

British values and the curriculum

Motor vehicle 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 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 motor vehicle studies courses, as in other vocational courses, the importance of health and safety 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 also impact on most employees.

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Democracy and the link to rule of law

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: Example	
British values	Examples from ABC Awards: Level 2 award, certificate and Diploma in motor vehicle studies
Rule of law	<p>Know key health and safety requirements relevant to the automotive environment</p> <p>3.1 List the main legislation relating to automotive environment health and safety</p> <p>3.2 Describe the general legal duties of employers and employees required by current health and safety legislation</p> <p>3.3 Describe key, current health and safety requirements relating to the automotive environment</p> <p>3.4 Describe why workplace policies and procedures relating to health and safety are important</p> <p>Basic legislative requirements</p> <ul style="list-style-type: none"> • Provision and Use of Work Equipment Regulations 1992 • Power Presses Regulations 1992 • Pressure Systems and Transportable Gas Containers Regulations 1989 • Electricity at Work Regulations 1989 • Noise at Work Regulations 1989 • Manual Handling Operations Regulations 1992 • Health and Safety (Display Screen Equipment) Regulations 1992 • Abrasive Wheel Regulations • Safe Working Loads • Working at Height Regulations (date) <p>General regulations to include an awareness of</p> <ul style="list-style-type: none"> • Health and Safety (Display Screen Equipment) Regulations 1992 • Health and Safety (First Aid) Regulations 1981 • Health and Safety (Safety Signs and Signals) Regulations 1996 • Health and Safety (Consultation with Employees) Regulations 1996 • Employers Liability (Compulsory Insurance) Act 1969 and Regulations 1998 • Confined Spaces Regulations 1997 • Noise at Work Regulations 1989 • Electricity at Work Regulations 1989 • Electricity (Safety) Regulations 1994

	<ul style="list-style-type: none"> • Fire Precautions Act 1971 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985 • Pressure Systems Safety Regulations 2000 • Waste Management 1991 • Dangerous Substances and Explosive Atmospheres Regulations (DSEAR) 2002 • Control of Asbestos at Work Regulations 2002 <p>Legislative duties</p> <ul style="list-style-type: none"> • The purpose of a Health and Safety Policy • The relevance of the Health and Safety Executive • The relevance of an initial induction to Health and Safety requirements at your workplace • General employee responsibilities under the HASAWA and the consequences of noncompliance • General employer responsibilities under the HASAWA and the consequences of noncompliance • The limits of authority with regard to Health and Safety within a personal job role • Workplace procedure to be followed to report Health and Safety matters
Democracy	How have the laws come about, e.g., pressure from the public? Trade Union and public pressure for health and safety legislation?
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
Tolerance and mutual respect of different faiths and beliefs and promotion of the Equality duty	<p>Student or apprentice code of conduct.</p> <p>Good working relationships and client service.</p> <p>Compliance with the Equality duty</p> <p>Describe the regulations that affect how they should be treated at work (such as equal opportunities act, race and sex discrimination, working time directive)</p>