

Trinity St Mary's CE School SMSCD Policy

The Nature of Spiritual Development

Spiritual development relates to the inner self and is characterised through children's development in the following aspects:

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Questioning and exploring the meaning of experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights
- Applying the insights gained with increasing degrees of perception to ones own life

The Nature of Moral Development

Moral development includes children's knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. Moral development is characterised through the children's progression in the following elements:

- The will to behave morally as a point of principle
- Knowledge of the codes and conventions of conduct agreed by society
- Knowledge and understanding of the criteria put forward as a basis for making responsible judgements based on moral issues
- The ability to make judgements on moral issues

At Trinity St Mary's CE School our approach to spiritual and moral development is grounded in our understanding and belief in God. This is reflected not only in our religious education scheme of work but also in our whole school curriculum, ethos, collective worship and in our relationship with the wider community. We share specific values in spiritual and moral development. These are our collective aims which we strive for at all times.

The responsibility for spiritual and moral development lies with the whole staff. The values described above represent a way of life at Trinity St Mary's CE School and we have high expectations of our school and all its constituents that individually and collectively we will uphold these values.

Spiritual and Moral Development in the Curriculum

All aspects of the school curriculum can contribute to the children's spiritual and moral development. Many opportunities arise through our existing schemes of work. Spiritual and moral learning objectives (Appendix A) are available to the whole school staff as many of them will occur in places other than the classrooms.

This policy for spiritual and moral development should be regarded as a member of a family of policies which together, have a special significance to the life of the school. These policies include: behaviour management, religious education, PSHE and the Trinity St Mary's CE School Mission Statement.

Trinity St Mary's CE School - SMSCD Learning Objectives (Appendix A)

Exploration & Appreciation of Beliefs

- Children express some of the beliefs they hold
- Children appreciate that there are other beliefs that some people share
- Children realise that others may have different explanations about important issues.
- Children celebrate differences
- Children understand that what we believe contributes to the sort of people we are

Feelings & Reflection

- Children experience a sense of awe, wonder and mystery in response to the natural world and human achievement.
- Children experience feelings of transcendence - awareness of a supreme being and resources within and beyond themselves
- Children respond to experiences such as beauty, suffering, death and injustice
- Children express emotions - joy, sorrow, laughter
- Children show respect and reverence for the beauty of creation

Questioning & Creativity

- Children ask questions about life issues such as origins, purpose, suffering
- Children show curiosity and a desire to investigate, explore and discuss
- Children exercise imagination, insight and intuition
- Children express ideas and feelings creatively and with imagination in a variety of forms (e.g. drama, dance, music and writing)
- Children discuss some of the moral issues relating to society and the environment
- Children discuss the basis for rules and moral judgement

Relationships

- Children learn to act responsibly in the control of their emotions and feelings
- Children recognise the value of relationships
- Children recognise the need for forgiveness and reconciliation in relationships
- Children develop self-respect and confidence
- Children respect each others rights and beliefs
- Children show care for the wider community
- Children collaborate, co-operate and accept the roles in carrying out tasks