



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.

Democracy	Maths and the use of data have a significant role in the democratic decision making and influencing change. Students will hear statistics quoted to justify and argue for particular positions. Within maths, again using varied levels of complexity, the validity of these statistics can be explored. Staff may find the BBC Radio 4: More or Less programme helpful in this. The development of critical thinking skills using maths. As a result of our teaching students will develop resilience to being exploited by extremists.
The rule of law	Within maths, there are opportunities to study areas where numerical data is part of the rule of law. Examples to teach different aspects of maths can come directly from statistics used in law. This might include taxation or calculations that need to be made to make sure that industry complies with health and safety legislation. Statistics can also be used to identify the impact of legislative change. The Office of National Statistics may be helpful. The level of analysis will obviously vary according to the level of maths being taught.
Individual liberty	Students might explore the extent of individual liberty bearing in mind legal constraints that are numerical in nature, e.g., taxation of income, levels of alcohol in the blood when driving, speed limits in cars. Choices in terms of future education choices and careers should also be explored to identify the extent of individual liberty that we each have.
Mutual respect	Ensuring that behaviour in the classroom demonstrates respect for those with different faiths and beliefs and those with the protected characteristics set out in the Equality duty.
Tolerance of those of different faiths and beliefs	Student code of conduct. Good working relationships in the classroom and around the college that promote effective learning.

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.

<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>Our aim in maths is to encourage students to think deeply about the concepts involved. While an entirely rational pursuit, introspection to interrogate and extend accepted truths is an enriching process. This is especially the case when the resulting understanding is surprising or wondrous, and opportunities for students to experience the awesome power of maths are taken whenever possible.</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>Maths seeks to provide methods to avoid being wrong, certainly in cases where questions can be posed quantitatively. The ability to make judgements which are not factually wrong is often the basis for making moral judgements, presumably with the aim of not being morally wrong. There are numerous examples of this process in the study of statistics, and so their potential to be misleading is emphasised whenever this topic is studied.</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>While understanding is often achieved in maths through individual effort, it is also strengthened in a social setting. We encourage students to pose precise questions and to justify their own reasoning rigorously. This is seen in whole class teaching, group work, and even in the high standards of written work expected in maths: students are encouraged to consider the reader when communicating mathematically in their exercise books.</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>The study of mathematics is universal in the modern world. The fact that students learn about the same thing in Eastbourne, London, Moscow and Mumbai is regularly highlighted. Furthermore, when progress in a topic can be attributed to a particular time and culture, this is shared with the students. Examples include Pythagoras' Theorem in Ancient Greece, the use of zero in decimal notation in 5th century India and the development of algebra by Persian mathematician al-Khwarizmi in the early 9th century.</p>

