REFERENCES

Abraham, S. (2017). No alternative to liberal democracy? *New Eastern Europe*, 27 April. Retrieved from http://www. eurozine.com/no-alternative-to-liberal-democracy/. Accessed 15 July 2017.

Ainsworth, S., & Johnson, A. (2000). The TTA consultation documents on TT: What, no values? In J. Cairns (Ed.), *Education for values: Morals, ethics and citizenship in contemporary teaching* (pp. 158–185). Roy Gardner: Routledge.

Ajegbo, K., et al. (2007). *The diversity and citizenship curric-ulum review*. London: HMSO.

Apple, M. (1999). The absent presence of race in educational reform. *Race Ethnicity and Education*, 2(1), 9-16.

Apple, M. (2009). Foreword. In S. Gewirtz, P. Mahony, I. Hextall, & A. Cribb (Eds.), *Changing teacher professionalism*. Abingdon: Routledge.

Arthur, J. (2015). Extremism and neo-liberal education policy: A contextual critique of the Trojan Horse affair in Birmingham Schools. *British Journal of Educational Studies*, 63.

Bailey, C. (1984). *Beyond the present and the particular: A theory of liberal education*. London: Routledge and Kegan Paul.

Baker, K. (1988). Retrieved from http://www.bodley.ox.ac. uk/dept/scwmss/online/modern/cpa/library/ppb.html#

Ball, S. (1994). *Education reform: A critical and post-structural approach*. UK: McGraw-Hill Education.

Barker, E. (1928). *Political thought in England:* 1848–1914. (2nd ed.). London: Thornton Butterworth.

Barker, M. (1981). *The new racism:* Conservatives and the *ideology of the tribe*. London: Junction Books.

Bauman, Z. (2016). Liquid modernity. Cambridge: Polity.

BBC. (2006). Muslim group avoids Holocaust day. Retrieved from news.bbc.co.uk/1/hi/4582736.stm

Bernstein, B. (1996). *Pedagogy, symbolic control and identity*. London: Taylor Francis.

Blair, T. (1996). Leader's speech, Blackpool. Retrieved from www.britishpoliticalspeech.org/speech-archive.htm? speech=202

Blatchford, R. (2014). What is the legacy of the Education Act, 70 years on? Retrieved from https://www.theguardian.com/education/2014/apr/22/1944-education-act-butler-policy-today

Blaylock, L., Kate, C., & Moss, F. (2016). *Religious education and British values*. Birmingham: Christian Educations Publications.

Blitz, J. (2006). Kelly warns that Muslim groups risk losing funds and support. *Financial Times*, 12 October.

Blunkett, D. (2001). Faith Schools Spark Fears of Apartheid. In T. McVeigh (Ed.), *The Observer*, September 30 2001.

Bradley, I. (2008). Believing in Britain. Oxford: Lion Books.

Brown. (2004). Speech by Rt Hon Gordon Brown MP, at the British Council annual lecture, 7 July. Retrieved from htps:// www.theguradian.com/politics/2004/jul/08/uk.labour1

Brown, W. (2014). *Walled states, waning sovereignty*. Brooklyn: Zone Books.

Bryan, H. (2012). Reconstructing the teacher as a post secular pedagogue: A consideration of the new Teachers' Standards. *Journal of Belief and Values*, 33(2), 217–228.

Calhoun, C. (Ed.). (1992). *Habermas and the public sphere*. Cambridge, MA: MIT Press.

Calderwood, H. (2007). *David Hume (1898)*. Miami, FL: Hardpress Publishing.

Cameron, D. (2011). Munich Security Conference. Retrieved from https://www.gov.uk/government/speeches/pms-speechat-munich-security-conference. Accessed on 10 November 2016.

Carr, D. (2000). *Professionalism and ethics in teaching*. London: Routledge.

Carr, D. (2003). *Making sense of education*. London: RoutledgeFalmer.

Carr, W. (1998). For education: Towards critical education enquiry. Buckingham: Open University Press.

Carrighton, B., & Short, B. (1995). What makes a person British? Children's conceptions of their national culture and identity. *Educational Studies*, 21(2), 217–238.

