

St Gregory's Catholic Primary School



Spiritual and Moral Development Policy

Chair of Governors	Mrs Maureen Russell
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Date adopted:	Review Date:

At St Gregory's Catholic Primary School, we grow, love and celebrate together.



Archdiocese of
Liverpool

Introduction

“We are a learning community promoting the Gospel values of mutual, trust, care and respect”

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SLT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows guidelines and practices that are stated and outlined in St. Gregory's Equality Policy.

Spiritual development 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.'

Moral education helps to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. 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 the community. The Gospel values are lived out in the daily life of the school in many ways including:

- ❖ Forgiveness
- ❖ Freedom
- ❖ Tolerance
- ❖ Respect
- ❖ Positive Relationships

At St Gregory's Catholic Primary School, we aim to provide effective ways of developing pupils' drive, sense of identity and self-worth, developing their principles, beliefs and values, including those that have a religious basis. We recognise that this is done through the entire curriculum, (especially Religious Education) through Celebration of the Word, through our ethos and climate in the way that we help individuals to make sense of these questions, and the way we help form pupils' response to life and to various forms of experience.

Aims and Objectives of Spiritual and Moral Development

Spiritual Aims:

- ❖ To develop the insights, principles, beliefs, attitudes and values which guide and motivate us. For many pupils, these will have a significant religious belief.

- ❖ To develop an understanding of feelings and emotions which causes us to reflect and to learn.
- ❖ For all pupils, to develop a recognition that their insights, principles, beliefs, attitudes and values influence, inspire or guide them in life.

Moral Aims:

- ❖ To extend pupils' knowledge and understanding of the range of accepted values in society.
- ❖ To develop 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.
- ❖ To promote, at an appropriate level, pupils' understanding of basic moral philosophy and the skills of analysis, debate, judgement and applications to contemporary issues.
- ❖ To develop an ability to distinguish right from wrong based on knowledge of the moral codes of their own and other cultures.
- ❖ To develop a confidence to act consistently in accordance with their own principles.
- ❖ To develop an ability to think through the consequences of their own and others' actions.
- ❖ To develop a willingness to express their views on ethical issues and personal values.
- ❖ To develop an ability to make responsible and reasoned judgements on moral dilemmas.
- ❖ To develop a commitment to personal values in areas which are considered right by some and wrong by others.
- ❖ To develop a considerate style of life.
- ❖ To develop a respect for others' needs, interests and feelings, as well as their own.
- ❖ To develop a desire to explore their own and others' views.
- ❖ To develop an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

At St Gregory's Catholic Primary School, we believe Catholic moral teaching is the teaching of what happiness is and how it can be achieved, through the ways of loving ourselves and others as shown to us by Jesus.

Characteristics of Spiritual and Moral Development

Spiritual

- ❖ Developing a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour.
- ❖ Showing an awareness and understanding of their own and others' beliefs.
- ❖ Showing a respect for themselves and others.
- ❖ Showing a sense of empathy with others, concern and compassion.
- ❖ Developing an ability to reflect and to learn from this reflection.
- ❖ Developing the ability to show courage in defence of their aims, values, principles and beliefs.
- ❖ Developing an appreciation of the intangible – beauty, truth, love, goodness, mystery, etc.
- ❖ Developing recognition that our insights, principles, beliefs, attitudes and values influence, inspire and guide us in life.

Moral

- ❖ To begin to understand that rules can be flexible, negotiated, and created by groups for fairness.
- ❖ Growing Sense of Right and Wrong - start judging actions based on fairness and empathy.
- ❖ To begin to understand how others might feel in a situation.
- ❖ To begin to form their own values influenced by family, school rules, and cultural norms.
- ❖ Recognising responsibility for their actions and attempt to make amends.
- ❖ Understands white lies, intent behind lying, and why honesty matters for relationships.
- ❖ Sharing, helping, cooperating, and showing kindness become more frequent and intentional.

To encourage Spiritual and Moral development, we will:

Spiritual

- ❖ Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- ❖ Help pupils who already have religious beliefs by supporting and developing these beliefs in ways which are personal and relevant to them.
- ❖ Encourage pupils to explore what animates themselves and others.
- ❖ Encourage pupils to reflect and learn from reflection.
- ❖ Give pupils the opportunity to understand human feelings and emotions, the way
 - they affect people and how an understanding of them can be helpful.
 - develop a climate or ethos within which all pupils can grow and flourish, respect
 - others and be respected.
- ❖ Accommodate difference and respect the integrity of individuals.
- ❖ Promote teaching styles which:
 - value pupil's questions and give the opportunity for them to share 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' questions.
 - monitor in simple, pragmatic ways, the success of what is provided.

Moral

- ❖ Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- ❖ Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other protected characteristics.
- ❖ Give children the opportunity 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.

- ❖ Develop an open and safe learning environment in which pupils can express their views and practise moral decision making.
- ❖ Reward expressions of moral insights and good behaviour.
- ❖ Make 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.
- ❖ Model, through the quality of relationships and interactions, the principles which we wish to promote- for example, fairness, integrity, respect for people, pupils' welfare, resolution of conflict, keeping contracts and promises.
- ❖ Recognise and respect the codes and morals of the different cultures represented in the school and wider community.
- ❖ Encourage pupils to take responsibility for their actions – for example respect for property, care of the environment and developing codes of behaviour.
- ❖ Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.
- ❖ Reinforce the school's values through images, posters, classroom displays and exhibitions.
- ❖ Monitor, in simple, pragmatic ways, the success of what is provided.

MONITORING AND EVALUATION	Ongoing
REVIEW DATE(S)	Reviewed 04.12.2025 Due to be reviewed September 2026

