



## PREVENT PROGRAMME 2015-16

### **British values and the curriculum – English**

The Prevent duty requires providers and practitioners to exemplify British values in their practice and to use opportunities to explore British values and to challenge extremism.

British values are defined as including:

**“democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”<sup>i</sup>**

This includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.<sup>1</sup>

#### **Behaviour in class**

Effective learning takes place in a classes, workshops or labs where there is tolerance and mutual respect as set out in the Equality Act and where those with the protected characteristics receive fair treatment, so that all are treated equally.

All providers should have a code of conduct which requires all students to behave with tolerance and mutual respect of others.

By maintaining these standards of behaviour in class teachers, lectures and trainers will be promoting British values

#### **The Law and Democracy**

English at all levels provides opportunities for discussions which focus on both democracy and the rule of law. Texts can be chosen for their opportunities to allow students to explore the issue of rule of law and equally they can be chosen to refer to issues around democracy. Students are introduced to a range of texts and types of writing. This could include media articles referring to aspects of the democratic process such as members of the public making a peaceful protest including petitions and letter writing to local politicians. Political texts could be analysed for persuasive language. Television, social media including blogs and radio reports can be analysed to show how persuasive techniques and language are used to present or manipulate the reader, viewer or listener. This will support students in developing a critical analysis all forms of media and to build resilience to resist exploitation by extremists or others who may want to take advantage of vulnerable individuals.

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<sup>1</sup> Equality Act, 2010: <http://www.legislation.gov.uk/ukpga/2010/15/section/4>

## Individual liberty

Students can explore individual liberty through a study of texts, audio and video. English gives numerous opportunities to explore individual liberty as a concept and as part of British values. Students can also explore individual freedom by discussing their options after completing their courses. This provides an opportunity to refer to individual liberty to make choices in terms of progressing in education or future careers

## Challenging extremism

The Prevent duty is not intended to stop students debating controversial ideas

If students make comments which could be regarded as extremist staff should encourage the students:

- to think critically
- to consider whether the evidence they have is accurate and full
- to consider whether they have received an partial and/or unsustainable interpretation of evidence
- to consider alternative interpretations and views

Staff should use opportunities to challenge extremist narratives through discussion with students. If staff do not feel confident in challenging extremist ideas with their students they should ask for support. This will normally be through the Safeguarding officer.

If students behave in a way which contravenes the equality and diversity aspects of the code of conduct which they have signed then this is a disciplinary issue e.g. refusing to work with a gay student or a student of a different ethnicity. It should be dealt with through normal provider disciplinary processes.

The Safeguarding team should be notified of examples where extremism has been challenged.

<b>Applying British values to English: Example</b>	
<b>British values</b>	<b>English - all levels</b>
<b>Rule of Law</b>	Texts can be chosen which will give students a chance to explore the rule of law. This may be through studying written, audio or visual materials in which individuals choose to behave within or outside the law or it may be about the impact of laws. Class or one to one discussions can give the opportunity to explore the rule of law within the UK. This may also give the opportunity to challenge extremism.
<b>Democracy</b>	The process of facilitating classroom debates can be used to link to democracy as they should allow all opinions to be heard in a respectful way. This will reinforce the concept of democracy. Both texts, audio or videos, written tasks and discussions which take place all present opportunities to discuss or write about topics which relate to democracy.
<b>Individual liberty</b>	Group and one to one discussions and the use of materials may give the opportunity to discuss the extent of individual liberty. Students will often explore aspects of their own lives and the extent to which they have and use their freedoms. Students will also explore choices in terms of future education choices and careers
<b>Tolerance and mutual respect</b>	In English there are frequently opportunities to discuss tolerance and mutual respect through discussions and the choice of materials which are studied. Good working relationships in the classroom or the workplace for apprentices promote effective learning. These are based on mutual respect and tolerance.

For further information use the Education and Training Foundation's [Prevent for FE and training Website](http://www.preventforfeandtraining.org.uk) : <http://www.preventforfeandtraining.org.uk>

<sup>i</sup> <http://www.preventforfeandtraining.org.uk/p-useful-links>