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Introduction
In 2011, the government at the time (a coalition between the Conservative and Liberal Democrat parties) set out their Prevent strategy, which aimed to protect and prevent UK citizens from being drawn into terrorism. As part of the Prevent strategy, four British values were devised and public-facing organisations, including health and education, asked to promote a culture of respect for each value within their settings. The four British values set out within the Prevent strategy are:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect and tolerance of those with different faiths and beliefs.

In 2014, further government guidance was developed and education providers instructed to have a ‘clear strategy’ for respecting and embedding British values. The overarching aim of this new guidance was to:

‘tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism’
(Lord Nash, Parliamentary Undersecretary of State for Schools).

The purpose of this guide is to explore how FE practitioners might embed British values within their English teaching, learning and assessment practices. Developed in tandem with this guide were a series of exemplar materials (covering Entry Level English right through to English at Level 3). At each level, we have developed a toolbox of British values inspired English activities, plus a subject-specific lesson plan that illustrates how some of these activities could be woven into everyday English lessons.¹

¹ An abridged version of this guide, along with the lesson plans and resources, can be found on the Education and Training Foundation’s Excellence Gateway: https://www.excellencegateway.org.uk/content/etf3140
Currently, there is limited (published) research in relation to how British values are most effectively shared and explored with FE learners. However, practitioner-led, learner-centred research in relation to the effective promotion and celebration of equality and diversity (E&D) in FE settings suggests the greatest and most meaningful impact occurs when such work is fully embedded and contextualised within teaching and learning (Butterby and Collins, 2019; ETF, 2018: 29-31). Contextualisation was also found to be effective in relation to embedding literacy, language and numeracy skills within vocational learning programmes, for learners and also for vocational practitioners (NRDC, 2006). Approaches such as these ensure that learners’ work becomes both subject specific and relevant to learners’ wider lives, including their cultural expression and experiences within their local communities. We have developed this guide and its accompanying resources with a similar theoretical outlook. As such, the activities and lesson plans devised for each level should be viewed as a starting, rather than finishing point; we encourage you to work with learners to explore and develop your own approaches to embedding British values in ways that feel meaningful and useful for you. Instead of providing ‘off the shelf’ resources, this guide aims to demystify the process of researching, searching for, devising and embedding resources that help promote British values in a meaningful and authentic way. This has not always been an easy task, and throughout this guide both we and our colleagues across FE speak candidly about the challenges and struggles embedding British values can entail.

FE is a dynamic educational space to work and learn in; it embodies a broad and wonderful range of organisations, each of whom work tirelessly to support learners’ English development, from pre-Entry Level English, to A Level English (and beyond). During the development and production of this guide, we have been continually informed by colleagues from across the sector, colleagues who represent the diversity of FE provision and the diversity of learners whom we teach and support. Accordingly, the production of this guide can ultimately be viewed as a product of action research; a ‘public output of ‘systematic (FE-based) inquiry’ into how British values might be embedded within English teaching, learning and assessment practices (Mcniff, 2017; Stenhouse, 1981) As FE-based English teachers ourselves, we wanted to create a resource that felt relevant and useful within our own classrooms and workshops. By continually checking out our ideas and trialling the
activities and lesson plans we created with FE colleagues and learners across the sector*, this guide and its exemplar resources is now able to:

- Support English practitioners to fill a current gap in terms of the availability of high-quality resources and activities that explore and engage learners with particularly challenging aspects of English delivery.
- Help FE practitioners share, discuss and critique co-constructed knowledge from across our sector about what English lessons might look and feel like when contextualised, meaningful, learner-centred British values work is embedded within them.

We hope that you find this guide and its exemplar resources a useful starting point, and that it gives you some inspiration in relation to sourcing, designing, developing, creating and facilitating your own contextualised British values work with English learners. We will be excited to see where this guide takes you, so please do get in touch with the Education and Training Foundation\(^2\) and share your thoughts, feelings, ideas and next steps,

*A special thank you to colleagues from PD North’s Prevent Professional Exchange Network\(^3\), who trialled our lesson plans and refined our ideas.*

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\(^2\) You can contact the Education and Training Foundation via their website: [https://www.et-foundation.co.uk/contact-us/](https://www.et-foundation.co.uk/contact-us/)

\(^3\) You can read about PD North’s work here: [https://pdnorth.org.uk/](https://pdnorth.org.uk/)
The structure of this guide and its accompanying resources

This guide is split into the following sections:

1. English at the heart – sharing our rationale and methodology for embedding British values within English teaching, learning and assessment practices.

2. Language and power – exploring British values through English teaching and learning.

3. The exemplar resources – embedding British values into Entry Level, Level 1, Level 2 and Level 3 English lessons.

4. Developing English resources and activities that embed British values – reflections on the process.

5. Generating your own embedded British values resources – some general hints and tips (including how to find and select meaningful texts, copyright considerations and advice and guidance in relation to using and engaging with social media).

6. Resources, references and further reading.

An abridged version of this guide is available on the Education and Training Foundation’s Excellence Gateway. There you will also find the resources described in this guide, which have been designed as examples of how British values can be effectively embedded within English lessons. The resources span from Entry Level to Level 3 and consist of two parts per level:

Part 1: A toolbox of English activities that can be used with learners to explore different aspects of British values.

