



Love, Learn, Respect and Appreciate

Moral Policy

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Approved by	Governing Body	September 2023
Next Review Due	September 2025	

MORAL POLICY DOCUMENT

1.0 RATIONALE

We recognise that moral development is an intrinsic part of every child's education. The promotion of a child's moral development provides the framework for children to build their own understanding of the world and to make suitable decisions. In our school, we view moral education as a process of decision making based on conscience, self-awareness and freedom of responsibility. Our understanding of morality is rooted in the willingness of an individual to see his or her own good in relation to that of others and through generous self-giving, to the true fullness of life.

*"The Lord Jesus came to live among us in order to show us the Father's love. His ultimate sacrifice testifies to his love for his friends. And the Lord's new commandment is at the centre of our faith: **'This is my commandment: that you love one another as I have loved you'**. The 'as' is a model and a measure of Christian love".*

(The Religious Dimension of Education in the Catholic School, paragraph 85)

We therefore acknowledge that our approach to moral development will be a process that allows the child to gain a sense of the greater good and what is right and wrong. We endeavour to promote an awareness of conscience and how our inner responses can form the foundation of moral decision making. It is also paramount that children in our care are made aware of the scope and complexity of morality. The need to be well informed, to think rationally and impartially across the curriculum about moral issues and experience the use of values in the process of making moral decisions.

2.0 PRACTICE

Developing a child's morality is the responsibility of the whole school community. In St Oswald's we address morality **explicitly** through:

- The teaching of 'Come and See' / Religious Education Directory (RED)
- Living our mission statement
- Sacramental preparation
- PSHE and citizenship lessons
- Circle time
- Questioning and exploring the meaning of experience
- Collective Worship
- All curriculum subject areas – where content is suitable
- Drama and specific role play
- Reflections
- Assemblies
- The teaching of other faiths
- After school clubs and other extra curricular activities and mutual understanding

- CAFOD sessions in KS1 & 2

We also develop morality **implicitly** through:

- Actions – of children and staff
- School rules and how they are addressed
- Relationships between staff and children and staff and other adults
- Unspoken expectations
- Behaviour policy
- The school ethos led by our Mission Statement
- Interaction between all members of the school community
- School Council
- Mini Vinnies
- Prayer Buddies
- CAFOD sessions

Planning these opportunities will take the form of highlighting opportunities, within every aspect of school life. It is recognised that ‘Come and See’ provides a wealth of ‘opportunity’ for a child to develop their sense of self within the world. Citizenship too, provides specific opportunities for children to explore moral decisions and experience free choice motivated by conscience.

3.0 EVALUATION

In St Oswald’s School we evaluate a child’s moral development by the extent to which the school provides:

- A secure community in which the Gospel spirit of freedom, justice and love permeates every aspect of its life and work
- Opportunities to develop a personal sense of morality in relation to self, others, local, national and world issues
- Opportunities to decide what they hold as right and wrong, why they do so, and how they should act
- Opportunities to consider questions of intention, motivation, and attitudes
- Opportunities for choice and decision-making
- Opportunities for pupils to know about, understand and discuss the moral teaching of the church

We endeavour to provide children with the abilities to promote their spirituality by demonstrating qualities such as:

- Knowledge of the language and ideas of morality and, increasingly, how these differ from other kinds of statements (logical or factual)
- Understanding of the nature and purpose of moral discussion, with the desire to persuade, combined with respect for, and listening to, others’ viewpoints

- Personal values in relation to self, relationships with others, local, national and world issues, the disposition to act and behave in accordance with the values they learn, including the skills of making moral decisions and forming moral judgements

(From Spiritual, Moral and Cultural Development – Feb. 1994)

It is hoped that through the continuous nature of moral development in St Oswald's Catholic Primary School, we promote a moral education that:

“ Helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong”.

and enables the child to –

Live and learn together as a faith community through the knowledge and love of Jesus Christ”.

4.0 POLICY MONITORING & REVIEW

This policy will be reviewed every two years by the staff and Governors. The Foundation Governors will play an important role in monitoring this policy.