

## British values and the curriculum – A Level and GCSE History

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 class**

Effective learning takes place in classes where there is tolerance and mutual respect of different faiths and beliefs and where those with the protected characteristics receive fair treatment, so that all are treated equally.

All providers should have a code of conduct that requires all students to behave with tolerance and mutual respect of others. By maintaining these standards of behaviour in class, teachers, lecturers and trainers will be promoting British values.

### **The law and democracy**

In History, there will inevitably many opportunities to discuss democracy or a lack of democracy through the topics covered. Opportunities to discuss democracy could include exploring the lack of democracy e.g., under the Tudors or Nazi Germany or exploring the steps towards the development of democracy in the UK. All History courses will provide opportunities to explore issues around the rule of law or the lack of rule of law in the UK and other countries. This should

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not be through additional activities but be used to provide greater depth and understanding of the topics being studied.

### **Individual liberty**

History provides many opportunities to explore the concept of individual freedom and limitations on freedom. Students will discuss their options before they choose their course, during the course and after completing their courses.

### **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 History:

Example	
British values	History A Level – Cold War
Rule of law	<ul style="list-style-type: none"> <li>• International law and Cold War conflicts</li> <li>• The contrast between US and Soviet legal systems compared with the UK</li> </ul>
Democracy	<ul style="list-style-type: none"> <li>• Political systems in the USSR and USA with reference to how these differ from the UK</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>• Discussion of the level of individual liberty in the USSR and USA</li> <li>• Options in terms of future education choices and careers</li> </ul>
Tolerance and mutual respect of different faiths and beliefs and promotion of the Equality duty	<ul style="list-style-type: none"> <li>• Lack of mutual respect for religious groups and limitations on rights to worship; attitudes to homosexuality; use of religion in conflicts</li> <li>• Student code of conduct. Good working relationships in the classroom and around the college which promote effective learning</li> </ul>

British values	History A Level – Nazi Germany
Rule of law	<ul style="list-style-type: none"> <li>• International law</li> <li>• The contrast between the Nazi legal system and the UK's legal system</li> </ul>
Democracy	<ul style="list-style-type: none"> <li>• Political systems in Nazi Germany. This can be contrasted with contemporary UK politics</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>• Limitations on freedom in Nazi Germany and for different groups in Nazi Germany, e.g., Aryans, Jews and trade unionists</li> <li>• Choices for students in terms of future education choices and careers</li> </ul>
Tolerance and mutual respect of different faiths and beliefs and promotion of the Equality duty	<ul style="list-style-type: none"> <li>• Study and discussion about the lack of tolerance or mutual respect in Nazi Germany in relation to Jews, Slavs and non-Aryan ethnic groups, homosexuality, disability and gender</li> <li>• Student code of conduct. Good working relationships in the classroom and around the college which promote effective learning</li> </ul>