Part 2: A scaffolded and annotated lesson plan, which shows how some of the activities included in the toolbox might be facilitated within the context of an English lesson.

https://www.excellencegateway.org.uk/content/etf3140
The exemplar resources follow a linear format, although each can also be differentiated to meet the needs of learners studying at different levels. A different theme has been selected for each level, represented in the diagram below:

![Diagram showing themes]

Our rationale for each of the themes is explored in more detail in section three, which guides you through the exemplar resources and lesson plans produced for each level.
1. ‘English at the heart.’ Sharing our rationale and methodology for embedding British values within English teaching, learning and assessment practices

When we were commissioned to undertake this work, we were asked to create a guide to embedding British values for English practitioners. There were various ways that we could have approached this brief - for us, keeping English teaching and learning as the heart and soul of the project felt the most useful and authentic approach. Consequently, instead of beginning with the four British values and building our tasks and lesson plans around these, we flipped the brief and used English pedagogies as our starting point, looking particularly at how tricky or challenging elements of English teaching, learning and assessment (TLA) could be enriched with resources and activities that explore different aspects of British values. In order to ascertain what would be useful for English teachers, we constructed a simple Google Form, with the following questions for each level:

- Which areas of English TLA do you find challenging to teach?
- Which areas of English TLA do students find the most challenging?
- Which areas of English TLA can be a bit difficult to find exciting resources for?
- Which areas of English TLA do students (and perhaps you, too!) find uninspiring?

We also asked respondents to share a little about the context they were working in, so we could ensure that we had reached English practitioners from across the sector. Respondents included English teachers from specialist 6th Form Colleges, ESOL specialists, English practitioners and vocational tutors based within large FE colleges and English specialists teaching within community learning settings. Where we felt we had limited responses, (for example from colleagues working in offender learning and specialist apprenticeship providers) we directly approached colleagues who were already known to us, and they kindly shared their insight and expertise.
The picture below shows our thematic groupings of the tricky or problematic areas of English teaching, learning and assessment as highlighted by practitioners across each attainment level.

We then developed a Padlet board, which helped us to organise our thinking in relation to the themes outlined above. The Padlet also provided a useful space for us to collect resources, share ideas and reflect upon feedback. A screenshot of our Padlet is shown below:
Having developed a picture across the sector in relation to the areas of English teaching, learning and assessment where there was either a dearth of resources or that felt tricky or challenging to teach, we began to think about how high quality, meaningful work that explored British values could be embedded within the resources we were developing. As we began to work through ideas, it became clear that it was not always straightforward to start with specific English concepts and build out from these. A lot of what we do in teaching is intuitive (Sipman et al, 2019), and it was important that we allowed time to let these themes and our ideas in relation to them ‘compost’ so that the British values work felt embedded rather than shoehorned into the English activities and lessons we were developing. This is epitomised in Chloë’s reflection below, whose background in art as well as in English and ESOL teaching helped her feel comfortable with a fluid, ‘compostable’ approach to resource development:

‘I’ve got the general idea in my head for it, but I need to sit with it for a bit, let it compost so that it can grow into something decent. It can be like this with art too, where if you over-think a piece, you can overwork it. Sometimes it’s best to step away for a bit and let the ideas develop sub-consciously’ (Chloë)

A key ethical consideration when developing this guide was that we would not lose sight of practitioners’ own understandings of the unique context of their work within their settings, and the diverse backgrounds and experiences of FE-based learners. In this sense, whilst we would stress that taking calculated risks in the classroom in order to introduce learners to fresh approaches and alternative perspectives is important (and also advised within the Education and Training Foundation’s Professional Standards, ETF, 2014), being sensitive to learners’ values and beliefs in your own setting is also important, particularly where potentially contentious topics, such as British values, are concerned. Accordingly, our hope for this guide is that it will act as a starting block to help spark intuitive ideas and moments that work with learners you teach. For example, you may have a different news article that you feel would work more effectively than the one we have selected for a particular task; if it feels right for you and the learners you are working with – trust your instincts and go for it!
As we developed lesson plans for each level, we were keen to ensure that each of the four fundamental aspects of English teaching, learning and assessment: speaking, listening, reading and writing, were incorporated. Similarly, rather than generating activities that explicitly explored each individual British value (and run the risk of creating a tick box approach to embedding them), we were more concerned with developing blended activities, where British values could be explored as four aspects of the same, overarching vision for life in modern day Britain.

A final, and important reflection as we formulated our rationale for developing this guide and its accompanying resources was our desire to ensure that full and careful consideration would be given to the lives and experiences of both ESOL learners and learners and practitioners without British citizenship. We wanted to ensure that a guide and activities focussed on embedding British values in English teaching, learning and assessment would not alienate any learners or practitioners, or devalue their lived experience (particularly at a time when xenophobic attitudes and racist rhetoric is worryingly rife and learners may not always feel that British values of mutual respect and tolerance have been extended to them). With two specialist ESOL teachers in our writing team, we were able to draw upon our own experiences of embedding British values work within these contexts, as well as utilise previous resources⁵ that explore British values from multi-cultural, multi-national perspectives, including ESOL learners' reflections upon what British values means to them.

⁵If you would like to explore materials previously developed for the Education and Training Foundation, which specifically focus on British values for ESOL and Entry Level learners, please visit: https://padlet.com/c_collins2/PreventBV
Reflective activity:
Consider the following questions - you may wish to make notes, develop a mind map or create images to assist you in your thinking.

1. Where are the natural opportunities in your teaching and learning spaces to model or discuss British values?
2. What might prevent you from drawing out or discussing British values with learners?
3. Are there particular aspects of English teaching and learning that you could draw upon to explore British values?
2. Language and Power – exploring British values through English teaching and learning

In order to run a concurrent theme throughout the resources we were developing so that materials from one level had a natural flow into the next, we drew on Norman Fairclough’s (1989) assertion that language and power are inextricably tied. In this sense, English development is viewed as a social practice as much as it is an academic one, where language is viewed as:

‘a part of society, and not somehow external to it... a social practice... a socially conditioned process, conditioned that is by other (non-linguistic) parts of society’ (Fairclough, 1989:22).

