of learning during their time at St Anne's. Our curriculum is focused on high quality learning experiences where every child is challenged. It is underpinned by our Gospel values: love, hope, compassion, forgiveness and integrity.

To enable children to explore themes and make links, our curriculum is led by well-chosen, high-quality diverse texts. Specific and meaningful vocabulary is threaded throughout all subjects to develop communication skills. We use challenging but engaging texts to 'hook' our learners in order to inspire them to reach their full potential. Our environment offers stimulating resources, responding to individual needs. Children are taught to be safe, responsible and respectful.

## **Introduction**

Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The word 'moral' is concerned with fundamental judgements about how we should behave or act and our reasons for such behaviour. It is of the greatest importance that children develop a clear set of rules of conduct, which draw on the basic moral values and which can be applied to everyday situations. These values of forgiveness, freedom, tolerance, respect and relationships are to be lived out in the daily life of the school by the whole school community.

## **Aims**

At St Anne's we aim to encourage pupils' moral development at the level of each individual child's understanding in the following ways:

- As they develop a sense of morality, pupils should become more adept at exploring reason in both daily occurrences and in ethical matters.
- To begin to develop pupils who are more autonomous moral agents.
- Pupils should begin to acquire value systems, which are personal rather than simply transmitted by others.
- Pupils should begin to develop beliefs and values.

## **School values:**

- Love
- Hope
- Compassion
- Forgiveness
- Integrity.

**Through Moral Education, we develop, at the level of the children's understanding, knowledge of:**

- How communities are organised and the importance of rules and laws.
- How communities reconcile the needs of individuals with those of society.
- Similarities and differences between individuals, groups and communities.
- Fairness, justice and moral responsibility.

### **Cross-curricular Skills**

- Arguing a case clearly and concisely.
- Making choices in the light of available evidence.
- Working with others.

### **Attitudes**

- Independence of thought on social and moral issues.
- Respect for rules and the processes of law and right of others.
- Respect for different ways of life, beliefs, opinions and ideas.
- A willingness to respect rational argument and non-violent ways of resolving conflict.
- A constructive interest in community affairs.
- An active concern for human rights.
- An appreciation of the importance of democratic decision-making.

**Moral Codes and Values** – Pupils should be helped at their own level to:

- Develop a personal moral code and explore values and beliefs.
- Develop a concern for others.
- Develop self-respect and respect values such as hard work, honesty and truthfulness.

**Pupils should be given opportunities to:**

- Compare values and beliefs held by themselves and others.
- Examine evidence, opinions and form conclusions.
- Discuss differences and resolve conflicts.
- Discuss and consider solutions to personal, social and moral dilemmas.
- Appreciate that the distinction between right and wrong is not always straightforward.