



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	<p>Within the Creative Arts Department students are encouraged to be participants of an ethos that encourages the freedom to express themselves and share their experiences of the world around them.</p> <p>Students are also encouraged to recognize that we are all equal by exploring, questioning and responding to the work and experiences of other artists, Crafts people, Designers and photographers.</p> <p>A positive learning environment is expected where all students are aware of their rights and responsibilities.</p> <p>This is demonstrated in the positive learning environment where all students are aware of their rights and responsibilities</p>
The rule of law	<p>Within the classrooms, clear rules and routines are established to help secure the environment to be a happy and safe place to create and learn. Health and safety regulations are taught and adhered to, keeping the students and those around them safe. This is exhibited by the way students conduct themselves within the class.</p>
Individual liberty	<p>The Creative Arts department promotes positive relationships with students and understands the need to respect individual rights, and the rights of others within the class. This attitude is also extended to those outside our school community when we explore the work and experiences of others, particularly when their experiences are so different to our own. Students demonstrate their understanding through their responses, and their attitudes towards their peers and Teachers.</p>
Mutual respect	<p>Department routines and school systems are consistently implemented to ensure that everyone has the right to be heard and respected.</p>
Tolerance of those of different faiths and beliefs	<p>Students will be exposed to a variety of cultures, beliefs and religions through the work they are engaged in for Key Stage 3 and Key Stage 4. Promotion of understanding in respect of differing beliefs and values are explored and discussed and students are encouraged to foster respect, even if the beliefs and values are different to their own, this is demonstrated by their appropriate responses.</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>Spiritual development is very important in DT as the process of creative thinking and problem-solving lies at the centre of the subject. A pupil's ability to think creatively and show innovation can be inspirational to others but also increase their own self confidence and belief in their own abilities.</p> <p>In Key Stage 3 our curriculum is designed to develop Knowledge and skills. This is extended and built upon each year in order students can see their progression and build confidence at their ability to design and make.</p> <p>In Key Stage 4 students are encouraged to explore personal pathways and all outcomes are encouraged to show</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 to make responsible moral decisions and act on them.</p>	<p>Students are taught how to understand and comment on visual language, and within this framework students are encouraged to form opinions and justify their thoughts.</p> <p>The idea of right and wrong is explored within the understanding of visual language and experience both in their own and others work. Students are exposed to work that may pose moral questions and are encouraged to engage and respond with it in appropriate ways.</p> <p>Students are taught about the moral choices facing designers & manufacturers when deciding on materials. During the planning and making process we encourage our pupils to consider these moral and ethical dilemmas. For example, the impact on the environment through the choices of materials are made or the opportunity to consider sustainable or environmentally acceptable materials.</p>

<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>Within DT there are many opportunities to promote social responsibilities. Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment where the use of tools and equipment are involved.</p> <p>students can work collaboratively, in small groups and independently which requires effective social interaction and at times compromise.</p> <p>Each year work is exhibited within the school that celebrates achievement and participation with the wider school community including family and friends.</p> <p>All years are expected to provide feedback to their peers as part of the Creative Arts assessment process which encourages respect, support and collaboration.</p>
<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>The Design and Technology Curriculum promotes student exposure to cultural capital. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their nation and the rich history of the County. Students develop a critical understanding of the impact of Design & Technology on daily life and the wider world.</p> <p>Each year there are trips to museums and galleries outside of our local area, along with visits to our local Towner Art Gallery.</p> <p>This is important in order students can explore, experience, engage and appreciate a variety of different artworks, ideas, concepts and beliefs.</p>