



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>KS3 Coverage:</p> <p>Growing Up, Identity and Power, Year 7</p> <p>Heroes and Villains, Year 7</p> <p>Conflict and Protest Poetry, Year 8</p> <p>Dystopian Fiction, Year 8</p> <p>Natural World, Year 8</p> <p>The Giver, Year 8</p> <p>Animal Farm, Year 9</p> <p>Education, Year 9</p> <p>Hidden Figures, Year 9</p> <p>KS4 Coverage:</p> <p>An Inspector Calls, Year 10</p> <p>Poetry Anthology, Year 10 and 11</p> <p>Macbeth, Year 11</p> <p>A Christmas Carol, Year 11</p> <p>Non-Fiction Language, Year 10 and 11</p> <p>English lessons include the analysis of political speeches and writings. Students study the speeches of significant political figures and explore how language is used to persuade and mobilize people in a democratic society.</p> <p>In addition to this, teachers hold debates in which students discuss important political and social issues. Students also engage in persuasive writing tasks, where they need to construct well-reasoned arguments and counterarguments, reflecting the</p>
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	<p>democratic principles of open discourse and free expression of ideas.</p>
<p>The rule of law</p>	<p>KS3 Coverage: A Kind of Spark, Year 7 Growing Up, Power and Identity, Year 7 Protest and Conflict Poetry, Year 8 Dystopian Fiction, Year 8 The Giver, Year 8 Education, Year 9 Hidden Figures, Year 9</p>

	<p>KS4 Coverage:</p> <p>Macbeth, Year 10/11 An Inspector Calls, Year 10/11 Poetry Anthology, Year 10/11 A Christmas Carol, Year 10/11 Non-Fiction Language, Year 10/11 Transactional Writing, Year 10/11</p> <p>At Gildredge House, we integrate the rule of law into English lessons to help students appreciate the importance of laws in maintaining order and justice in society. We also like to encourage critical thinking about the ethical and moral implications of legal decisions and actions, which are crucial aspects of fostering responsible and engaged citizens.</p> <p>One of the ways we do this is to discuss how characters in literature respond to legal challenges, moral dilemmas, and issues related to the rule of law. This can provide opportunities for students to explore the consequences of actions and the importance of adherence to legal principles. Class or group discussions offer opportunities to explore the rule of law and the idea of morality.</p> <p>In addition to this, our classrooms have clear and consistent routines and expectations that make the environment safe and inclusive.</p>
<p>Individual liberty</p>	<p>KS3 Coverage:</p> <p>Growing Up, Power and Identity, Year 7 Shakespeare Life and Times, Year 7 A Kind of Spark, Year 7 Conflict and Protest Poetry, Year 8 Much Ado About Nothing, Year 8 Natural World, Year 8 Struggling for Survival, Year 8 Disturbed Voices, Year 9</p> <p>KS4 Coverage:</p> <p>An Inspector Calls, Year 10/11 Anthology Poetry, Year 10/11 A Christmas Carol, Year 10/11 Macbeth, Year 10/11</p> <p>Students explore individual liberty through a study of our chosen texts and extracts. Within our English lessons, students have</p>

	<p>numerous opportunities to explore individual liberty as a concept and as part of British values.</p> <p>With the introduction of our thematic scheme of learning for KS3, it allows us to have the opportunity to discuss the extent of individual liberty such as texts linked to Women’s Rights, poetry inspired by the Black Lives Matter movement and War Poetry. By studying these ideas and actions, students gain insight into the importance of individual freedom and the impact of individuals on shaping society. Additionally, we regularly discuss how characters' decisions reflect their pursuit of autonomy or the restrictions placed on them by society.</p> <p>Lastly, students will also continuously explore aspects of their own lives and the extent to which they have and use their freedoms.</p>
<p>Mutual respect</p>	<p>KS3 Coverage:</p> <p>A Kind of Spark, Year 7</p> <p>Growing Up, Power and Identity, Year 7</p> <p>Natural World, Year 8</p> <p>Much Ado About Nothing, Year 8</p> <p>Conflict and Protest Poetry, Year 8</p> <p>Struggling for Survival, Year 8</p> <p>Education, Year 9</p> <p>Disturbed Voices, Year 9</p> <p>KS4 Coverage:</p> <p>A Christmas Carol, Year 11</p> <p>An Inspector Calls, Year 10</p> <p>Teaching mutual respect within an English curriculum involves fostering an environment of understanding and appreciation for diverse perspectives and promoting respectful communication.</p> <p>Like many of the other British Values, mutual respect is encouraged through our curriculum as well as our classroom environment.</p> <p>Within English, mutual respect is in the centre of our lessons. Students are expected to respect each other within the classroom especially when it involves others’ opinions, and their beliefs and teachers model mutual respect with their teaching. We encourage active listening, and students are expected to treat each other with respect.</p>

<p>Tolerance of those of different faiths and beliefs</p>	<p>KS3 Coverage: Protest and Conflict Poetry, Year 8 Disturbed Voices, Year 8 A Kind of Spark, Year 7</p> <p>KS4 Coverage: Power and Conflict Poetry Anthology, Year 10 and Year 11</p> <p>Teaching cultural tolerance in English literature lessons not only enriches students' understanding of the world but also fosters empathy, respect, and open-mindedness. It encourages students to view cultural differences as a source of enrichment rather than division and helps them become more tolerant and accepting individuals.</p> <p>To do this, we provide information about the background and cultural context of the authors and the time in which they wrote. This can help students understand the cultural influences that shape a writer's perspective and their work.</p> <p>Additionally, we have chosen literary works from a wide range of cultural backgrounds and authors. This encourages students to read and discuss literature that explores different cultures, traditions, and perspectives to ensure students are exposed to a true representation of how rich humanity is.</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.

<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>Within English, Year 7 start looking at their own self with a topic named “Growing Up, Power and Identity.” This is the starting point to students identifying their sense of self and considering their own potential.</p> <p>We then build on this throughout their journey within English.</p>
<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>With our new thematic scheme of work for KS3, there are many texts that contain moral dilemmas. These allow students to discuss the issues and consider what is right and wrong within the texts. Leading on from this, we then dive into An Inspector Calls focusing on the idea of social responsibility and the idea of a morality play. In this, classes can have in depth discussions about how an individual’s actions have consequences.</p> <p>In English, we have open discussions about tricky topics focusing on moral development. This is important for students as they can build upon their own moral compass and consider the impact of their own actions.</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>Students in English are encouraged to involve themselves fully into all lessons. We use group tasks, projects and presentations to make sure all students have a sense of belonging within the class. In addition to this, we use cold calling to ensure students voice their opinions and share their ideas and answer. With this, their confidence grows, and they are more willing to participate in class discussions.</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>English lessons promote cultural development within all lessons and all key stages. We do this by using a variety of diverse extracts and texts. We try to ensure our extracts are written by a wide variety of authors, playwrights and poets from different cultures to develop a student's understanding of how diverse and rich our own culture is.</p>
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