

British values and the curriculum

Performing arts, visual arts, media and music

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”

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.

The Prevent duty also includes an expectation that staff will encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Behaviour in classrooms, workshops and workplaces

Effective learning and work takes place in classrooms and the workplace where there is tolerance and mutual respect for different faiths and beliefs as well as respect for people with protected characteristics as set out in the Equality Act.

Learners in the workplace should also be aware of the need to ensure that no-one in protected groups is discriminated against. Those employers who allow discrimination to take place have been prosecuted using the Equality duty.

By maintaining high standards of behaviour including mutual respect and tolerance for different faiths and beliefs and encouraging learners to respect the protected characteristics, class teachers, lecturers and trainers will be promoting British values.

The Law

In any area of employment regulation is very important

- As part of Performing Arts, Visual Arts, Media and Music the importance of Health and Safety and copyright legislation will always be taught.
- Discussion of employment rights will also present a perfect opportunity to discuss employment law and how it impacts on employees.

- Data protection legislation will be very important to many people working in the performing arts industry

Democracy

Legislation which directly impacts on learners' work can provide an opportunity to discuss how these laws have come about through the democratic system and as a result of the use of the democratic system to achieve change.

Examples for this might be:

- Trade union pressure to introduce health and safety laws and employment protection laws.
- Businesses which want changes to legislation to make it easier to trade
- Politicians pressure which often comes from constituents contacting them about issues
- Public pressure such as demonstrations and letter writing campaigns and petitions
- Newspaper, TV, radio and social media campaigns to introduce new laws.

Individual liberty

Learners will usually have considered what their options were and used their individual liberty to select from them before they chose their course, or apprenticeship. They will also have choices to make while they take their current qualification and they will often have choices to make as they consider further education, training or careers after completing the apprenticeship or course

Challenging extremism

The Prevent duty is not intended to stop student or apprentices debating controversial ideas

If student or apprentices make comments which could be regarded as extremist staff should encourage the student or apprentices to consider:

- what they have said
- where the views they are expressing came from
- whether the evidence they have is accurate and full
- whether they have received a partial or incorrect interpretation of evidence
- alternative interpretations and views
- whether they need to make a referral to the Safeguarding

Staff should use opportunities to challenge extremist narratives through discussion with student or apprentices. If staff do not feel confident in challenging extremist ideas with their student or apprentices they should ask for support.

If student or apprentices 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 apprentice or a student or apprentice of a different ethnicity.

Performing Arts, Visual Arts, Media and Music	
Rule of Law	<ul style="list-style-type: none"> • Copyright Law • Censorship and ethics • Media monopolies and regulations • Understand health and safety requirements and responsibilities for stage management and equipment • Know health and safety hazards and safe working practices in arts and performance • Compliance with the Equality Act • Ofcom • BBC and TV Licences
Democracy	<p>How have the laws come about e.g. pressure from the public for safe working practices? Trade Union and public pressure for Health and safety legislation.</p> <p>Freedom of expression and the right to protest through music and art – provide examples</p>
Individual liberty	<p>Choices in terms of education, employment and careers.</p> <p>Platform to celebrate individual liberty and self-expression</p> <p>Using arts and media to highlight difference and uniqueness</p> <p>Media censorship and propaganda</p> <p>Personal ethics and values verses society's ethics</p> <p>Being able to behave appropriately in a work environment and follow the rules.</p> <p>Be able to communicate effectively in a work environment and express your opinions without offending others</p> <p>Being able to dress and express oneself as you please or not?</p>
Tolerance and mutual respect of different faiths and beliefs and the Equality duty	<p>Discrimination and stereotyping within the media and arts</p> <p>History and cultural influences in music and dance</p> <p>Role models and case studies</p> <p>Ofcom</p> <p>The advantages and disadvantages of social media - the opportunities to unite and promote positive contributions towards society or a platform to incite and encourage hatred</p>

Developed with Solihull College