In order to explore British values through English teaching and learning, it is important to keep the considerations above in mind, and to ensure we are mindful of existing power imbalances and how we (as practitioners in positions of power) use language when we are working with learners. Examples of such an approach include:

✓ not presuming learners’ innate understanding of what is implied by the four British values;
✓ not expecting learners to have an implicit understanding of the language and vocabulary that surrounds them in relation to British values;
✓ Encouraging safe and respectful spaces for discussion where asking questions, clarifying understanding and sharing different perspectives and viewpoints is encouraged and valued.

The three points listed above can also be applied to ourselves as practitioners. Previous research in relation to embedding, from the promotion and celebration of equality and diversity (Butterby and Collins, 2019; Meaby, 2018, ETF, 2018) to the development of digital skills (Mycroft, 2018), found that fear of not knowing the ‘right’ answer or ‘opening a can of worms’ can hold practitioners back from fully engaging in the topic at hand and openly exploring it with learners. As educators, we cannot and are not expected to be experts in ‘British values’, nor are we expected to

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6This is explored in detail within the Entry Level resources.
hold intricate knowledge and insight in relation to every feasible question that might arise from British values work. However, we are able to draw upon our expertise as educationalists to open up space for discussion and embed ideas about democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. One way to do this is through our use of meaningful, contextualised resources: resources that acknowledge English learners’ lived experience; resources that introduce learners to diverse perspectives and ways of thinking about the world; resources that are rooted in ethical pedagogy; resources that connect us with the values we hold for English teaching and learning.

But how might our values for English teaching and learning be translated into our everyday practice? Another piece of literature that we were heavily influenced by when developing this guide and its resources was the Education and Training Foundation’s (2016) seven ‘principles for supporting literacy and language development’. The principles (outlined below) provide a practical application of Fairclough’s ideas about language and literacy development as social practices.

1. All varieties of English are valid in the appropriate setting and circumstances.
2. Being good at English involves being able to judge what is ‘good’ and how it could be better.
3. English development should begin with people’s own development needs and practices.
4. English development depends on the inner need of a person to ‘say something’. Therefore, language use is a form of identity.
5. Language enables expression of thoughts and feelings and empowers people to deal with a range of situations and make appropriate choices.
6. English is a tool we use to navigate our lives, including work and study.
7. Language is dynamic, in a constant state of flux and we are always learning.
Having now explained our overarching rationale for the project, and the theoretical lens we have worked through in order to create and develop this guide and its exemplar materials, we can now turn to the resources for each level in more detail, beginning with Entry Level, and moving through to Level 3. Before we do so however, you may find it useful to reflect once again upon your own practice, including your own understanding of the relationship between language and power, and how issues of language and power affect both our teaching of British values, and how learners’ respond to ideas about British values.

**Reflective activity:**
Consider the following questions - you may wish to make notes, develop a mind map or create images to assist you in your thinking.

1. What can you learn from your learners about language and power, and how will you use your learning?
2. Are there specific considerations affecting learners you teach in relation to language inequality?
3. How might you build in opportunities for learners to facilitate and lead learning? (for example, through sharing their knowledge of equality and diversity issues, local events or different voting systems).
3. The exemplar resources – embedding British values into Entry Level, Level 1, Level 2 and Level 3 English lessons.

The exemplar resources that accompany this guide are structured in a linear fashion (working systematically through each attainment level, from Entry Level to Level 3). For each level, you will find a toolbox of activities and an annotated lesson plan, which shows how individual activities can be put together to construct a session that effectively embeds British values within an everyday English lesson. Activities and lesson plans have been designed specifically for each level, with a particular focus upon challenging or tricky aspects of English teaching and learning. However, each activity, and indeed the lesson plans themselves, can also be differentiated to meet the specific needs of learners you are working with, including those working in mixed ability classes or those with spiky profiles. You may for instance be keen to use an activity that has been designed for Entry Level with Level 2 learners, or use part of a text from a Level 1 activity with Entry Level Learners.

Lesson plan annotations

The lesson plans for each level are annotated in order to illustrate our thought process - how we moved continually between three aspects of resource design - our overarching concept of language and power, our sub-theme for each level and ideas for level-appropriate English activities. From this continual movement in thinking, we were then able to create carefully crafted English lessons that seek to embed British values with meaning and purpose. The annotations can be removed before printing out the lesson plans, or you may wish to add your own thoughts, reflections and ideas as fresh annotations as you work your way through the materials.

Using the exemplar resources - some important points

The lesson plans and activities have been specifically designed for use with English learners working in different settings across Further Education. However, we would strongly encourage that you keep the following points in mind when using any of the exemplar resources:

7A learner is described as having a spiky profile when they have some English skills that are more fully developed than others. For example, English learners may have better developed speaking and listening skills than reading or writing skills.
1. **Contextualise.** Feel free to adapt any of the activities or lesson plans so that they meet the needs of learners you are working with. Extra space has been included within activities and lesson plans so you can add your own, contextualised ideas for teaching and learning.

2. **Collaborate.** Please share these and your ideas for embedded British values work with learners and with other practitioners. This is important because collaborative work will allow you to draw upon multiple ideas and perspectives, which will support you to further develop the activities and lesson plans in ways that feel fresh, relevant and engaging for learners.

3. **Extend or reduce.** We have provided suggested timings for each activity and each lesson. Please note that timings are approximate; how long each activity or each lesson lasts will depend upon your group dynamics, the specific context of your English session and how you choose to adapt the materials.

