



St. Gregory's Catholic Primary School



**Together, in Jesus, we love,
learn, create and celebrate.**

Spiritual Development Policy



Moral Development Policy	
Subject Lead	Miss Heather Brown
Groups Involved in discussion	Headteacher Senior Leadership Team All Staff Governing Body Children Parents
Link to School Improvement Plan	

Introduction

'Train up a child in the way he should go, and when he is old, he will not depart of it.'

Proverbs 22:6

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.'

The task of St. Gregory's Catholic Primary School is 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. This is done through the entire curriculum, through Collective Worship, 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.

Mission Statement

Together, in Jesus, we love, learn, create and celebrate.

By living out our Mission Statement, we aim to:

- Build a loving, vibrant community with Christ at the heart,
- Celebrate the uniqueness of all and enable them to reach their full potential,
- Have a passion for learning and an enjoyment for discovery.

The staff at St Gregory's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

The Aims and Objectives of Spiritual Development

- ◆ 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.



The Characteristics of Spiritual Development

- ◆ A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- ◆ An awareness and understanding of their own and others' beliefs.
- ◆ A respect for themselves and for others.
- ◆ A sense of empathy with others, concern and compassion.
- ◆ An increasing ability to reflect and learn from this reflection.
- ◆ An ability to show courage in defence of their aims, values, principles and beliefs.
- ◆ A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination.
- ◆ An appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity.
- ◆ A respect for insight as well as knowledge and reason.
- ◆ An expressive and/or creative impulse.
- ◆ An ability to think in terms of the 'whole' – example, concepts such as harmony, interdependence, scale, perspective.
- ◆ An understanding of feelings and emotions and their likely impact.

Curriculum and School Organisation

At St. Gregory's we encourage Spiritual development by:

- ◆ Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- ◆ Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.
- ◆ Encouraging pupils to reflect and learn from reflection.
- ◆ Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.



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- ◆ Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- ◆ Accommodating difference and respecting the integrity of individuals.
- ◆ Promoting teaching styles which:
 - value pupils' questions and give them space for 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').
- ◆ Monitoring in simple, pragmatic ways, the success of what is provided.

The role of the Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively,
- Ensure that the school buildings and premises are used optimally to support teaching and learning,
- Check teaching methods in the light of health and safety regulations,
- Seek to ensure that our staff development and performance management both promote good quality teaching,
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which includes reports from subject leaders and the termly head teacher's report to governors.

The role of Parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain pupil progress,
- Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school,
- Sending parents reports in which we explain the progress made by each child, and indicate how the child can improve further,
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- Ensure that their child has the best attendance record possible,
- Ensure that their child is equipped for school with the correct uniform and PE kit,
- Do their best to keep their child healthy and fit to attend school,
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour,



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- Promote a positive attitude towards school and learning in general.

Monitoring and Review

We are aware of the need to monitor the school's Spiritual Development policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

This policy was last updated on	May 2023
Discusses and agreed with governors	May 2023
Formal review of policy	May 2026

Signed:

Headteacher, Mrs D Albon

Chair of Governors, Mr T Freeman