



PREVENT PROGRAMME 2015-16

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”ⁱ

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.¹

Behaviour in the workplace and sports environment

Effective learning takes place where there is tolerance and mutual respect as set out in the Equality Act and where those with the protected characteristics receive fair treatment, so that all are treated equally.

Students can 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.

All providers should have a code of conduct which requires all student or apprentices to behave with tolerance and mutual respect of others.

By maintaining these standards of behaviour in class teachers, lectures and trainers will be promoting British values

Commercial success

Mutual respect and tolerance are essential to success in the workplace. If your student or apprentices don't show tolerance and mutual respect they will not work effectively with their colleagues and if they have contact with customers or clients they will find an alternative supplier. This is an essential part of the training and education which student or apprentices need to prepare them for the workplace. The Equality Act of

¹ Equality Act, 2010: <http://www.legislation.gov.uk/ukpga/2010/15/section/4>

2010 also requires that no-one in the nine protected groups is discriminated against. There is case law which shows that the Equality Act rights are being enforced against businesses and the public sector.

The Law and Democracy

In vocational courses Health and Safety legislation will always be taught. This applies to all roles, tasks and workplaces including the sport and leisure industry. This is a perfect opportunity to discuss British law in terms of Health and Safety Legislation. This will also be an opportunity to discuss employment law and the rights that employees have. This can provide a further 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. You might also discuss other forms of regulation and legislation concerned with bribery in the professional sport sector. All of these can provide a further opportunity to discuss how these laws have come about 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 which want changes to legislation to make it easier to trade
- Politicians pressure which 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.

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 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.

Student 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 then rule of law.

Challenging extremism

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

If student or apprentices make comments which could be regarded as extremist staff should encourage the student or apprentices:

- to think critically
- to consider whether the evidence they have is accurate and full
- to consider whether they have received an partial and/or unsustainable interpretation of evidence
- to consider alternative interpretations and views

Staff should use opportunities to challenge extremist narratives through discussion with student or apprentices. If staff do not feel confident in challenging extremist ideas with their student or apprentices they should ask for support.

If student 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. It should be dealt with through normal provider disciplinary processes.

Value	Example
Rule of Law	<ul style="list-style-type: none"> • <i>Need for and impact of rule changes in sport</i> • <i>Why are there rules about doping and drugs?</i> • <i>Let one pupil break the rules (safely!) without punishment. Discuss how others respond.</i> • <i>Positive and negatives of self-refereed sport (such as Ultimate)</i> • <i>Legislation relating to bribery in sport e.g. cricket, football and tennis. Legislation relating to sport e.g. Bribery legislation see: https://infogr.am/legislation-legal-factors-regulatory-bodies-and-risk-assessments-in-sport</i>
Democracy	<ul style="list-style-type: none"> • <i>Take a vote on the activities they want to learn about/participate in</i> • <i>Selection of captains</i> • <i>Discussion of benefits of different coaching styles</i> • <i>Role of sport in international conflict resolution</i> • <i>Impact of democracy through political pressure on sport e.g. boycott of Olympics</i> • <i>Legislation relating to sport e.g. Bribery legislation see: https://infogr.am/legislation-legal-factors-regulatory-bodies-and-risk-assessments-in-sport</i>
Individual Liberty	<ul style="list-style-type: none"> • <i>Let students devise their own practical PE lesson.</i> • <i>Participation in individual sports</i> • <i>Physical Activity as a means to self-betterment</i> • <i>Opportunities for employment in sport & PE sector</i> • <i>Limitations on individual liberty when you engage in sport – accept the rules and regulations – give up certain liberties to be part of a team</i> • <i>Discussion of state-sponsored doping e.g. Russian drug use and lack of freedom to choose not to use drugs</i> • <i>Restrictions on individual liberty to comply with regulations and law e.g. in drug use and bribery and reasons for the restrictions</i>

Tolerance & Mutual Respect	<ul style="list-style-type: none"> • <i>Team games – the need for tolerance and mutual respect</i> • <i>Peer evaluation of skill acquisition or performance</i> • <i>Learning about the sports and games of other nations and cultures</i> • <i>Range of beliefs, ethnicities represented in Team GB, and various sports teams</i> • <i>NGB Fair Play initiatives</i> • <i>Work of organisations such as Kick it Out, etc.</i>
Compliance with the Equality duty	<ul style="list-style-type: none"> • <i>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</i>

For further information use the Education and training Foundation's [Prevent for FE and training Website](http://www.preventforfeandtraining.org.uk) : <http://www.preventforfeandtraining.org.uk>

Examples developed by Mike Tyler, Sport Science lecturer.

ⁱ <http://www.preventforfeandtraining.org.uk/p-useful-links>