

British values and the curriculum

Retail Studies

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 and classrooms or workshops 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 retail courses, legal requirements will be taught, e.g., importance of health and safety and data protection.
- Discussion of employment rights will also present a perfect opportunity to discuss employment law and how it impacts on employees.
- Data protection legislation will also impact on most employees.

Democracy

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Legislation that 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 that want changes to legislation to make it easier to trade
- Politicians’ pressure that 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 selected 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 students or apprentices debating controversial ideas.

If students or apprentices make comments that 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 designated safeguarding lead

Staff should use opportunities to challenge extremist narratives through discussions 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 that contravenes the equality and diversity aspects of the code of conduct that 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.

| Applying British values to your subject area: Retail | |
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| British values | Examples from OCR: Understanding how a retail business maintains health and safety on its premises |
| Rule of law | Candidates will be expected to be familiar with the Health and Safety at Work Act and its content, with regard to employer and employee responsibilities and requirements 1.2 Candidates will be expected to be familiar with the Control of Substances Hazardous to Health Regulations (COSHH), with |

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| | <p>regard to employer and employee responsibilities and requirements.</p> <p>Identify the legislation and regulation relating to generating and qualifying sales leads</p> <p>Explain the scope of own authority and responsibility when using sales or marketing information and databases</p> |
| Democracy | How have the laws come about, e.g., pressure from the public and trade unions for safe working practices? |
| Individual liberty | Choices in terms of education, employment and careers. Limitations on individual liberty, e.g., by complying with legislative requirements and regulations |
| Tolerance and mutual respect for different faiths and beliefs and compliance with the Equality duty | Complying with the Equality Act in relation to the learner, other employees, learners and those they come into contact with through work or studies and ensuring the protection of those with protected characteristics |

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| Applying British values to your subject area: Retail | |
| British values | City & Guilds 7384 Level 3 Certificate / Diploma in Retail Skills Handbook (Sales Professional) |
| Rule of law | <p>Example: Explain their organisation's requirements for health and safety in their area of work</p> <p>Identify the legislation and regulation relating to generating and qualifying sales leads</p> |
| Democracy | How have the laws come about, e.g., pressure from the public and trade unions for safe working practices? |
| Individual liberty | Choices in terms of education, employment and careers. Limitations on individual liberty, e.g., by complying with employment or training contracts and individual liberty within the law and social expectations. This can include reference to limitations on individual liberty due to health and safety requirements and the reasons for these restrictions i.e. a safer working environment in a potentially dangerous environment |
| Tolerance and mutual respect for different faiths and beliefs and compliance with the Equality duty | Complying with the Equality Act in relation to the learner, other employees, learners and those they come into contact with through work or studies and ensuring the protection of those with protected characteristics |