4. **Differentiate.** No two groups of learners are the same and each and every setting within FE is unique. The resources and lesson plans produced alongside this guide should therefore be viewed as a helpful starting point, rather than as a finished product. Think carefully about the individual and collective needs of learners in your English classes and differentiate the resources and lesson plans to meet their needs.

5. **Swap in non-tech alternatives where appropriate.** Supporting learners’ digital literacy development is an important aspect of teaching and learning (as outlined within the Education and Training Foundation’s Professional Standards for FE Teachers, and Digital Teaching Professional Framework, ETF, 2014; 2019). However, you may be based in a setting where you and/ or learners you work with do not have ready access to digital technology. In these instances, activities will need to be adapted so they can run in spaces where there is no Wi-Fi, or where internet access is prohibited or restricted. We have added ideas about how activities might be adapted for learners without access to digital technology in the annotations section of each lesson plan. However, you may have your own creative and innovative ideas for bringing these activities to life. Two very useful starting points for developing learners’ digital literacy skills when access to technology is unavailable are the Education and Training Foundation’s Starters...
and Enders Cards, and Unlocking English\(^8\), which has a full section on the promotion of digital literacy in secure estates.

It is important to note the intentionally provocative nature of some of the suggested activities and texts we have included in the toolboxes and lesson plans; individual learners will undoubtedly have diverse opinions and conflicting viewpoints that they wish to share. Approaches like this provide a golden opportunity to encourage learners to actively engage with British values as they practise, through discussion and open dialogue, skills of tolerance, mutual respect (including respectful disagreement) and understanding from others' perspectives. Learners are also able to exercise their individual liberty, as the activities open up opportunities for self-expression and democratic decision making.

**Reflective activity:**
Consider the following questions - you may wish to make notes, develop a mind map or create images to assist you in your thinking.

1. How might you extend or adapt the activities in this guide to meet the needs of your learners?
2. What steps will you now take to embed British values work within your English teaching, learning and assessment practices?
3. Which of the suggested activities are you feeling most and least drawn to – why might this be?

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\(^8\) Please see the references and resources section of this guide for links to the Starters and Enders cards and Unlocking English.
Entry Level – Empowerment of Literacy

Image credit: Using online app Triptico Plus⁹ to create phonetic representations of commonly used words when discussing British values.

Of all English learners, it is those working towards Entry Level qualifications who are most likely to be disadvantaged through literacy practices. Such disadvantage can take many forms, from difficulties reading and understanding letters or emails, to trouble with financial management, to problems engaging in everyday conversations and social practices. Such disadvantage can exclude people from talking about their lives, stripping away hope and agency and generating in many a sense of isolation as they are locked out of the world around them.

‘I was scared of letters coming through my door, because I didn’t know what they meant’ (ESOL learner, speaking at the Annual Conference on English, Maths and ESOL, 2019).

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⁹Available at: https://www.tripticoplus.com/
A key aspect of British values is its encouragement of individual liberty and the practical application of this through opportunities to exercise our rights as residents in modern Britain. However, in order to effectively exercise our rights and make informed choices, we must first be able to decipher and make meaning from the socio-cultural-political messages that surround us. It is at this juncture that literacy development can be instrumental, empowering learners with fundamental English skills so they can actively exercise their rights and freedoms.

In her analysis of adult literacy practices for both individual and collective empowerment, Stromquist (2009:2) found that:

‘Regarding feelings and perceptions, reports of levels of self-esteem, self-confidence, and self-efficacy have been common— all attributes on which the development of citizenship depends. Regarding behaviors, new or improved practices regarding political participation at national and local levels, household decision-making, and decisions concerning health and education of family members have been observed.’

It is for these reasons that the theme ‘empowerment of literacy’ was chosen for Entry Level learners, as Claire reflects:

‘It is empowering for learners, especially at this level. When learners can take hold of things that have been barriers and realising that they can deal with them if given the tools to do so’ (Claire, ESOL and literacy specialist).

Once we had decided upon our overarching theme, the next step was to determine the content of the toolbox activities and lesson plan. Consultation with Entry Level practitioners and consideration of the government’s (2019) reform of functional skills qualifications suggested that the following areas would be helpful to focus upon:

- Spelling lists
- Phonetic approaches
- Confidence developing speech, language and communication (SpLC) skills
• Grammar for writing

The language that surrounds and defines British values is complex. This can pose a barrier that can prevent learners from engaging with discussions and exploring with interest the issues that British values raise. Common words used in British values policy and rhetoric may prove alien or even have stigma attached. Our job is to demystify the language and provide learners with tools to use it confidently. The demystification of language can be a valuable asset to learners’ existing ‘funds of knowledge’ (Moll et al, 1992), helping them make connections between learning and life, and empowering them to access and apply new knowledge and understanding within different contexts and situations.

Many learners working at Entry Level report extremely negative prior experiences of education, including their loss of educational opportunity, (through educational exclusion, marginality and/or as a result of unrecognised and unmet SEND). The educational losses learners experience are often underpinned by social and structural inequalities, leading to a denial of rights, loss of voice and further lost opportunities to harness education as a tool to build and develop social capital (Meaby, 2019). In these instances, it is of critical importance to focus on the building blocks for literacy development identified above that learners may well have missed out on. In short, to work on basic literacy skills with Entry Level learners is to equip them with skills and techniques that can empower them to take an active role within a society they may have felt excluded from in the past. In this way, British values are both explicitly and implicitly explored within the toolkit activities and lesson plan, particularly at Entry Level.

‘There is empowerment within literacy’ (Claire, ESOL and literacy specialist).

