

# The Education & Training Foundation

## British values and the curriculum – Modern languages

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**

Study of modern languages may not initially appear to be subject where British values and law and democracy which relates to British values can be taught. However the study of other languages, nations and cultures will give the opportunity to compare British democratic systems and the British legal system and laws with those that are found in other countries. This comparison will help students to understand their own and other countries political and legal systems.

### **Individual liberty**

Students can explore individual liberty through a study of texts, audio and video. The study of modern languages gives numerous opportunities to explore individual liberty as a concept which applies in different ways in different countries which 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

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

## 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 modern languages:

<b>Example</b>	
<b>British values</b>	<b>Arabic - all levels</b>
<b>Rule of Law</b>	In Arabic topics can be chosen which enable discussion of the legal system and which in discussion in Arabic or English allow a discussion of the difference between the two the British and various systems in Arabic speaking countries.
<b>Democracy</b>	The process of facilitating classroom debates in Arabic can be used to link to democracy as they should allow all opinions to be heard in a respectful way. Both texts, audio or video chosen, written tasks and discussions which take place all present opportunities to compare political systems and improve the level of understanding of the British system while exploring the political systems in any of various Arabic speaking countries
<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 in the UK and any of various Arabic speaking countries. Students will also explore choices in terms of future education choices and careers
<b>Tolerance and mutual respect</b>	In Arabic classes there will be opportunities to discuss tolerance and mutual respect through class discussions and the choice of materials which are studied. In addition the student code of conduct is a background to student behaviour. Good working relationships in the classroom promote effective learning. These are based on mutual respect and tolerance.
<b>British values</b>	<b>French - all levels</b>
<b>Rule of Law</b>	In French topics can be chosen which enable discussion of the legal system and which in discussion in French or English allow a discussion of the difference between the British political system and that found in any of various French speaking countries.
<b>Democracy</b>	The process of facilitating classroom debates in French can be used to link to democracy as they should allow all opinions to be heard in a respectful way. Both texts, audio or video chosen, written tasks and discussions which take place all present opportunities to compare political systems and improve the level of understanding of the British system while exploring the political systems in French speaking countries.

<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 in the UK and any of various French speaking countries. Students will also explore choices in terms of future education choices and careers
<b>Tolerance and mutual respect</b>	In French classes there will be opportunities to discuss tolerance and mutual respect through class discussions and the choice of materials which are studied. In addition the student code of conduct is the basis for student behaviour. Good working relationships in the classroom 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>

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