

Moral Development at Ropsley C of E Primary School

Definition: Pupils' moral development involves pupils acquiring an understanding of the **difference between right and wrong** and of moral conflict, a concern for others and the **will to do what is right**. They are able and willing to reflect on the **consequences of their actions** and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to **make responsible moral decisions and act on them**.

Characteristics	How?
<p>Shown by:</p> <ul style="list-style-type: none"> ▪ the ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives ▪ understanding of the consequences of their actions ▪ interest in investigating, and offering reasoned views about, moral and ethical issues. 	<p>The school uses a behaviour scheme known as ‘Golden Rules’. We also use a House point Reward System and Green, Orange and Red cards. This encourages and rewards good behaviour by all students by following the school rules, being able to follow instructions, understanding right from wrong and being able to understand the consequences for their actions.</p> <p>Various rewards and sanctions for good/bad behaviour (see behaviour policy)</p> <p>Explored through PSHE, Collective Worship, SEAL and RE. The school also integrates a community of enquiry approach through Philosophy for Children (P4C) which explicitly teaches thinking skills including reasoning.</p>

Further Characteristics	How?
<ul style="list-style-type: none"> ▪ providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school ▪ promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria 	<p>All staff lead by example ensure fair and even coverage of rules and consequences. Praising positive behaviours and actions and celebrating good choices.</p> <p>Explored and explained through RE, PSHE, SEAL and collective worship and visiting speakers/assemblies.</p>

<ul style="list-style-type: none"> ▪ giving pupils opportunities 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 ▪ developing an open and safe learning environment in which pupils can express their views and practice moral decision-making ▪ rewarding expressions of moral insights and good behaviour ▪ making 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 ▪ modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example: fairness, integrity, respect for people, pupils’ welfare, respect for minority interests, resolution of conflict, keeping promises and contracts ▪ recognising and respecting the codes and morals of the different cultures represented in the school and wider community ▪ encouraging pupils to take responsibility for their actions - for example: respect for property, care of the environment, and developing codes of behaviour ▪ providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship ▪ re-inforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions, monitoring, in simple, pragmatic ways, the success of what is provided. 	<p>Through PSHE and RE pupils are given the opportunity to explore moral concepts and codes. In Collective Worship and assemblies further opportunities are extended to discuss moral issues with visitors and local clergy. Our Vicar has a ‘drop in session,’ for students at lunchtime, once a week.</p> <p>This is encouraged and used as and when appropriate. Including assemblies, PSHE/SEAL lessons.</p> <p>Reward system and code of practice for behaviour.</p> <p>Through various lessons inc. PSHE, RE , topic work, e-safety discussions and assemblies (age appropriate response to news items)</p> <p>This is modelled by staff consistently and is explored daily through pupil interactions and opportunities for discussion.</p> <p>SEAL themes and various collective worship themes aim to deal with these issues throughout the school year. Through RE, collective worship, PSHE and visits/visitors (eg: Peterborough Mosque). Diwali Day.</p> <p>Code of conduct, school rules, assemblies and visitors.</p> <p>Research for projects (home and school) eg: famous people. RE topic people of faith.</p> <p>Displays, messages, vision, posters, information boards, newsletters. Merit Cards.</p>
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