The toolkit and lesson plan at Entry Level aims to:

• Teach spelling, punctuation and grammar (SPaG) in a contextualised way so that it becomes meaningful to learners’ everyday lives and experiences.
• Support learners to understand the meanings of specific words associated with British values, so they are able to use them in context and discuss with confidence.

• Build confidence with spoken language as a way of supporting individual and collective liberty, including building learners’ confidence to identify and speak out when they feel a sense of injustice, for themselves or for others.

• Improve literacy levels in order to help improve learners’ access to their democratic rights – for example, teaching learners how to read and understand political pamphlets that come through their door also supports the development of informed decision making. Informed decision making, in turn, may help build active citizenship, including for example, learner engagement in voting processes.
Consultation with Level 1 teachers told us there is a need to ‘bridge the gap’ between Entry Level 3 and Level 1 English qualifications. But what does ‘bridging the gap’ entail, and how can we do this in ways that also embed British values?

'It's got to be meaningful, they (learners) have to be able to connect the skills they are developing with their English work, but also with their wider lives and their vocational courses' (Level 1 English teacher).

Reading comprehension and extended writing can be particularly tricky at Level 1, particularly when spiky profiles are considered – many learners at this level have more sophisticated speech, language and communication skills than writing or reading skills for instance. In other cases, learners may be able to give an opinion on a topic, but find it more difficult to elaborate, as Vicky recalls in relation to her work with Level 1 learners:

'You'd get situations where you'd get into conversations about current affairs and learners would state, in some instances, quite strong opinions... but once you unpick what lies beneath those opinions, they've not always had the opportunity to think more deeply about it, or even understand the implications of what they're saying. For instance, a young person I was working with told
me there was 'no point in voting' because 'politicians screw you over'. When I asked him to explain in more detail what he meant by this, he found it really challenging, and in the end, conceded that he didn’t know but that he’d heard people saying it. I think this is why we need to provide opportunities for learners to really think about and form their opinions, to think about why they hold their opinions and what influences their thinking' (Vicky, Community Learning and Youth Justice teacher).

The reformed qualifications at Level 1 emphasise the need for learners to be able to articulate a clear and detailed communication of ideas through written accounts that are appropriate for both audience and purpose. Being able to formulate an opinion and expand upon it are therefore critical skills to practise with learners at this level.

In relation to reading, Level 1 practitioners highlighted comparing and contrasting texts, inferring meaning (particularly from images) and separating fact from opinion as particularly challenging areas for English learners. Developing these skills are also of deep importance when we consider British values, as learners will need to be able to apply a critical lens to political or religious propaganda, understand and identify bias, and de-code the visual imagery that continually surrounds them (on billboards and online). By building these skills through English teaching and learning, we are equipping learners with skills that can support them to make their own, informed decisions about issues that affect their lives and communities. Building these skills can also help learners’ grow in confidence, supporting more active engagement in democratic activities (including an informed decision not to engage) such as voting, signing online petitions or demonstrating support for a particular group or organisation.

How we see the world is reflected in the language we use (and vice versa). At this level it is important to help learners to begin to appreciate that through developing their language skills, they are opening ourselves up to a more rich and diverse view

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10Taken from Pearson/ Edexcel, 2019 Level 1 practise mark scheme (2019). Available at: https://www.pearsonschoolsandfecolleges.co.uk/
of the world. This is why we chose the theme, 'seeing the world through language' for Level 1.

The toolkit and lesson plan at Level 1 aims to:

- Explore socio-political issues in through engaging and meaningful ways that grab and sustain learners' attention, aiding writing development, active engagement with different types of text and the development of critical thinking skills.
- Develop a range of English skills that help bridge the gap between Entry Level and Level 1 qualifications.
- Provide opportunity for learners to consider, develop and refine their own opinions, and express these both verbally and in written formats.
- Support learners to develop awareness of fact and opinion, bias and propaganda in written text and marketing materials so they can develop and explain the reasoning behind their own opinions and ideas.
Level 2 – Seeing the world through others’ eyes

Whilst Level 1 focuses on developing learners' ability to see the world through language, consultation with Level 2 teachers suggests there are specific difficulties learners face at this level, several of which relate to the ability to step into other people's shoes and see the world through their eyes:

‘The students really struggle with this, seeing things from different perspectives... arguing from a point of view they don't necessarily share; it's a complex skill, especially for our younger students who don't have the lived experience always' (Level 2 teacher).

One of the core British values is mutual respect and tolerance of those with different faiths and beliefs; a difficult ask if learners have not had sufficient opportunity to develop and practise the emotional literacy skills that underpin attitudes of tolerance and understanding. Developing these skills also helps learners to read empathically, supporting depth within writing, empathetic responses to set texts, and considered thematic development. Development of emotional literacy skills can also support GCSE English learners to create imaginative characters and scenarios during creative writing tasks.

Level 2 qualifications, whether GCSE or Functional Skills, expect learners to be able to synthesise information from multiple sources or from extended pieces of text. In
order to do this successfully, key skills need to be developed and practised, including:

- close textual analysis;
- being able to follow narrative and lines of argument;
- highlighting and understanding inference;
- arguing from different perspectives.

At this level, building in opportunity to consider texts from different sources and with different purposes that explore concepts such as the rule of law, individual liberty and mutual respect and tolerance can help learners develop these important English skills. Similarly, being able to argue eloquently, and listen to and respectfully disagree with conflicting points of view is a useful lens through which to embed many aspects of British values. In this sense, a symbiotic relationship can be established between English skills development and British values work, where each is able to support and enhance the other.