Cesarani, D., & Fulbrook (Eds.). (1996). Citizenship, nationality and migration in Europe. London: Routledge.

Chitty, C. (1989). Towards a new education system: The victory of the New Right? Lewes: The Falmer Press. Codd, J. (2005). Teachers as 'managed professionals' in the global education industry: The New Zealand experience. *Journal of Educational Review*, *57*(2), 193–206.

Colley, L. (1992). Britishness and otherness: An argument. *Journal of British Studies*, 31(4), 309–329.

Colley, L. (2005). Britons. London: Yale University Press.

Cox, C. B., & Dyson, A. E. (Eds.). (1969). *Black paper two: The crisis in education*. London: The Black Papers.

Cranston, M. (1978). Keynes: His political ideas and their influence. In A. P. Thirwall (Ed.), *Keynes and Laissez-Faire*. London: Macmillan.

Crawford, K., & Jones, M. (1998). National identity: A question of choice? *Citizenship, Social and Economics Education*, 3(1), 1–16.

De Vries, R., & Zan, B. (2005). A constructivist perspective on the rise of the sociomoral atmosphere in promoting children's development. In C. Fosnot (Ed.), *Constructivism: Theory, perspective and practice.* New York, NY: Teachers' College Press.

Dennis, J. (2000). The millennium dome: A troubled history. Retrieved from https://www.theguardian.com/uk/2000/nov/ 09/dome.jodennis

Department for Education (DfE). (2012). *The Teachers' Standards*. London: DfE.

Department for Education and Employment. (2001). *Schools achieving success*. London: HMSO.

Department for Education and Employment. (2006). *The logical chain:* Continuing professional development in effective schools. London: HMSO. Department for Education and Science. (1977). *Education in schools: A consultative document*. London: HMSO.

Department for Education and Science. (1979). A framework for the school curriculum. London: HMSO.

Department for Education and Employment. (2001). *Schools achieving success*. London: HMSO.

Department of Education and Science. (1988). *The Education Reform Act (National Curriculum)*. London: HMSO.

Department of Education and Science (2004). *National Curriculum*. London: QCA.

DfE. (2015). The common inspection framework: Education, skills and early Years. London: HMSO.

Doyle, B. (1989). *English and Englishness*. London: Routledge.

Durkheim, E. (1957). *Professional ethics and civil morals*. London: Routledge.

Eccles, D. (1960). Hansard. Debate on the Crowther Report.

Elton-Chalcraft, S., Lander, V., Revell, L., Warner, D., & Whitworth, L. (2016). To promote, or not to promote fundamental British values? Teachers' standards, diversity and teacher education. *British Educational Research Journal*, 43(1), 29–48.

Englund, T. (1996). Are professional teachers a good thing? In I. F. Goodson & A. Hargreaves (Eds.), *Teachers' professional lives*. London: The Falmer Press.

English, J. (2006). Empire day in Britain, 1904–1958. *The Historical Journal*, 49(1), 247–278.

Esland, G., & Salaman, G. (Eds.). (1980). *The politics of work and occupations*. Milton Keynes: Open University Press.

Espinoza, J. (2016). Teaching children fundamental British values is act of 'cultural supremacism'. Retrieved from www. Telegraph.co.uk/news/2016/03/28/teaching-children-funda-mental-british-values-is-act-ofcultural/

Ethnos (2006). *The decline of Britishness – A research study*. London: CRE.

Etzioni, A. (1969). (Ed.). *The semi-professions and their organisation*. New York, NY: Free Press.

Evans, L. (2008). Professionalism, professionality and the development of education professionals. *British Journal of Educational Studies*, 56(1), 20-38.

Farrell, F. (2016). 'Why all of a sudden do we need to teach fundamental British values?' A critical investigation of religious education student positioning within a policy discourse of discipline and control. *Journal of Education for Teaching*, 42(3), 280–297.

Finney, N. N., & Simpson, L. (2009). *Sleepwalking into segregation? Challenging myths about race and migration*. Bristol: Policy Press.

Fosnot, C. (Ed.). (2005). Constructivism: Theory, perspective and practice. New York, NY: Teachers' College Press.

