



PREVENT PROGRAMME 2015-16

British values and the curriculum – History

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” from the **Prevent Duty Guidance 2015**

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

In History there will inevitably many opportunities to discuss democracy or a lack of democracy through the topics covered. To find opportunities to discuss democracy this may be back exploring the lack of democracy e.g. under the Tudors or Nazi Germany or steps towards the development of democracy in the UK. All History courses will provide opportunities to explore issues around the rule of law or the lack of rule of law in the UK, other countries or internationally. This will provide opportunities to compare this with the rule of laws in the UK. This should not be through additional activities but be used to provide greater depth and understand of the topics being studied.

Individual liberty

History provides many opportunities to explore the concept of individual freedom and limitations on freedom

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



PREVENT PROGRAMME 2015-16

Students will also discuss 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.

Applying British values to History:

Example	
British values	History A level – Cold War
Rule of Law	<ul style="list-style-type: none"> • International law and Cold War conflicts • The contrast between US and Soviet legal systems compared with the UK
Democracy	<ul style="list-style-type: none"> • Political systems in the USSR and USA with reference to how these differ from the UK
Individual liberty	<ul style="list-style-type: none"> • Discussion of the level of individual liberty in the USSR and USA. • Choices in terms of future education choices and careers
Tolerance and mutual respect	<ul style="list-style-type: none"> • Lack of mutual respect for religious groups and limitations on rights to worship; attitudes to homosexuality; use of religion in conflicts • Student code of conduct. Good working relationships in the classroom and around the college which promote effective learning

British values	History A level – Nazi Germany
Rule of Law	<ul style="list-style-type: none"> • International law • The contrast between the Nazi legal system US and



PREVENT PROGRAMME 2015-16

	Soviet legal compared with the UK
Democracy	Political systems in Nazi Germany. This can be contrasted with contemporary UK politics.
Individual liberty	<ul style="list-style-type: none"> • Limitations on freedom in Nazi Germany and for different groups in Nazi Germany e.g. Aryans, Jews and trade unionists. • Choices for students in terms of future education choices and careers
Tolerance and mutual respect	<ul style="list-style-type: none"> • Study and discussion about the lack of tolerance or mutual respect in Nazi Germany in relation to Jews, Slavs and non-Aryan ethnic groups, homosexuality, disability and gender. • Student code of conduct. Good working relationships in the classroom and around the college which promote effective learning

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>