The toolkit and lesson plan at Level 2 aims to:

- explore multiple perspectives and forms of expression by using different mediums, from spoken and written texts, to podcasts, social media posts and other forms of digital media content creation (such as vlogging);
- build in opportunity for discussion and debate in relation to different stimulus, opening learners up to multiple perspectives and points of view;
- exploit the potential to develop a symbiotic relationship between British values and core skills for Level 2, supporting learners to simultaneously build their English skills and develop transferrable skills for active citizenship and everyday life in modern Britain.
- provide a series of engaging and thought-provoking activities, helping learners develop emotional literacy skills and play close attention to text.
For Level 3, we wanted to create a resource that could be used with both A Level Language and A Level Literature students (and those taking the combined literature and language qualification), whilst also appreciating the significant differences between these qualifications. At Level 3, learners undertaking English Literature courses are predominantly focusing upon literary analysis to draw meaning from text, particularly in relation to socio-cultural and historical influences on texts and authors and the influence of texts on their readers. For learners focussing on English Language, linguistic devices, critical analysis of text and construction of meaning are key features of the examination.

Some of the exemplar resources developed for the A Level Toolkit are more appropriate for A Level Language, and others for A Level Literature. In this sense, some parts of the toolkit may feel more relevant than others, depending upon the specific area of English you are teaching; you may wish to ignore particular language-based activities if you are focussing only on literature and ignore particular literature-based activities if you are focussing only on language. The annotated

11 Key examination themes taken from OCR and Pearson/EdExcel A Level Literature and A Level Language specifications.
lesson plan developed for Level 3 is predominantly English Literature focused. This is because feedback from A Level teachers suggests there is a greater need for resource development that incorporates embedded British values work in literature, as well as a need for students to practise close reading and engagement with pre 19th Century texts. For A Level Language, more immediately obvious resource selection and textual choices can be made, and literature from a variety of sources can drawn from:

'In language, there is probably already a lot of implicit work happening that touches on the idea of community (British) values and human values. Literature is a bit different, because you always have a set text or poem that you're working from' (A Level English teacher).

We chose the theme, 'language is political', to highlight the inherent ties between language and politics, from the social construction of language and its political undertones, to the relationship between dialect, language acquisition and social standing:

'Language contributes to the domination of some by others' (Fairclough,1989:233).

It can be easy to take our use of language for granted, but language acquisition is an instrumental tool in the prevention of social exclusion and marginality (hooks, 1994:1). From ESOL learners forming their first greetings in English, to A Level English students preparing for university, all need to be able to navigate the socio-political swell within which language is developed and used. This is an important consideration if we really wish to connect and engage learners with British values, as we must provide them with the linguistic tools to be able to discuss, debate and critically reflect upon values of democracy, tolerance, respect and liberty and how each value is applied to life within modern Britain.

In order to develop our Level 3 toolbox and lesson plan, we took steer from A Level teachers in relation to areas of study that learners find particularly challenging, including:
• understanding the intention behind texts, including ‘fake news’ and political bias;
• appreciating historical texts as a dual product; a product of its time and as a product of our modern-day reading;
• historical and cultural context/knowledge and developing these skills is important;
• consideration of the political emphasis (overtly and political undertones) of social media;
• understanding issues of power and politics (e.g. being de-platformed/denied free speech etc).

Teachers also mentioned how language representation and critical analysis of text through 'different lenses' (e.g. feminist, post-colonial, social-constructivist), can be a challenging skill for learners to develop:

'One of the things learners can really struggle with is seeing things from different perspectives... different readings of texts. We call it lenses at our college. I ask the students to look through different lenses at the text, for example, what would a feminist reading of this text look like? How about a post-colonial reading? Where are the issues, the problematic bits? One way to bring it to life is to ask students to walk down the isle of their local card shop or their local toy shop. It becomes more real to them then, the social construction of gendered language and how it affects our society' (A Level teacher).

British values place an emphasis on understanding one another's lived experience so we can both celebrate our individual liberty and develop mutual respect and tolerance of others. By exploring historical and contemporary texts through different theoretical frameworks and with a dual consideration of the historical-cultural context and contemporary readings, learners are able to develop important skills for life outside of the classroom and an appreciation of how law and society (and its governing laws and politics) continually evolve and change over time.
The toolkit and lesson plan at Level 3 aims to:

- consider the relationship between language and politics, and how the social construction of language affects and has affected the lived experiences of different groups within historical and modern day Britain;
- introduce learners to different texts that lend themselves well to exploration of British values and socio-cultural and historical understandings of democracy, the rule of law, mutual respect and tolerance of different faiths and beliefs and individual liberty;
- explore linguistic devices within different forms of text and how they are used to convey implicit and explicit meaning;
- develop skills to support close reading and critical analysis of text, so learners can reflect upon core themes and different contextual readings.
4. Developing embedded resources - reflections on the process

The following section provides a series of reflections from the writing team in relation to the development of this resource. Here, we offer insight into how we conceptualised, selected and developed the lesson plans and toolkit activities, insight we hope will support you to develop your own embedded British values work within English teaching and learning.

Developed in consultation with the sector

Kemmis' theory of practice architectures (Kemmis et al, 2014; Mahon et al, 2017) advocates working across and within settings to develop a bird's eye view of the area you wish to develop or change. Working this way helps you to see where the strengths are, and understand where the gaps are too! It was of fundamental importance to us that we created a resource that represented and helped meet the needs of English teachers across our sector, from colleagues working in secure estates, to those working in A Level specialist colleges, outreach or community learning services, or large FE colleges. As such, each aspect of these resources, from the activities we have included, to the overarching themes for lesson plans, has been developed in consultation with colleagues from across our FE sector.