Foucault, M. (1998). Technologies of the self. In L. H. Martin, H. Gutman, & P. H. Hutton (Eds.), *Technologies of the self*. Amherst, MA: University of Massachusetts.

Freathy, R. (2008). The triumph of religious education for citizenship in English schools, 1935–1949. *History of Education*, *37*(2), 295–316.

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.

Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare to teach*. New York, NY: Avalon Publishing.

Friedson, E. (1994). *Professionalism reborn: Theory, prophecy and policy*. Cambridge: Polity Press in association with Blackwell Publishers.

Furlong, J., et al. (2000). *Teacher education in transition: Reforming professionalism?* Buckingham: Open University Press.

Gamble, A., & Wright, T. (2007). Introduction: The Britishness question. *The Political Quarterly*, 78, 1–9.

Gartenstein-Ross, D., & Grossman, L. (2009). Homegrown terrorists in the US and UK: An empirical examination of the radicalization process. Washington, DC: Foundation for Defense of Democracies.

Gearon, L. (2015). Education, security and intelligence studies. *British Journal of Educational Studies*, 63(3), 263–279.

Gellner, E. (1998). Nationalism. London: Phoenix.

Gewirtz, S., Mahony, P. M., Hextall, I., & Cribb, A. (2009). (Eds.). *Changing teacher professionalism*. Abingdon: Routledge.

Gillborn, D. (2008). *Racism and education*. London: Routledge.

Gilroy, P. (2008). *After empire melancholia or convivial culture*. London: Routledge.

Gove, M. (2014). Interview with Andrew Marr on the Andrew Marr Show, 6 July. Retrieved from News.bbc.co.uk/ 2/shared/bsp/hi/pdfs/0607201401.pdf Webarchive.nationalarchives.gov.uk/2010061416

Grace, G. (2000). Research and the challenges of contemporary school leadership: The contribution of critical scholarship. *British Journal of Educational Studies*, 48(3), 231–247.

Gray, J. (1986). *Liberalism*. Buckingham: Open University Press.

Habermas, J. (1962). *The structural transformation of the public sphere*. London: Wiley and Sons.

Hall, S. (1992). The question of cultural identity. In S. Hall, D. Held, & T. McGrew (Eds.), *Modernity and its futures* (pp. 273–325). Oxford: Open University Press.

Hall, S. (1993). Culture, community, nation. *Cultural Studies*, 7(3), 349–363.

Hall, S. (2005). Whose heritage? Un-settling 'The Heritage', re-imagining the post-nation. In J. Littler & R. Naidoo (Eds.), *The politics of heritage: The legacies of 'Race'*. Oxford: Routledge.

Hansard. (1973). Retrieved from http://hansard.millbanksystems.com/commons/1973/dec/06/immigration-and-racerelations#S5CV0865P0_19731206_HOC_292

Hansen, R. (2000). *Citizenship and immigration in post-war Britain*. USA: Oxford University Press.

Hasan, M. (2014). When did Michael Gove become the government's expert on muslims or extremism? Retrieved from www.Huffingtonpost.co.uk/2014/06/04/Michael-gove-islam_n_5443576.html. Accessed on 3 June 2017.

Heartfield, J. (2012). *Unpatriotic history of the Second World War*. London: Zero Books.

Hedegaard-Sørensen, L., & Tetler, S. (2011). Situated professionalism in special education practice. In M. Mattsson, T. V. Eilertsen, & D. Rorrison (Eds.), *A practicum turn in teacher education: Pedagogy, education and praxis* (Vol. 6). SensePublishers.

Heidegger, M. (1962). *Being and time*. New York, NY: Harper and Row.

Helm, T. (2006). Back British values or loose grants: Kelly tells Muslim groups. *The Telegraph*. Retrieved from www. telegraph.co.uk/news/uknews/1531226/British-values-orloose-grants-kelly-tells-Muslim-groups.htl

Helsby, G. (1995). Teachers' constructions of professionalism in England in the 1990s. *Journal of Education for Teaching*, *21*(3), 317–332.

