



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	
The rule of law	When learning about theories of criminality, we address what the definition of crime is both within the UK and in other countries. We look at different types of crime, theories behind why people act against the law and psychological and physiological reasons. We also look at punishment and rehabilitation and issues around sentences someone with brain trauma or differences in function
Individual liberty	We follow the British Psychological Society code of ethical conduct respecting things such as valid consent, right to withdraw from research, confidentiality, and privacy.
Mutual respect	Within the learning environment we look at the ethical guidelines as being important within our everyday lives, rather than just when conducting research. We also learn about psychological problems and part of the learning involves being about to understand differences and work towards treating other people with respect and understanding.
Tolerance of those of different faiths and beliefs	We study cultural bias at A level and touch on this in GCSE and how we must not assume that results from studies apply to all if conducted on one culture. We look at ethnocentrism and cultural bias and how we must not assume that if cultures are different from us, that we are 'better' and that we must be wary of conducting cross-cultural research as it may be Western biased. It is important to collaborate with researchers from the other countries studied.

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>The study of psychology help students learn more about themselves and other people. For example, Mindfulness is focused on being the best you can be, leading a fulfilling life by helping and supporting others and finding meaning in your life as well as happiness.</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>At A level students learn theories of moral development but also how we say we may act and how we act may be two different things.</p> <p>When students conduct research, they must reflect on their research idea to ensure that it will not cause harm to anyone.</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>See above</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>We study cultural bias at A level and touch on this in GCSE and how we must not assume that results from studies apply to all if conducted on one culture. We look at ethnocentrism and cultural bias and how we must not assume that if cultures are different from us, that we are 'better' and that we must be wary of conducting cross-cultural research as it may be Western biased. It is important to collaborate with researchers from the other countries studied.</p>