



British Values

With the school population representing the different ethnic groups in Eastbourne, finding commonality and building a collective sense of community is vital for a cohesive co-existence.

British Values recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. All schools, including Gildredge House, have a vital role in ensuring that our young people are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

<p>Democracy</p>	<p>History lessons take a dual approach to teaching the values of democracy, via curriculum content and pedagogical approach.</p> <p>Throughout the KS3 and 4 curriculum students learn:</p> <ul style="list-style-type: none"> • The importance of the concept of democracy • How different groups have fought for and gained democratic rights (e.g., Y7 - Peasants Revolt, Y8 - Abolition of Slavery, Y9 - Women’s Rights, Civil Rights) • The consequences of it being overridden (Y7 - Medieval Kings, Y8 - Slavery, Y9 - Nazi Germany and the Cold War) <p>In addition, throughout our approach to teaching and learning we encourage students to express their thoughts and opinions on curriculum content and teach them to respect each other’s viewpoints. Additionally, collaborative tasks such as homework research projects (one per each full term for each KS3 year group) also encourage collective decision making and collaborative planning.</p>
<p>The rule of law</p>	<p>The rule of law is taught through a combination of theoretical discussions, historical examples, and practical application.</p> <p>Throughout the KS3 and 4 curriculums:</p> <ul style="list-style-type: none"> • Teachers provide students an overview of British legal history, highlighting key milestones that have shaped the development of the rule of law (Y7 - Magna Carta, Y8 - The Stuarts, Y9 - Enfranchisement and Civil liberties). • Through various case studies, the British legal system is compared with others around the world (namely the US). • Students become familiar with key concepts and development of the British legal system. <p>In practical terms, the rule of law is also upheld by classroom norms and expectations - rooted in legal principles of fairness, accountability and respect.</p>

	By studying these examples, students become more appreciative and aware of the systems in place today.
Individual liberty	<p>The value of individual liberty is explored through its historical development and significance. We teach a variety of case studies for individual, and group struggles for liberty in British - and world - history across all key stages (e.g. Y7 - Peasant's Revolt, Y8 - English Civil War, Y9 - Political Rights for Women and Civil Rights).</p> <p>By studying these ideas and actions, students gain greater insight and understanding into the importance of individual freedom and the impact of individuals on shaping society.</p>
Mutual respect	<p>Like many of the other British values, mutual respect is promoted in History through both content and classroom environment.</p> <p>Within our history curriculum, mutual respect is evidenced in:</p> <ul style="list-style-type: none"> • The inclusive nature of our curriculum design, to attempt to move away from more 'traditional' history to include diverse perspectives, experiences, and voices from different cultures, ethnicities, genders, and social backgrounds (eg. Y7 - experiences of black members of the Royal Court, Y8 - migration in Britain, Y9 - grassroots stories of war). By studying history from multiple viewpoints, students can develop empathy and understanding for people who may have had different experiences or beliefs to themselves. • Examining historical conflict to emphasise the importance of critical thinking and learning to appreciate different points of view. <p>Our classroom environment is also fostered in mutual respect - our teachers model respectful behaviour - demonstrating respect for students' opinions, encouraging active listening, and treating all students equally and with dignity.</p>
Tolerance of those of different faiths and beliefs	<p>Once again, the British values of tolerance of those of different faiths and beliefs is taught via curriculum content and classroom environment. History is steeped in religion; across key stages three and four we explore and celebrate key developments and events from a variety of different faiths - for example, how British culture has been enriched by migration in Year 7 and 9, pioneering medical and religious ideas from overseas during Years 10 and 11.</p> <p>Additionally, students gain a greater understanding of the implications of a lack of tolerance (Y7 - Crusades, Y8 - Indian Independence, Y9 - Holocaust). Through this sensitive material, students are encouraged to see the importance of tolerance, lest history were to repeat itself.</p>

At Gildredge House School, SMSC is central to our school vision as we believe that we should look after ourselves and each other, show empathy, integrity and support to all people and our environment along the way. We encourage tolerance, resilience, and reflection, which in turn allows everyone to make progress every lesson.

The personal development of students, spiritually, morally, socially and culturally is intertwined with our values of Ambition, Support, Perseverance, Integrity, Reflection and Empathy.

Department of Education advice published in 2014 states that through the provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

<p style="text-align: center;">Spiritual Development</p>	<p>Students’ spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing</p>	<p>Through an enquiry-based approach to learning, our curriculum encourages students to ask questions and critique the content which leads to a greater understanding and shaping of their own personal beliefs, values and critical awareness.</p> <p>For example, across all year groups we discuss and evaluate difficult subjects such as the Holocaust and Mai Lai Massacre in Year 9, Slavery and Empire in Year 8 and Dictatorships at KS4. Additionally, we discuss how religious beliefs have shaped societies, beliefs and cultural practices around the world - for example the impact of Arab scholarship in Year 7 and the European Reformation in Year 10.</p> <p>Delivery of these topics requires a great deal of sensitivity.</p>
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<p>Moral Development</p>	<p>Students’ moral development involves students 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.</p>	<p>Throughout the curriculum, students engage with a variety of sensitive and difficult subjects such as the Holocaust and Mai Lai Massacre in Year 9, Slavery and Empire in Year 8 and Dictatorships at KS4.</p> <p>In learning about such subject matter, students are encouraged to reflect and empathise with experiences outside their own, and in turn develop a better understanding of their own moral compass.</p>
<p>Social Development</p>	<p>Students’ social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.</p>	<p>The vital concepts of responsibility and rights are interwoven throughout the History curriculum. Cross-referencing moral development, the difficult and sensitive nature of taught content enhances students understanding of their own</p> <p>Aside from the curriculum, the practical application of History lessons is rooted in developing students' social skills - teachers encourage respectful classroom discussion and - when needed and appropriate - provide healthy intellectual challenge to preconceptions.</p> <p>The inclusion of group work within classes encourages vital social skills such as teamwork and the need to listen and debate.</p>
<p>Cultural Development</p>	<p>Students’ cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.</p>	<p>Our broad and diverse curriculum allows for students to gain a better understanding of other world cultures - past and present. The lens through which these societies are framed encourage both celebration and empathy.</p> <p>School trips also enhance cultural capital. For example, the Y9-10 Belgium trip may be a student’s first trip abroad.</p>