Henderson, A., & McEwen, N. (2006). Do shared values underpin national identity? Examining the role of values in national Identity in Canada and the United Kingdom. *National Identities*, 7(2), 173–191.

HM Government. (2015). *Revised Prevent Duty guidance for England and Wales*. London: Home Office.

Hobsbawm, E. (1990). *Nations and nationalism since* 1780. Cambridge: Cambridge University Press.

Hobsbawm, E. (1994). Age of extremes: The short twentieth century, 1914–1991. London: Michael Joseph.

Home Office. (2011). *Prevent strategy*. London: The Stationery Office (TSO).

Home Office. (2012). Prevent strategy. London: HMSO.

Home Office. (2015). Counter-Terrorism and Security Act 2015. London: The Stationery Office (TSO).

Hoyle, E. (1974). Professionality, professionalism and control in teaching. *London Education Review*, 3(2), 13–19.

Hoyle, E. (1995). Changing conceptions of a profession. In H. Busher & R. Saran (Eds.), *Managing teachers as professionals in schools*. London: Kogan Page.

Jerome, L., & Clemitshaw, G. (2012). Teaching (about) Britishness? An investigation into trainee teachers' understanding of Britishness in relation to citizenship and the discourse of civic nationalism. *Curriculum Journal*, 23(1), 19–41.

Johnson, B. (2012). If Mo's not British, I'm a Dutchman. *The Sunday Times: News Review*, 9(12), 6.

Jones, G. (1982). Eugenics and social policy between the wars. *Historical Journal*, 25(3), 717–728.

Kapoor, N. (2013). The advancement of racial neoliberalism in Britain. *Ethnic and Racial Studies*, *36*(6), 1028–1046. doi:10.1080/01419870.2011.629002

Keating, J. (2011). Approaches to citizenship teaching in the first half of the twentieth century – The experience of the London County Council. *History Education*, 40(6), 761–778.

Keddie, A. (2014). The politics of Britishness: Multiculturalism, schooling and social cohesion. *British Educational Research Journal*, 40(3), 539–554.

Kelly, R., & Byrne, L. (2006). *A common place*. Fabian Society. Retrieved from liambyrne.co.uk/wp-content/uploads/ 2017/03/ACommonPlace.pdf. Accessed on 12 May 2017.

Kerr, D. (1999). Re-examining Citizenship Education in England. In J. Tomey-Purta, J. Schwille, & J. Arnadeo (Eds.), *Civic education across countries: Twenty-four national case* *studies from the IEA Civic Education Project* (pp. 204). Amsterdam: IEA.

Kipling, R. (1899). The white man's burden. Retrieved from www.kiplingsociety.co.uk/poems-burden.htm

Knuth, R. (2012). *Children's literature and British identity: Imagining a people and a nation*. Lanham, MD: Scarecrow Press.

Kundnani, A. (2002). The death of multiculturalism. Institute for Race Relations. Retrieved from http://www.irr.org.uk/ 2002/april/ak000001.htmlce

Kundnani, A. (2007). *The end of tolerance: Racism in 21st century Britain*. London: Pluto Press.

Kundnani, A. (2014). *The muslims are coming! Islamophobia, extremism, and the domestic war on terror*. London: Verso Books.

Kundnani, A. (2015). *A decade lost – Rethinking radicalisation and extremism*. London: Claystone.

Lander, V. (2016). Introduction to fundamental British values. *Journal of Education for Teaching*, 42(3), 274–279.

Laqueur, W. (2004). The terrorism to come. *Policy Review*, 126, 49–64.

Lawlor, S. (Ed.). (1995). *An education choice*. London: Centre for Policy Studies.

LeGrand, J. (1997). Knights, knaves and pawns: Human behavior and social policy. *Journal of Social Policy*, 26, 149–164.

Leonard, M. (1997). *Britain – Renewing our Identity*. London: Demos.

Lipman, P. (2009). Paradoxes of teaching in neo-liberal times: Education 'reform' in Chicago. In S. Gewirtz, P. Mahony, I. Hextall, & A. Cribb (Eds.), *Changing teacher professionalism*. Abingdon: Routledge.

