

St. Raphael's Catholic Primary School  
Spiritual and Moral Development Policy.



Purpose of the policy

Spiritual development across the curriculum is concerned with the individual's growth in faith through his or her deepening knowledge of creation and revelation. Moral development across the curriculum is about how individuals - pupils and teachers - increasingly live that faith within the community, in school, home, parish and the wider world.

The aim of the policy is to outline how this is developed at St Raphael's, knowing that in our Catholic school both areas are separate yet inextricably linked and permeates through all we do. Spiritual and Moral Education permeates throughout life at school through providing opportunities for our children to reach their full and unique potential, in the sight of God.

Spiritual Development

- Spiritual development in our school seeks to support every individual on their spiritual quest and search of God. Some aims for spiritual development in our school are for all to:
  - Acquire insight into their personal existence,
  - Make sense of their life experiences,
  - Develop the human capacity to go beyond the physical, tangible reality,
  - Develop a sense of wonder, awe, reverence, imagination,
  - Develop a sense of the presence of God in their lives,
  - Contribute towards the creation of a Christ - centred community based on Gospel values.
- Spiritual development is a process of growth. God comes to meet us through people, places and events, and it is the individual's response to these encounters with God that shape and determine our spiritual nature.
- An important part of this development is becoming aware of and reflecting on experiences, and interpreting them in a way that allows self- knowledge, personal views and insights to grow, and applying past experiences to life. This whole area of community and the fostering of good relationships are vital for understanding spirituality in a Catholic school.
- We are all made in God's image and likeness; therefore every meeting with someone is an encounter with God and an opportunity for spiritual growth. It is this recognising and responding to God that is a key element in spiritual development.
- We also recognise that the school can make a valuable contribution to the spiritual lives of families, the parish, the wider church and the local community.

Agreed Procedure - Spiritual Development

- Provide opportunities for prayer and reflection
- Provide opportunities for experiential techniques such as listening, being still and quiet, perceiving the senses, being aware of the recent moment, imaginary journeys, guided imagery, attention to an object, exploring stories and parables etc.
- Develop an "inner peace"

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- Develop a sense of God in their lives
- Deepen knowledge and understanding of our Catholic faith and that of other major faiths of the world.
- Develop positive relationships in the school community
- Develop a positive self- image and self-esteem in pupils
- Develop the ability to transcend the mundane and be aware of the unseen dimension to life.
- Develop a spirit of enquiry and open-mindedness enhanced by the use of skilful and sensitive questioning by the teacher
- Encourage the search for meaning and life as a spiritual quest
- Develop self-knowledge and values by which to live
- Develop creativity by expressing innermost thoughts, imagination and feelings through art, appropriate music, literature and crafts.
- Develop feelings and emotions (emotional intelligence) by being moved by beauty and kindness, hurt by injustice or aggression, a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source for growth.

Moral Development

- Moral development has at its foundation, values. Values are the principles that inform judgements as to what is morally good or bad. Attitudes to other people and their actions are the key part in our decisions to how we respect these others and their actions. Values both inform and influence behaviour and therefore are fundamentally important both to school life and wider society. Our values are based on the Gospel values and outlined in our Teaching Values Policy.
- It is important that as a school we have clear expectations of morals and values. Each child should:
  - Be knowledgeable about standards of right and wrong,
  - Be encouraged to develop skills of moral reasoning,
  - Be willing to conduct themselves in a responsible manner,
  - Be prepared to take responsibility for their own actions.
- Our values are not limited to knowledge of right or wrong or the ability to make moral judgments, but seek to affect behaviour. The learning of how to make responsible decisions is of paramount importance. Also that respect for life, property and the environment is of extreme importance for a stable society.

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Agreed Procedures - Moral Development

- Provide an ordered environment that fosters constructive relationships between young people and adults.
- Be explicit and coherent about values, planning the best way to communicate these values in our school
- Consciously convey values
- Develop skills that enable young people to make wise decisions and develop acceptable values, attitudes and behaviours

For our school to play this important role in moral development we will try to enable each child to:

- Know what is expected of them,
- Understand why such behaviour is expected,
- Be actively involved in determining the rules they are expected to observe,
- Be given a lead by example from all members of society, especially those in authority both in our school and wider community,
- Be able to make intelligent and responsible moral decisions as situations outside their experience require,
- Have the will to do the "right thing".

We will endeavour to do this by

- Creating and sustaining a welcoming and sympathetic environment that actively provides planned activities to promote social skills.
- We will set clear rules based on consideration for others. We recognize that responsibility and discipline should be inseparable.
- Use discussion as an opportunity for adults to encourage moral development, based on real life situations with direct relevance to the children. This will allow the children to understand the criteria for making moral judgments and develop attitudes accordingly. This will be evident in assemblies and the curriculum.

Monitoring This Policy

- Do the behaviour logs show that the behaviour in school is good and better?
- Are difficulties resolved speedily to everybody's satisfaction?
- Is prayer life evident and do children respond to opportunities in a respectful and reverent manner?
- Do adult relationships with children and between themselves mirror the high expectations of school?
- Do questionnaires and voice activities show that we have faith life?
- Does the curriculum reflect 21<sup>st</sup> Century situations, to prepare children to make moral and spiritual decisions?

Reviewed Summer 2015

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