Our resources have been designed to be accessed by English teachers, regardless of where they work. Accordingly, you may not need to seek consultation from external colleagues; developing bespoke resources that fit the individual needs of the learners you teach within the unique context of your organisation is to be encouraged. Nevertheless, we would highly recommend developing resources in collaboration with colleagues within your organisation. An emphasis on co-creation and the 'deprivilization of practice' (Hembree, 2010) not only reduces workload, it also helps introduce diverse voices, multiple perspectives and a variety of teaching methodologies to learners.

The feedback we received in relation to this resource continually enriched and at times altered our decisions and processes. We collected feedback in different ways, from surveys developed via Google Forms, to telephone interviews, face-to-face conversations and focused critique from colleagues attending PD North's Prevent and British values Professional Exchange Network.
A collaborative approach to resource design and development

No person is an island, and the same can be said for resource design and development. From beginning to end, we took a collaborative approach, working together to share ideas, provide constructive criticism and test out activities. It is our firm belief that working in silo would not have given us the richness of activities or the quality of understanding about embedded British values within English teaching and learning that this resource is now able to provide. In order to be able to view the project as a coherent whole, but also appreciate each section within its own right, we built a Padlet Board (shown in part in the image below), where we could add ideas and useful resources across the levels, as well as build in connections between them. The Padlet board also provided space for us to reflect upon one another’s contributions, helping us extend or rework existing ideas.

Exploiting naturally occurring opportunities to embed British values

As English teachers ourselves, designing and developing high quality activities and lessons that felt authentic and useful for other English teachers was our prime consideration when developing this resource. Having acquired feedback from colleagues across FE in relation to the most tricky or challenging aspects of English to teach, we then developed a sub-theme for each level that could sit underneath the overarching theme of ‘Language and Power’. It was at this point that we began to consider how we could exploit naturally occurring opportunities to embed British values work. For example, at Entry Level, we explored how by demystifying language, learners are provided with the opportunity to be able to actively engage in discussions about democracy or the rule of law and its implications within our
society. At Level 2, we developed activities that can support learners to understand inference, identify bias and explore the world from multiple perspectives, each of which play a pivotal role in building respect and tolerance within a diverse society.

**Developing a clear understanding of inclusion and diversity**

Promoting 'British values', when English learners or English teachers may not be British citizens themselves, when those in positions of power do not model respect and tolerance for others, where democratic processes are not fully enacted, can feel contentious, particularly where learners do not see such values reflected in their everyday lives.

'I work in a really multi-cultural college with students from all over the world learning here. To be honest I only really think of British values when I'm being observed, but we think about human values and our community values, our college values, all the time' (Level 2 teacher).

'The term (British values) can be really problematic, it can alienate learners if we aren't careful, if we don't manage with sensitivity' (ESOL teacher).

Understanding practitioners' concerns and creating a resource that represents the diversity of our sector and of those who learn and work within it was a critical consideration for us. In order to do this we read broadly, about language and power, about cultural and religious marginalisation and about the potential of education to build emotional literacy and foster critical reflection within learners. We spoke openly with practitioners about their concerns, and we looked for opportunities and modelled teaching and learning approaches where learners could engage in democratic processes, express their individuality and respectfully value one another's opinions, even where they disagree.

**Acknowledging the messiness**

Finally, we felt that it was important to acknowledge the messiness that developing these embedded British values resources for English teaching and learning has, and still is, creating! Our ideas and how we link things will not always sing in the unique
context of your classroom, there is a lot of trial and error in order to find approaches that work with and for learners you teach. The resources and guide we have produced are intended to be a starting point; it is likely we will revisit this work in a few months time and want to make changes of our own, based on feedback from the sector and our own experiences following the lesson plans and working with learners. Work that embeds British values will never feel polished or 'done' because society is ever shifting. As practitioners and writers, we have had to learn to embrace the mess, and to use the spaces such messiness creates as an opportunity to speak openly with learners about what British values mean in relation to their everyday lives and practices. With this knowledge we can then exploit those naturally occurring opportunities within English teaching and learning that can support learners to develop the skills they need to understand and freely exercise their rights as citizens and residents of modern-day Britain.

**Reflective activity:**
Consider the following questions - you may wish to make notes, develop a mind map or create images to assist you in your thinking.

1. What makes a good British values resource, and why?
2. What has worked particularly well for you when embedding British values up to now? Why do you think it worked? What were the critical features of your approach?
3. What questions do you still have about embedding British values within English teaching and learning - how will you seek answers to your questions?
5. Generating your own resources for English teaching, learning and assessment, hints and tips.

The purpose of this guide and the exemplar resources we have developed has been to help demystify the process of exploring British values with learners through English teaching, learning and assessment. We hope that the insight we have shared will inspire you to conceptualise and co-create your own resources with practitioners and learners in your own setting. Below we share a few final hints and tips (many of which were kindly shared by practitioners from PD North's Prevent and British values Professional Exchange Network) to support you to generate your own resources. We also share some words of warning taken from our own experiences, and some guidance in relation to copyright considerations and selecting meaningful texts.

