



COMPTON ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL POLICY FOR MORAL DEVELOPMENT

Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas. All its work is underpinned by its core values of love, courage and respect.

Introduction

This policy is a substantial review of a previous document. It was developed with reference to Winchester Diocesan Policy and Guidance for Spiritual, Moral, Social and Cultural Development.

Principles

Moral development is about extending pupils' knowledge and understanding of acceptable values in society – of knowing what is right and wrong. It is about learning how to make decisions, exercising self control and self respect, being responsible, showing consideration for others and thinking about consequences of actions.

Pupils' moral development is actively promoted, not only when they develop an understanding of the difference between right and wrong, but also when they acknowledge the importance of what is considered to be the 'right thing'.

All the school's policies relating to social, moral, spiritual and cultural education take account of and support British Values.

Aims

As a Church of England Aided Primary School we seek to develop morality within the context of Christian beliefs and values. We seek similar examples from other cultures and traditions.

Within the context of our family, our school and the wider world, we aim for all our children to:

- be able to distinguish right from wrong and appreciate that this can be viewed differently in some contexts;
- be confident about behaving correctly and resisting pressure to do otherwise;
- be able to think about the consequences of their own and others' actions;
- be able to make reasoned and responsible judgements on moral dilemmas;
- show respect for others' needs, feelings and views;
- be able to reflect upon their values and code of behaviour in the light of experience;
- be able to express their views on moral issues and personal values.

Strategies to promote moral development:

- The school sets out clear rules of conduct within its behaviour and anti-bullying policy. It aims to apply these firmly but fairly. The behaviour policy is promoted consistently by all staff through all aspects of the school. This includes regularly sending home positive notes related to children's conduct and the decisions they make in school between right and wrong.
- Staff use circle time, and the materials within our Personal, Social and Health Education (PSHE) curriculum, such as the 'No Outsiders' texts..
- The school council provides opportunities for children to share concerns and discuss behavioural issues within the school.

- Regular fund-raising events which focus on issues of world and local need and which promote understanding of larger scale moral issues such as – poverty, famine, exploitation, extinction etc.
- Curriculum content (esp RE, PSHE and Collective Worship);
- The provision of a secure and safe learning environment where children can express their views and practise moral decision making.
- The use of story, role play and current affairs to promote discussion and reflection about moral issues.
- Developing personal responsibility and decision-making through sports, residential visits and off-site activities
- Provision of good role models for relationships, interaction, support and team spirit through the example set by staff.
- Recognising and rewarding responsible and conscientious behaviour through Celebration Assemblies and inclusion on class Recognition Boards.
- Recognising and respecting the values of different cultures through RE and intercultural education.
- Highlighting the lives and achievements of well-known people plus visitors from the community as examples of integrity and a strong moral compass.
- Encouraging older children to act as role models for younger pupils, for example Year 5/6 library monitors and Year 6 buddies.
- Provision of internal pupil support through ELSA interventions.

Monitoring

The success of the school’s provision for moral development can be measured according to the number and type of behavioural incidents that occur in school and the responses that pupils make in discussions, including circle time. It can also be measured according to the response from parents and pupils in the questionnaires that are sent out for completion.

This subject is monitored and reviewed regularly through

- Curriculum leaders’ oversight of their subjects;
- Staff meeting discussions
- Governors’ contributions via the Curriculum Committee and Foundation Governors Committee, including involvement in the Governors’ Monitoring Programme;
- The HT’s overarching responsibility for this policy and its implementation.

See also the school’s policies for Spiritual Development, Collective Worship, Social/Cultural Development and PSHE.

Signed:

Date:

Headteacher

Signed:

Date:

Chair of Governors