

British Values and SMSC in Geography

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	Year 7 complete a unit of work, 'Island Homes: British Isles', which begins with an explanation and activities about of the UK as a constitutional monarchy. We use this foundation understanding in later units in the Key Stage when we look at alternative systems of governance in Russia. In our discussions about the UK, we investigate the history of migration that has led to a multicultural Britain. Correct definitions for economic migration and asylum seeking are discussed, so that students can analyse current events for themselves. They are encouraged to discuss the push and pull factors that influence migration and the reasons why countries such as the UK provide an alternative way of life for some people. In Y9 we discuss Human rights and how they differ between countries.
The rule of law	Students explore the Rule of Law at a range of scales and through different perspectives. In year 7, we discuss the sustainable management of tropical rainforests and the international agreements involved in that. In studying climate change, we look at the Kyoto protocol, Rio and Paris Summits and discuss the benefits as well as the issues in passing international laws. The Year 9 unit on the 'Dynamic Arctic' refers to law in relation to the natural resources of the Arctic. At a national level, we consider laws relating to housing planning, design, civil infrastructure and laws about keeping environments safe from harm, particularly vulnerable or wild areas such as the protected greenbelts and Tropical rainforests.
Individual liberty	Year 8 students are introduced to the right to freedom in term four during their unit of study on Migration. The right of people to work and migrate, often to cities, is a fundamental reason for the rapid urbanisation that we see, particularly in Lower Income Countries and Newly Emerging Economies. Year 9 work on the resources needed for mobile phones. The benefits and costs are debated are linked with the issues of sustainability and the effect on health. Individual Liberty is explored further in terms of different countries'

	attitudes and laws through the human rights topic in Y9. The significance of equality and diversity is revisited throughout the Key Stage along with the impacts of a lack of equality in society.
Mutual respect	Mutual respect is demonstrated through Teachers Standards in every lesson. Students need to be able to discuss diverse issues respectfully and high expectations for discourse are set from the outset. Through the study of plastic pollution, Year 7 discusses the responsibility of stewardship that we all have in conserving our built and wild environments, our responsibilities to other people and to those that need more support than others. Another unit of work includes the issue of deforestation in the Brazilian Amazon and students are encouraged to see all sides of the deforestation debate so that they can learn to respectfully disagree and articulate persuasive arguments. Collaboration and working together is a theme continually revisited and is reinforced through engaging and informative group work activities within the classroom.
Tolerance of those of different faiths and beliefs	Tolerance of those of different faiths and beliefs is explored throughout the geography curriculum. Understanding of others points of view and how that might influence their decisions is a key discussion point when conducting country studies such as the Modern Middle East in Y8. Vulnerability to tectonic disasters is also underpinned by belief systems particularly through the role of women. Education disparities can also be discussed focusing on the literacy gap between men and women.

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 style="text-align: center;">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>Students are encouraged to think critically throughout their geography topics and to ask questions that go beyond the basic. Exploring peoples' relationships with space and place is key to understanding the development of people and the links they forge with others. Students are asked to consider their own values and beliefs and purpose, then to put themselves in the shoes of others. Studying the geography of exploration, migration and development in looking at the driving factors that influence people is an important part of the curriculum we offer.</p>
<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 in order to make responsible moral decisions and act on them.</p>	<p>Both physical and human geography topics are a wonderful conduit to develop ideas about the rights and wrongs of the world around us. Students study the impacts of flooding and other natural hazards where they consider the rationale behind protecting some people/ areas and not others. They look at the comparison between Higher Income Countries and Lower Income Countries and reasons behind their relative capacity to mitigate and adapt to the effects of climate change. Through human geography topics, the students consider the causes and consequences of uneven development and are encouraged to empathise with other people's situations. The academic literacy requirements to justify, assess and evaluate perfectly</p>

		<p>complements the aim to foster students' confidence in discussing the fairness of different situations and in different parts of the world.</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>Geography is a sociable subject which links people, places and the environment. Through the study of numerical, graphical and cartographic resources, students analyse and interpret data, features and patterns and learn how to transform that knowledge into new representations. To do this they must communicate, articulate and debate the findings and be able to discuss varying interpretations. The breadth of locations that we 'visit' through the curriculum introduces the students to conversations celebrating a diverse range of religious, ethnic and socio-economic backgrounds. Talking through ideas, discussion of opposing views and providing evidence are fundamental skills for successful study in geography.</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>Cultural development is investigated in relation to the UK, other Higher Income Countries, Lower Income Countries as well as Newly Emerging Economies. The influences of most places are vast and we strive to explain the character and features of different cities and countries by understanding the past and their links locally, regionally and internationally. Celebrating differences and understanding issues help the students to balance ideas and encourages them to question events that they see and hear about. This is linked to democracy, heritage, history and the importance of governance in making every voice count. Students compare the progress of countries through understanding the importance of human development indicators in the wellbeing and freedom of society both in the UK and around the world</p>
---------------------------------	---	---