

British values and the curriculum – Land-based 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 land-based courses, legal requirements will be taught, e.g., importance of health and safety.
- Discussion of employment rights will also present a perfect opportunity to discuss employment law and how it impacts on employees.
- Environmental regulations will impact on many land-based roles.

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 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 their 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 students 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: Animal management studies	
British values	Examples from: City and Guilds: Level 3 Advanced Technical Extended Diploma in Animal Management (1080) (0172-33)
Rule of law	<p>Learners will know key legislation relating to health, safety and welfare within the workplace, for example, Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999. Learners will understand the importance of accident and incident reporting in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013. Learners will understand the legal status and practical implications of approved codes of practice and industry specific best practice guidance.</p> <p>Learners will know the statutory duties of employers, employees and the self-employed, to include:</p> <p>Employers:</p> <ul style="list-style-type: none"> • provide a safe working environment • provide safe equipment and systems of work • provide information, instruction, training and supervision • arrange for the safe storage, transport and use of articles and substances • provide adequate welfare facilities. <p>Employees:</p> <ul style="list-style-type: none"> • take reasonable care of their own health and safety • take reasonable care of other people who may be affected by what they do or don't do at work • cooperate with their employer on health and safety • not interfere with or misuse anything provided for their health, safety or welfare. <p>Learners will know the powers of health and safety enforcement officers (e.g., inspection investigation and guidance) and identify the range of enforcement actions and penalties that may be imposed (e.g. prohibition and improvement notices, intervention fee and prosecutions).</p> <p>Awareness of legislation relating to animal welfare e.g.:</p> <ul style="list-style-type: none"> • Animal Welfare Act 2006 and Animal Health and Welfare Act (Scotland) (2006) • Welfare of Animals (Transport) Order 2006 • The Welfare of Animals at Market Order 1993 • The Veterinary Surgeons Act 1966 • The Welfare of Farmed Animals Regulations 2007 • The Welfare of Animals Regulations 1999 (slaughter or killing).
Democracy	How have the laws come about, e.g., pressure from the public and trade unions for safe working practices in animal management?
Individual liberty	Choices in terms of education, employment and careers. Limitations on individual liberty, e.g., by complying with legislative requirements and regulations in relation to animal management.
Tolerance and mutual respect of different faiths and beliefs and promotion of 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

Applying British values to your subject area: Agriculture	
British values	Pearson BTEC Level 2 Technical Diploma in Agriculture
Rule of law	<p>Procedures and requirements for working safely while carrying out tasks, including relevant responsibilities of employers and employees when working in land-based industries.</p> <p>Responsibilities of employers and employees for maintaining health and safety:</p> <ul style="list-style-type: none"> • Health and Safety At Work Act 1974 • Personal Protective Equipment Regulations 2002 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Control of Substances Hazardous to Health (COSHH) Regulations 2002 • Lifting Operations and Lifting Equipment Regulations (LOLER) 1998 • working with ladders, Working at Height Regulations 2005 • Provision and Use of Work Equipment Regulations (PUWER) 1998 • Manual Handling Operations Regulations 1992 • working with electrical equipment • working with animals: animal health and transport
Democracy	How have the laws come about? e.g., pressure from the public and trade unions for safe working practices? The influence of organisations like the Farmers' Union to support the farming industry. This could relate to the use of pesticides and animal welfare 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. 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 of different faiths and beliefs and promotion of the Equality duty	Complying with the Equality Act in relation to the learner, other employees, other learners and those they come into contact with through work or studies and ensuring the protection of those with protected characteristics.