PREVENT PROGRAMME 2015-16

British values and the Curriculum – Maths Functional Skills

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"[i]

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. [1]

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

Maths provides many opportunities to explore democracy and the rule of law. This may take the form of studying general or local election results which might include a chart showing the number of MPs elected for each party after an election.

Individual liberty

Students can explore individual liberty through a study of numerical constraints on behaviour such as speed limits in cars. 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

[1] Equality Act, 2010: http://www.legislation.gov.uk/ukpga/2010/15/section/4

Preventing extremism

There may be opportunities to challenge ideas which can lead to extremism. This may be through supporting students to think critically and not simply accept what they are told. Use of statistics can be a very valuable way to show that claims and assertions should be checked and thought through before being accepted. Equally there may be times when discussions with students can broaden their outlook to develop their resilience and help them to challenge extremist ideas.

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.

Applying British values to maths: Example	
British values	**Maths - functional skills**
Rule of Law	**Within maths there are opportunities to study areas where numerical data is part of the rule of law. This can include a study of speed limits in the UK and limits on the amount of alcohol drivers can drink. Statistics can also be used to identify the impact of legislative change. This might include reviewing the level of smoking after the introduction of the limitations on smoking by law. Students could study simple charts or graphs or lists of data to show how the number of people smoking has changed over a period of time.**
Democracy	**Maths and the use of data have a significant role in the democratic decision making and influencing change. Students will hear statistics quoted to justify and argue for particular positions. Teachers can find and use statistics to show students why certain decisions are made. This could include looking at the death rate in car crashes according to the speed limit. This can lead to a discussion of why speed limits are used and how e.g. low speed limits near schools.**
Individual liberty	**Students might explore the extent of individual liberty bearing in mind legal constraints which are numerical in nature e.g. speed limits; levels of alcohol in the blood when driving.** **Students will discuss choices in terms of future education choices and careers**
Tolerance and mutual respect	**Student code of conduct. Good working relationships in the classroom and around the college which promote effective**

	learning
Challenging extremism	**Maths can be used to challenge extremism in particular through the use of statistics. This might include use of government migration figures to challenge inaccurate claims made about immigration levels in the UK**

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

[i] http://www.preventforfeandtraining.org.uk/p-useful-links