



## PREVENT PROGRAMME 2015-16

### British values and the curriculum: BTEC Sciences

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, rule of law, individual liberty, tolerance and mutual respect and different faiths and beliefs”**

This includes complying with the Equality Act 2010 by not discriminating against the following nine groups:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

In implementing the Prevent duty in BTEC Science classes and other settings where teaching and learning takes place it is expected that this is much more likely to be effective through naturally occurring opportunities rather than specially contrived situations. It is also acknowledged that there will be other colleagues supporting the delivery of the BTEC Science curriculum, for example, laboratory and Information Technology technicians and also visiting speakers on a range of topics. This guidance should therefore be read alongside other specific material relating to the Prevent duty and support staff, visitors, vocational qualifications and mathematics.

#### **Behaviour in teaching and learning settings**

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 exemplifying and promoting British values.

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

A core part of all BTEC Science subjects will be the importance of safe practice of science in accordance with Health and Safety legislation. Opportunities will arise to discuss British law in this context. Students are likely to have opportunities to undertake group and individual investigations which will allow a range of legal and democratic issues to be explored.

There are a diverse range of topical scientific issues that allow students to explore the nature of scientific evidence and the interplay between scientific communities, the media, politicians and



policy makers. Legislation has an impact on all areas of science in both college and university laboratory work and also in commercial applications of science

### **Individual Liberty**

Students will have an opportunity to make decisions about their future educational destinations and their future careers. This freedoms, as with all freedoms are constrained but give students an opportunity to discuss how far they have individual freedom in their life choices. Students of BTEC Science subjects will also have opportunities to develop personal, learning and thinking skills which will help them decided how and how far they have individual liberty.

### **Critical thinking to build student resilience**

Students of GCSE Science(s) will find it necessary to distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas (for example prejudices, or hearsay).

### **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 BTEC Applied Sciences: some examples.</b>	
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Working in the Science Industry. This can include political decisions which support the science industry or which constrain it e.g. Nuclear industry, wind power, genetic modification, controls on the use of chemicals.</li> <li>• Decisions on the funding of health treatments and the funding of the NHS as a whole</li> <li>• Decisions about which drugs are legal or illegal</li> <li>• Decisions about which medical drugs are funded</li> <li>• Decisions about subsidies for food production; genetic modification of food crops; bioengineering.</li> <li>• Decisions about subsidy and planning permissions for different types of energy generation including fracking, nuclear and wind power</li> </ul>
<b>Rule of Law</b>	<ul style="list-style-type: none"> <li>• Scientific investigations: health and safety legislation, employment legislation which employees and employers must comply with.</li> <li>• Implications of Forensic Science evidence collection and analysis. Criminal investigation legislation</li> <li>• Laboratory techniques and legal requirements: Extraction and presumptive testing of drugs</li> <li>• Drug legislation including animal testing. Animal rights legislation. Badger culling to prevent bovine TB. Drugs and sports performance.</li> <li>• Food production legislation. Hygiene legislation</li> <li>• Science for environmental technicians: environmental legislation</li> </ul> <p>For all legislation this can be linked to democracy and how the legislation has come about through pressure from politicians, media, trade unions and individuals</p>
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>• Limitations on freedom through health and safety legislation and the rules of the laboratory to ensure safe practice</li> <li>• Career and education choices that students make and limitations on these freedoms e.g. exam results</li> <li>• Health applications: choices that individuals make e.g. immunisations and screening</li> <li>• Whether to use of life support in maintaining circulatory and respiratory systems;</li> <li>• Organ transplantation and freedoms to donate or not donate body parts</li> <li>• Individual liberty in relation to birth control and abortion</li> <li>• Individual liberty in choosing whether to undergo genetic screening and genetic counselling</li> <li>• Influence of freedom to make choices in terms of life style on health including sports injuries; this might include choices to smoke and drink alcohol</li> </ul>
<b>Tolerance and mutual respect of different faiths and beliefs</b>	<p>The approaches to solving scientific problems that are part of BTEC Science qualifications require students to show tolerance and mutual respect in relation to:</p> <ul style="list-style-type: none"> <li>• behaviour in the laboratory and classroom</li> <li>• creation of an effective working environment whether in a college,</li> </ul>



	<p>ILP or the workplace through tolerance and mutual respect</p> <ul style="list-style-type: none"><li>• Healthy and Safety: implications of clothing and other items of religious significance</li><li>• an understanding of the influence of different faiths and beliefs in some decisions which impact on science and health care.</li></ul>
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