



British Values and SMSC in Performing Arts

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	Performing arts lessons not only nurture artistic skills but also instil democratic values by empowering them to have a voice, respect others' viewpoints, and work together towards a shared vision. In Performing Arts, students are encouraged to express their opinions, ideas, and perspectives freely, creating an environment that values individual voices and diversity. Through collaborative projects, such as theatre productions or music performance, students learn the importance of teamwork and cooperation, mirroring the democratic principles of inclusivity and collective decision-making.
The rule of law	In Performing Arts, the rule of law can be approached in several ways; through the study of musical history and how composers and musicians have navigated legal frameworks and regulations surrounding copyright, intellectual property, and artistic expression. Students also study plays and musicals that revolve around themes of justice, legal systems, or societal norms. Through these activities, students develop an understanding of the importance of impartiality, due process, and the need for laws to guide and protect society.
Individual liberty	Performing Arts lessons can encourage Individual liberty in students allowing a choice in the selection of material, encouraging improvisation to express personal perspectives, promoting collaboration and respect, incorporating reflection and self-evaluation, empowering students to make decisions, facilitating discussions on artistic expression as well as fostering an inclusive environment that celebrates each student's unique identity. These approaches allow students to express themselves authentically, develop self-awareness, and take ownership of their artistic journey.

Mutual respect	Through the exploration of diverse narratives and perspectives, the Performing Arts promote tolerance and appreciation for different cultures, beliefs, and experiences. By witnessing the creative expression of others, audiences and performers alike develop a deep respect for the unique talents and contributions of individuals from all walks of life. This shared appreciation nurtures an atmosphere of inclusivity, mutual support, and respect, creating a platform for meaningful dialogue and collaboration that transcends boundaries and promotes unity.
Tolerance of those of different faiths and beliefs	Through music, dance, and theatre, students are exposed to diverse narratives, traditions, and perspectives. They learn to embrace the richness of various cultures, challenging stereotypes and biases. Performing arts provide a platform for dialogue and collaboration, enabling individuals to explore and celebrate differences. By engaging in creative expression together, students develop a sense of unity and respect, cultivating an inclusive and tolerant society.

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>Performing Arts lessons promote spiritual diversity by exposing individuals to various cultural and religious musical and artistic traditions, fostering an appreciation for different spiritual expressions. Students gain a deeper understanding and respect for different beliefs, rituals, and values which encourage inclusivity, empathy, and interconnectedness among communities</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>Through activities such as group performance, students learn to work together, respect each other’s differences, and appreciate diverse perspectives. The arts also encourage self-expression, helping students explore their own values and beliefs. By engaging with different characters and narratives, students develop empathy and gain insights into moral dilemmas. Ultimately, performing arts lessons provide a platform for students to develop their moral compass and cultivate positive values.</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>Performing arts lessons promote social development by providing opportunities for collaboration, teamwork, and communication. Through group performances and rehearsals, students learn to work together, respect others’ ideas, and develop empathy. They also enhance their nonverbal communication skills, body language, and emotional expression, fostering better understanding and connection with others. Performing arts classes often create a supportive and inclusive environment that encourages social interaction and builds confidence thereby nurturing well-rounded individuals.</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>Music and drama lessons encourage cultural development by providing students with opportunities to explore diverse forms of artistic expression, fostering an appreciation for different cultures and traditions. Through music, students can learn about various musical styles and instruments from different parts of the world, while drama enables them to explore and portray stories from different cultures, fostering empathy and understanding. These lessons encourage cross-cultural engagement, helping students develop a broader perspective and appreciation for the richness of human diversity.</p>
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