Lundie, D. (2017). Religion, schooling, community, and security: Exploring transitions and transformations in England. *Diaspora, Indigenous, and Minority Education*, *11*(3), 117–123, doi:10.1080/15595692.2017.1325357

Mackezie., J. (1986). *Propaganda and empire*. Manchester: Manchester University Press.

Malik, K. (1996). The meaning of race. London: Palgrave.

Managan, J. A. (1993). Images for confident control. In J. A. Managan (Ed.), *The Imperial Curricuum* (pp. 1–22). London: Routledge.

May, J. (1995). *Children's literature and critical theory*. Oxford: Oxford University Press.

Maylor, U. (2016). 'I'd worry about how to teach it': British values in English classrooms. *Journal of Education for Teaching*, 42(3), 314–328.

McCulloch, G. (1997). Privatising the past? History and Education Policy in the 1990s. *Britsih Journal of Educational Studies*, 45(1), 69–82.

McCullogh, G., Helsby, G., & Knight, P. (2000). *The politics of professionalism*. London: Continuum.

Mclaughlin, T. H. (1992). Citizenship, diversity and education: A philosophical perspective. *Journal of Moral Education*, 21(3), 235–250.

Menter, I. (2009). Teachers for the future: What have we got and what do we need? In S. Gewirtz, P. Mahony,

I. Hextall, & A. Cribb (Eds.), *Changing teacher professionalism*. Abingdon: Routledge.

Miles, R., & Phizacklea, A. (1984). White man's country: Racism in British politics. London: Pluto.

Millerson, G. (1964). *The qualifying association*. London: Routledge and Kegan Paul.

Moore, A., Edwards, G., Halpin, D., & George, R. (2002). Compliance, resistance and pragmatism: The (re)construction of schoolteacher identities in a period of intensive educational reform. *British Educational Research Journal*, 28(4), 551–565.

Morgan, K. O. (2001). *Britain since 1945: The People's Peace*. Oxford: Oxford University Press.

Muller, J. Z. (1993). Adam Smith in his times and ours: Designing the decent society. New York, NY: Free Press.

Mycock, A. (2010). British citizenship and the legacy of empires. *Parliamentary Affairs*, 63(2), 339–355.

Nairn, T. (2015). *The break-up of Britain*. Chicago, IL: Common Ground Publishing.

National Advisory Committee on Creative and Cultural Education (NACCCE). (1999). *All our futures: Creativity, culture and education*. London: DFEE.

Neumann, P. (2008). Perspectives on radicalisation and political violence: Papers from the first International Conference on Radicalization and Political Violence, London, 17–18 January 2008. London: International Centre for the Study of Radicalization and Political Violence.

Neville, S. (2016). Retrieved from 2dcChildcare.co.uk – https://childcare.co.uk/information/teaching-british-values

Nixon, J. (1997). Regenerating professionalism within the academic workplace. In J. Broadbent, M. Dietrich, & J. Roberts (Eds.), *The end of the professions? The restructuring of professional work*. London: Routledge.

O'Donnell, A. (2017). Pedagogical injustice and counterterrorist education. *Education, Citizenship and Social Justice*, 12(2), 177–193.

O'Hear, A. (1988). Who teaches the teachers? London: Social Affairs Unit.

OfSTED (2015). Common inspection framework: Education, skills and early years. London: TSO.

Olssen, M. (2004). From the Crick Report to the Parekh Report: Multiculturalism, cultural difference, and democracy – The re-visioning of citizenship education. *British Journal of Sociology of Education*, 25(2), 179–192.

Olssen, M., Codd, C., & O'Neill, A. (2004). *Education policy: Globalization, citizenship and democracy*. London: Sage.

Orban, V. (2014). Speech at the 25th Balvanyos Summer Free University and Student Camp. 30 July 2014. In Abraham, S. (2017). No alternative to liberal democracy? *New Eastern Europe*, 27 April 2017.

Orwell, G. (1941). England your England. Retrieved from orwell.ru/library/essays/lion/English/e-eye

Osborne, D. (2016). *Teaching British values to children*. UK: Deborah Osborne.

