



**Five
Rivers®**

**FIVE RIVERS
CHILDCARE LTD**

The Spires
Spiritual, Moral,
Social and
Cultural Policy –
The Spires

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Spiritual, Moral, Social and Cultural Policy

1.1 Policy Statement

- 1.1.1 There are regular opportunities throughout the day for the students to talk through their feelings, which they are actively encouraged to do. Staff are instructed to prioritise making time to actively listen to students if they wish to communicate anything. Students are encouraged to use sensible problem-solving strategies when necessary. We have an SMSC diary that documents any celebrations, visits and overall learning that encompass the themes and show evidence based progression throughout the year.

1.2 Data Protection

- 1.2.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

- 1.2.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.3 Disclosure of Information

- 1.3.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

2. Spiritual, Moral, Social and Cultural Procedures

Individual Crisis Management Plans along with our behaviour policy support the changes in behaviour and creates the positive ethos within the school.

Whenever there are any concerns or incidents, students are spoken to individually to discuss better strategies for when they are struggling to cope.

At The Spires School our SMSC curriculum is run through individualized timetables and planning, assemblies, trips and visits, enrichment activities on and off site, the celebration and awareness of all special traditions and festivals across the world and also can be found in implicit lessons in PSHE lessons around themes such as Prevent & Safeguarding, Culture and Religion

Within the curriculum we have incorporated cross-curricular with Religious Education and PSHE curriculums. Furthermore, we have imbedded a selection of key topics that we feel will aid our student's overall development.

2.1 Spiritual Development

2.1.1 As a school we aim to provide learning opportunities that will enable students to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

This supported within the curriculum and events and visits that the students take part in.

2.2 Moral Development

2.2.1 As a school we aim to provide learning opportunities that will enable students to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.

- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

2.3 Social Development

2.3.1 As a school we aim to promote opportunities that will enable students to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the imperative for social justice and a concern for the disadvantaged.

2.3.2 Many opportunities are given to our students to encourage social development. Enrichment opportunities are given for them to work in groups and a key element to developing and understanding each other's identities and differences.

2.4 Cultural Development

2.4.1 As a school we aim to promote opportunities that will enable students to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise some of the world's religions.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions, including democracy, parliament and basic political theory.

2.4.2 Regular trips and visits are planned to encourage our student's cultural development.

Examples of visits are:

- Different places of worships
- Theatre and memorials
- British institutions

2.4.3 Where appropriate students are also encouraged to get involved with charitable fundraisers, campaign on issues that they feel are relevant to themselves or others in society.