- Seek diverse perspectives;
- Open up space for debate - don't close learners down when they have something to say;
- Consider bias when selecting resources and texts - as practitioners we need to approach things with a critical eye, and really think about things before we present them to students;
- You’re not expected to have all the answers – think of British values work more as a facilitation of ideas, learners will have plenty of their own thoughts, feelings and ideas to add.
- Check your own privileges, prejudices and bias - be aware that you don't come into the classroom a blank slate, nor do learners. Don't push your own political agenda on them.
- Talking about democracy has been really tough due to current political challenges. However, by engaging in discussions this has shown us the knowledge of the students, which has yielded some useful discussions.
- Test, trial and be open to feedback.
- British values can be taught without having to always explore contentious or emotive issues e.g. debating skills can be taught in relation to whether bananas or apples make the best picnic fruit or whether PC or MACs are the best computers.
A word of warning - understand when your initial ideas for embedding British values may not be appropriate

The following vignette explains how through discussion and co-creation, we were able to critically analyse, reflect upon and respectfully challenge one another’s ideas and their appropriateness for conveying and exploring British values. Had we not been working together, the problematic elements of the idea below may not have been picked up. This is why we believe co-creation and idea sharing to be so important for teaching and learning, especially where potentially sensitive topics are being discussed and explored.

Do you know any chants?

At Level 1, some of the activities we developed for the lesson plan have football as a stimulus. As we were developing ideas that complimented this theme, an idea was put to the team that we could ask learners to write their own football-style chant as a plenary activity. The chant would be a collective activity, written in small groups and performed at the end of the lesson.

In essence, this was a nice idea, evoking chants are an impressive form of performative literacy and the activity would help develop a range of English skills. In order to model what the final product would look like, we thought that we could listen to existing chants and show a couple of memes, like the one below:

We paid for your hats,
we paid for your haaaaats,
What a waste of council tax,
We paid for your hats!
However, as we began to reflect upon how the activity might work in a classroom situation, we quickly realised that using the idea of a football chant as a plenary activity was problematic. In many instances, chants have racist, homophobic or xenophobic undertones, and in some instances, they are designed to throw particular players off their game by highlighting personal issues or insecurities. To use football chants as a one-off activity, where learners had no time to explore the deeper issues, and no opportunity to understand the significance of football chanting in relation to British values, felt irresponsible and wrong.

We quickly abandoned the idea of using football chants as a plenary activity, although we felt that there was potential to build a more fully developed lesson out of it, where learners would be able to critically reflect upon the connotations of football chanting, and how (our often inadvertent) use of language can move us away from respect and tolerance of those who hold different beliefs and views.

Developing resources, copyright considerations
It is important to consider copyright restrictions when using images, social media posts or texts to develop teaching and learning resources. The following suggestions are places where you will be able to access images and texts that are copyright free or that permit reproduction or use for educational purposes.

Images

- Unsplash, available at: https://unsplash.com/
- Wikimedia Commons, available at: https://commons.wikimedia.org/wiki/Main_Page
- Clipart, embedded within many PC's and also available at: https://www.clipart.com/en/

Texts

- The Gutenberg project has thousands of books that can be downloaded and read for free – texts over 30 years old, used for educational purposes are exempt from copywrite. Available at: http://www.gutenberg.org/
• Letters of note contains thousands of letters that have been collected over time. All are freely available to download and use for educational purposes. Available at: http://www.lettersofnote.com/

Exploring British values - selecting meaningful texts
Selecting appropriate texts to explore British values with learners requires careful consideration. For instance, selecting a series of texts that directly relate to a current socio-political issue can be a useful way of building learners’ cultural capital and their knowledge of current affairs. However, there are also times where it may feel more appropriate to use a historical text or event to explore elements of British values, (particularly perhaps, where issues of racism, homophobia, ableism and/or xenophobia are foregrounded). Historical texts are particularly useful in the following ways:

1. They can provide some distance between the topic and learners; there are times where emotions can (understandably) run high when we begin to explore contemporary understandings of British values and how they are enacted within learners' lives.
2. Using historical texts allows opportunities for learners to develop an appreciation of socio-cultural context and how society has changed (or not) since the text was published.

Reflective activity:
Selecting meaningful texts that help embed British values work can be challenging. As you design resources with the learners you teach in mind, you may wish to reflect upon the following questions:

3. What draws you to a particular text, and why?
4. How do you intend to use the text?
5. What are the specific benefits of exploring the text for learners?
6. Are there any drawbacks to the text you have chosen?
6. Resources and References

Below you will find details regarding the resources and references we used in order to produce and develop this resource. All of the cited texts are freely available online, on websites or as open access journal articles.


Claire Collins Consultancy, British values’s project (ETF Commissioned): Available at: https://padlet.com/c_collins2/PreventBV [accessed 1.2.20].


Education and Training Foundation (2016). Starters and enders. Available at: https://www.excellencegateway.org.uk/content/etf2800

Education and Training Foundation (2018). Unlocking English: Available at: https://www.excellencegateway.org.uk/content/etf2556


Education and Training Foundation (2019). Digital teaching professional framework Available at: https://www.et-foundation.co.uk/supporting/support-practitioners/edtech-support/digital-skills-competency-framework/


National Research and Development Centre for adult literacy and numeracy, (2006). “You wouldn't expect a maths teacher to teach plastering…” Embedding literacy,
language and numeracy in post-16 vocational programmes – the impact on learning and achievement:


Conclusion

We hope that you have found this guide and the exemplar resources useful and that they will provide a comprehensive base from which you will be able to develop your own embedded British values work within English teaching and learning. We leave you with some reflections from practitioners about what makes a good British values resource - we hope we have fulfilled the brief.

'A good British values resource needs to be relevant, purposeful and planned, staff must know the students and their abilities as well as understanding topics that will evoke discussion but also those that can cause conflict. Being prepared for these discussions so that they are constructive is important' (Level 2 teacher).

'A good British values resource uses good quality texts that stretch thinking and help learners ask questions of themselves and of the world around them (Level 1 teacher).

'A good British values resource is inclusive. It celebrates human and community values, it helps learners to feel welcome in Britain, whatever their nationality or background' (A Level teacher).