Osler, A. (2000). The Crick Report: Difference, equality and racial justice. *The Curriculum Journal*, *11*(1), 25–37.

Osler, A. (2008). Citizenship education and the Ajegbo report: Re-imagining a cosmopolitan nation. *London Review* of *Education*, 6(1), 11-15.

Osler, A. (2009). Patriotism, multiculturalism and belonging: Political discourse and the teaching of history. *Educational Review*, 61(1), 85-100.

Osler, A., & Starkey, H. (2001). Citizenship education and national identities in France and England: Inclusive or exclusive? *Oxford Review of Education*, 27(2), 287–305.

Oulton, C., Day, V., & Dillon, J. (2007). Controversial issues-teachers' attitudes and practices in the context of citizenship education. *Oxford Review of Education*, 30(4), 489–507.

Ozga, J. (1995). Deskilling a profession: Professionalism, deprofessionalisation and the new managerialism. In H. Busher & R. Saran (Eds.), *Managing teachers as professionals in schools*. London: Kogan Page.

Panjwani, F. (2016). Towards an overlapping consensus: Muslim teachers' views on fundamental British values. *Journal of Education for Teaching*, 42, 329–340.

Panjwani, F., Revell, L., Gholami, R., & Diboll, M. (2017). Education and extremisms: Rethinking liberal pedagogies in the contemporary world. London: Routledge.

Papacharissi, Z. A. (2010). A private sphere: Democracy in a digital age. Cambridge: Polity.

Parekh, B. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*. Basingstoke: Macmillan.

Parsons, C. (2009). Explaining sustained inequalities in ethnic minority school exclusions in England: Passive racism in a

neoliberal grip. Oxford Review of Education, 35(2), 249–265.

Paul, K. (1997). *Whitewashing Britain: Race and citizenship in the post-war era.* Ithaca, NY: Cornell University Press.

Pells, R. (2017). Children must be taught British values at school to develop resilience against terror, says Ofsted chief. Retrieved from http://www.independent.co.uk/news/education/education-news/children-taught-british-values-school-reslience-terror-ofsted-chief-amanda-spielman-a7804656.html

Perkins, H. (1989). *The rise of professional society*. London: Routledge.

Pfalzgraff, R. L. Jr. (2017). Liberal education, civic responsibility and patriotism. In D. E. Cullen (Ed.), *Liberal democracy and liberal education*. Lanham, MD: Lexington.

QCA (Qualifications and Curriculum Authority). (2007). *Citizenship programmes of study for Key Stages 3 and 4*. London: QCA.

Quartermaine, A. (2014). *Pupil's perceptions of terrorism from a sample of secondary schools on Warwickshire*. Unpublished doctoral thesis, University of Warwick, Warwick, RI.

Ragazzi, F. (2015). Policed multiculturalism? The impact of counter-terrorism and counter-radicalisation and the 'end' of multiculturalism. In C. Baker-Beall, C. Heath-Kelly, & L. Jarvis (Eds.), *Counter-radicalisation: Critical perspectives*. Oxfordshire: Routledge.

Ramsay, P. (2017). Is Prevent a safe space? *Education*, *Citizenship and Social Justice*, 12(2), 143–158.

Ranson, S. (1988). From 1944 to 1988: Education, citizenship and democracy. *Local Government Studies*, 14(1), 1–19.

Ratcliffe, R. (2016). Retrieved from https://www.theguardian.com/uk-news/2016/jul/12/teachers-made-one-third-ofreferrals-to-prevent-strategy-in-2015

Revell, L., & Bryan, H. (2016). Calibrating fundamental British values: How head teachers are approaching appraisal in the light of the Teachers' Standards 2012, Prevent 2012 and the Counter Terrorism and Security Act 2015. *Journal of Education for Teaching*, 42(3), 341–353.

Rose, S. (2006). Which people's war? National identity and citizenship in wartime Britain 1939–1945. Oxford: Oxford University Press.

Rosen, M. (2014). Dear Mr Gove: What's so 'British' about your 'British values'? *The Guardian*, 1 July.

Russell, B. (1932). *Education and the social order*. London: George Allen & Unwin.

