

British values and the curriculum

Sport Science, Physical Education, Fitness, Leisure studies etc

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 the workplace, classrooms or sports facilities 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, lectures and trainers will be promoting British values.

The Law and Democracy

Students are usually already aware of the existence of detailed sets of rules which govern behaviours on the field of play. PE provides an excellent opportunity to discuss and make explicit the need for such rules and laws governing conduct, as well as the concepts of interdependency and mutual cooperation. It may require only a small extrapolation from this existing understanding to societal application. In sports science students will also beware of the need for those engaged in professional

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sports to comply with regulation of the use of drugs and also legislation to prevent bribery in the UK and also international rules relating to bribery.

Individual Liberty

PE enables students to experience individual liberty by deciding how far to devote themselves to a sport. They will also be aware that by participating in a sport they limit their liberty. This may be while they participate but it may equally be through accepting that they will need to attend training and matches or games. This may also extend to accepting limitations on their diet and lifestyle if they reach higher levels on competition. Sports men and women will set personal targets and will use their individual liberty to progress towards them or they will use their individual liberty to decide not to take the actions which are needed to achieve them and in doing so will take the consequences.

Students should be encouraged to see how their progress towards their own individual goals can be both impinged and improved by the action of both the teacher and their peers. Mutual respect and an atmosphere of tolerance help to produce an environment that is conducive to individual progress. Again, these ideas can then be made explicit to the students, and translated to a social context.

Students or apprentices will discuss their options after completing their courses. This provides an opportunity to refer to individual liberty to make choices about developing their careers or progressing in education. They will also be able to discuss the extent to which they give up freedoms to achieve what they want in life e.g. complying with the rules of the organisations in which they work and complying with the rule of law.

Challenging extremism

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

If students 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 students or apprentices. If staff do not feel confident in challenging extremist ideas with their students or apprentices they should ask for support.

If students 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.

Value	Example
Rule of Law	<ul style="list-style-type: none"> • Need for and impact of rule changes in sport • Why are there rules about doping and drugs? • Let one student break the rules (safely!) without punishment. Discuss how others respond. • Positive and negatives of self-refereed sport (such as Ultimate) • Legislation relating to bribery in sport e.g. cricket, football and tennis. Legislation relating to sport e.g. Bribery legislation see: https://infoqr.am/legislation-legal-factors-regulatory-bodies-and-risk-assessments-in-sport
Democracy	<ul style="list-style-type: none"> • Take a vote on the activities they want to learn about/participate in • Selection of captains • Discussion of benefits of different coaching styles • Role of sport in international conflict resolution • Impact of democracy through political pressure on sport e.g. boycott of Olympics • Legislation relating to sport e.g. Bribery legislation see: https://infoqr.am/legislation-legal-factors-regulatory-bodies-and-risk-assessments-in-sport
Individual Liberty	<ul style="list-style-type: none"> • Let students devise their own practical PE lesson. • Participation in individual sports • Physical Activity as a means to self-betterment • Opportunities for employment in sport & PE sector • Limitations on individual liberty when you engage in sport – accept the rules and regulations – give up certain liberties to be part of a team • Discussion of state-sponsored doping e.g. Russian drug use and lack of freedom to choose not to use drugs • Restrictions on individual liberty to comply with regulations and law e.g. in drug use and bribery and reasons for the restrictions
Tolerance and mutual respect of different faiths and beliefs	<ul style="list-style-type: none"> • Team games – the need for tolerance and mutual respect • Peer evaluation of skill acquisition or performance • Learning about the sports and games of other nations and cultures • Range of beliefs, ethnicities represented in Team GB, and various sports teams • NGB Fair Play initiatives • Work of organisations such as Kick it Out, etc.
Compliance with the Equality duty	<ul style="list-style-type: none"> • Although sport may be split by gender and disability/no disability there are still obligations under the equality duty not to discriminate e.g. according to ethnicity or religion, marital status, sexuality