

Spiritual & Moral Development Policy

Introduction.

The 1944 Education Act and the Education Reform Act of 1988 set education within the context of the spiritual, moral, cultural mental and physical development of pupils.

The spiritual and moral aspects of a child's development are already implicit and explicit in the aims and policies of Kenmore Park Infant & Nursery School:

- 1) Kenmore Park Infant & Nursery School aims to encourage respect for religious and moral values and to develop an understanding and tolerance of other races, religions and ways of life. (Schools' Curriculum Policy Statement)
- 2) A disciplinary code should be identified and organised into a framework of behaviour with clearly defined expectations
It will involve issues such as politeness, courtesy, good manners, dress, care of resources, racism sexism, social responsibility and moral values. (School's Discipline Policy)
- 3) Through religious education children will be helped to respond to spiritual and aesthetic dimensions ... Religious Education will be approached through six main areas: - awareness of mystery, questions of meaning, values and commitments, Religious belief, practice and language (School's RE Policy).

(UNCRC- Article 14: All children have the right to think and believe what they want and practice their religion.)

At Kenmore Park Infant & Nursery School we believe that the spiritual and moral development of children cannot be confined to Religious Education and Collective Worship but will be affected by the child's experiences in all areas of the curriculum and in every aspect of school life.

Spiritual Development.

Through RE, Collective Worship and the wider curriculum children will be helped to:-

- Approach life with confidence and an enquiring spirit
- Enter into positive relationships with others
- Develop caring attitudes
- Make choices and decisions
- Respond to spiritual and aesthetic dimensions
- Develop expressive forms adequate to their experiences, feelings and thoughts
- Enlarge their knowledge of religious beliefs and their significance

Children will be given opportunities to:-

- Experience acts of collective worship and celebration
- Develop self-confidence and self-awareness
- Understand the needs of others and the responsibilities of living and working within a community
- Develop their interest in the world around them and their ability to reflect upon their experiences and emotions

- Develop personal beliefs and appreciate that people have individual and shared beliefs upon which they based their lives.
- Understand and respect that there are different compositions to families such as same sex parents, one parent families etc. (Refer to the Sex and Relationship Policy).

Moral Development.

Through the Behaviour Policy and the wider curriculum children will be helped to:-

- Distinguish between right and wrong
- Take responsibility for their own actions
- Recognise the need for a shared code of conduct within a community
- Understand the consequences of their actions for themselves and others
- Develop a personal set of values and principles which guide their behaviour and attitudes
- Express their own attitudes and values

(UNCRC Article 13: All children must be free to say what they think and to seek and receive information).

(Also refer to the SMSC grid)

Conclusion.

Kenmore Park Infant & Nursery School believes that the spiritual and moral development of each child is fostered through every aspect of school life. Children need to experiences a safe, happy and secure learning environment where individuals are valued and where the ethos encourage positive relationships, high standard of behaviour and sensitive, enquiring attitudes to learning.

Sources

1944 Education Act
1988 Education Reform Act
Harrow Agreed Syllabus for Religious Education
Kenmore Park Infant & Nursery School Curriculum Policy Statement
Kenmore Park Infant & Nursery School Behaviour Policy
Kenmore Park Infant & Nursery School Religious Education Policy
Spiritual and Moral Development (National Curriculum Council)

Signed: R. K. Mahil-Pooni

Date: September 2022

Next review: September 2025