



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>Our Ready Respectful Safe code of conduct permeates all subjects, including PE. Students know how to behave in PE in a way that is acceptable socially.</p> <p>Throughout the school, students are taught about the need for different roles and different responsibilities, including teamwork and decision making. They can work individually as well as in teams and make informed choices.</p> <p>Students understand and accept the roles of captain, vice-captain, team players, coaches and volunteers and are fully engaged in all lessons. Students Leadership groups, for example, Sports Champs, are engaged in student voice for PE & School Sport regarding the curriculum, extracurricular activities and kit. The extra-curricular programme is inclusive, activities reflect student voice and are well attended.</p>
<p>The rule of law</p>	<p>Students are taught about age-appropriate rules, fairness, and respect, through a variety of PE activities. They can play within the rules in any activity. Students learn to work individually and in groups.</p> <p>They understand the need for rules, adhere to them and can develop rules for activities that they create. An established ethos in PE about how to win and lose fairly and understand good sportsperson ship. Students adhere to and understand the rules of safety, they demonstrate good social skills. They know and adhere to the rules and social etiquettes related to any type of competition.</p> <p>Competition against oneself is encouraged in addition to competition against others. Students can solve problems on their own or with others.</p>
<p>Individual liberty</p>	<p>PE recognises individual differences. Students respect individual differences and are confident to express their opinions and respect others' views. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. They can make judgements about their own and others' performances. Students are taught safely and about safety. They feel safe in curricular and extracurricular activities and during off site visits. There is a buddy and mentoring system in PE. Students use the buddy and mentoring system to build confidence, and this is apparent in how they work together.</p>

<p>Mutual respect</p>	<p>Students are taught about the environment and different activity contexts. They respect the countryside and venues during off site visits. There are appropriate rewards and sanctions in PE for inappropriate behaviour. Students know the values of the school and PE, contribute to their development, and accept rewards and sanctions. They respect PE equipment and school buildings/facilities.</p> <p>The school engages in competition and encourages competition within and across the community. All students can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.</p>
<p>Tolerance of those of different faiths and beliefs</p>	<p>Students are taught about historical, cultural, and religious differences, through a variety of PE activities. They know, understand can articulate different styles of dance and the historical aspects of various activities. They can articulate their own beliefs.</p> <p>The culture in PE respects cultural differences and avoid stereotyping groups.</p>

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>PE enables students to develop their self-knowledge, self-esteem, and self-confidence through:</p> <ul style="list-style-type: none"> • the development of competence through physical and decision-making skills over time in a variety of activities and situations, setting targets and experiencing personal progress and success. • embedding knowledge of how the body works and the concepts of health and fitness, why the body responds the way it does, how it can adapt and the benefits of a healthy active life. • engaging in challenging experiences that test limits. • a positive experience of self and peer assessment with constructive feedback • celebration and praise for performance and effort, perseverance after failure or difficulty as well as high quality
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<p style="text-align: center;">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 to make responsible moral decisions and act on them.</p>	<p>PE enables students to distinguish right from wrong, respect for democracy and support for participation through:</p> <ul style="list-style-type: none"> • the embedding of the concepts of rules and fair play at the earliest possible opportunity with the opportunity for them to see that the rules, in all situations, are there for a reason and there are consequences for not adhering to these rules. • game making opportunities to create apply and interpret their own rules, match application of the rules to the severity of an incident. • imposing the rules when self-refereeing/refereeing/umpiring, recognising when rules have been broken and the importance of fair play for both sides. • being encouraged to take decisions in good faith, not arguing, even when they consider those decisions to be unfair and when faced with defeat being encouraged to recognise their own limitations and not blame outside conditions, especially the officials. • playing in games to foster respect and the ability to respect their viewpoint, developing informed opinions about rules as rules evolve in line with changing perceptions, that rules are changed based on discussion and consensus. • discussions on reflection and empathy as they move from heteronomy to autonomy obeying rules because they are right and fair, not just because they are the rules. • discussions on the rules of personal and social morality with reference to cheating, aggression and drug taking, of the balance of morality between keeping rules and improving standards that lead to the rules being updated, for example in the case of women in sport. • team and group activities that develop reliability and responsibility
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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>PE encourages 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 through:</p> <ul style="list-style-type: none"> • working with a variety of partners in different activities to foster cooperation, mutual support, sharing ideas, communicating to solve problems in a variety of ways, listening to and valuing the viewpoints of others. • taking part in activities that break down barriers, for example, an element of risk, to foster cooperation and collaboration, in an unusual environment or situation. • curricular and extra-curricular activities that vary and foster mutual interest, friendships, and diversity. • opportunities to take part in sports and play leadership activities by applying to be a Sports Champs as well as taking part in the programs of The Leadership Skills Foundation and other NGB's.
<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>PE furthers tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures through:</p> <ul style="list-style-type: none"> • equitable access to all activities for all and acknowledgment that culturally, this has not been, and in some cases is still not, the case. • Studying the history and development of traditional and developing major sporting events. • Studying the history and traditions behind the development of different sports and dance styles around the world and participating in these activities in curricular and extra-curricular events.

