



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.

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| Democracy | <p>In Languages, democracy is explicitly taught when topics are chosen that enable discussion of the legal system and which, in discussion in French or English, allow a discussion of the differences between the British political system and that found in any of various countries of the target language.</p> <p>Students experience democracy during lessons when they speak with each other, show mutual respect listening to each other's ideas and respond.</p> |
| The rule of law | <p>The process of facilitating classroom debates in Languages can be used to link to democracy as they should allow all opinions to be heard in a respectful way. Texts, audio or video can be used, and written tasks and discussions can take place - all present opportunities to compare political systems and improve the level of understanding of the British system while exploring the political systems in various countries of the target language.</p> <p>For example, in KS4, students discuss global and social issues and suggest solutions.</p> |
| Individual liberty | <p>Group and one-to-one discussions and the use of materials may give the opportunity to discuss the extent of individual liberty in the UK and any of various countries of the studied target languages.</p> <p>Students can explore different language options and decide for themselves which one to pursue in the future. Students will then explore choices in terms of future education choices and careers.</p> |
| Mutual respect | <p>In Languages classes, there will be opportunities to discuss mutual respect through class discussions and the choice of materials that are studied. In addition, the student code of conduct is the basis for student behaviour. Good working relationships in the classroom promotes effective learning. These are based on mutual respect and tolerance for different faiths and beliefs and compliance with the Equality duty.</p> |

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| <p>Tolerance of those of different faiths and beliefs</p> | <p>In Languages, students can discover other cultures, developing an open mind towards different cultural practices and traditions. This is evident through class discussions, school visits, potential school exchanges and school trips. This also allows students to understand their own culture and make comparisons, but also enhance their curiosity.</p> |
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Spiritual, Moral, Social and Cultural (SMSC) Education

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.

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| <p>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>At Gildredge House, we aim to encourage Spiritual Development through:</p> <ul style="list-style-type: none"> • The values and attitudes the school identifies, upholds and fosters. • The contribution made by the whole curriculum. • Religious education, acts of collective worship and other assemblies. • Extra-curricular activity, together with the general ethos and climate of the school. |
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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>Our intention is that the students of Gildredge House will be working towards:</p> <ul style="list-style-type: none"> • An ability to distinguish right from wrong based on a knowledge of the moral codes of their own and other cultures • A confidence to act consistently in accordance with their own principles • An ability to think through the consequences of their own and other actions • A willingness to express their views on ethical issues and personal values • An ability to make responsible and reasoned judgements on moral dilemmas • A commitment to personal values in areas which are considered right by some and wrong by others • A considerate style of life • A respect for others' needs, interests and feelings, as well as their own • A desire to explore their own and others' views • An understanding of the need to review and reassess their values, codes and principles in the light of experience • An understanding of rights and responsibility within the communities and society in which they live. |

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| <p style="text-align: center;">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>Our intention is that the students of Gildredge House will be working towards:</p> <ul style="list-style-type: none"> • An ability to adjust to a range of social contexts by appropriate and sensitive behaviour. • Working successfully as a member of a group or team. • An ability to share views and opinions with others and work towards a consensus. • Showing respect for people, living things, property and the environment. • Appreciation of others' rights and responsibilities. • An understanding of the structures of society, e.g. the organisation of the family, school etc. |
| <p style="text-align: center;">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 intention is that the students of Gildredge House will be working towards:</p> <ul style="list-style-type: none"> • An ability to recognise and understand their own cultures and values. • An ability to appreciate cultural diversity and to respect other people's values and beliefs. • Having openness to new ideas. • Having a willingness to participate in artistic and cultural events, recognising and understanding images/icons, which have significance, and meaning in a culture. |