Sageman, M. (2008). *Leaderless Jihad: Terror networks in the 21st century*. Philadelphia: University of Pennsylvania Press.

Said, E. (1978). Orientalism. Harmondsworth: Penguin.

Sales, R. (2012). Britain and Britishness. In W. Ahmad & Z. Sardar (Eds.), *Muslims in Britain*. London: Routledge.

Samuel, R. (2003). A case for national history. *International Journal of Historical Teaching, Learning and Resrach*, 3(1), 85–91.

Sargent, M. (2016). *Promoting Fundamental British Values in the Early Years*. London: Practical Pre-School Books.

References

SCAA. (1996). Education for adult life: The spiritual and moral development of young people – A summary report. SCAA Discussion Papers, no. 6. London: School Curriculum Assessment Authority.

Schon, D. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.

Scott-Bauman, A. (2017). Ideology, utopia and Islam on campus: How to free speech from its own terrors. *Education, Citizenship and Social Justice*, 12(2), 159–176.

Sears, A., Davies, I., & Reid, A. (2011). From Britishness to nothingness and back again: Looking for a way forward in citizenship education. In C. McGlynn, A. Mycock, & J. W. McAuley (Eds.), *Britishness, identity and citizenship: The view from abroad* (pp. 291–311). New York, NY: Peter Lang.

Shain, F. (2013). Race, nation and education. *Education Inquiry*, 4(1), 63–85.

Shapiro, I. (1986). *The evolution of rights in liberal theory*. Cambridge: Cambridge University Press.

Silk, M. (2011). Towards a sociological analysis of London 2012. *Sociology*, *45*(5), 733–748.

Simon, B. (1986). The 1944 Education Act: A conservative measure? *History of Education*, *15*(1), 31–43.

Simon, B. (2000). *Education and the Social Order*, 1940–1990. London: Lawrence & Wishart.

Smith, H. (2016). Britishness as racist nativism: A case of the unnamed 'other'. *Journal of Education for Teaching*, 42(3), 298–313. doi:10.1080/02607476.2016.1184461

Spencer, I. (1997). British Immigration Policy since 1939: The making of multi-racial Britain. London: Routledge.

Starr, M. (1929). *Lies and hate in education*. London: Hogarth Press.

Storry, M., & Childs., P. (2002). *British cultural identities*. London: Routledge.

Susen, S. (2011). Critical notes on Habermas's theory of the public sphere. *Sociological Analysis*, *5*(1), 37–62.

Swann Report. (1985). Retrieved from www.educationengland.org.uk/documents/swann/swann1985.html

Symonds, R. (1986). Oxford and empire: The last lost cause? Oxford: Clarendon Press.

Talbot, M. (2000). Developing SMSC for the school curriculum. In R. Best (Ed.), *Education for spiritual, moral, social and cultural development*. London: Continuum.

Tawney, R. H. (1948). *Religion and the rise of capitalism*. Harmondsworth: Penguin.

TES. (2015). Retrieved from https://www.tes.com/teaching-resources/blog/best-reviewd-british-values-resources

Tolkien, J. R. R. (1995). *The letters of J. R. R. Tolkien: A selection*. London: HarperCollins.

Tomlinson, S. (2008). *Race and education*. Maidenhead: Open University Press.

Training and Development Agency for Schools (TDA). (2007). *The framework of professional standards for tea-chers*. London: DCSF/TDA.

Triandafyllidou, A. (1998). National identity and the 'other'. *Ethnic and Racial Studies*, 21(4), 593–612.

References

Troyna, B., & Williams, J. (1986). *Racism, education and the State*. London: Croom Helm.

Ward, P. (2004). Britishness since 1870. London: Routledge.

Wenger, E. (1998). Communities of practice: Learning, meaning and identity. Cambridge: Cambridge University Press.

White, J. (2014). Nicky Morgan's new loom: Weaving values into the curriculum. Retrieved from https://ioelondonblog. wordpress.com/2014/10/16/nicky-morgans-new-loom-weav-ing-values-into-the-curriculum/

Whitty, G. (2003). *Making sense of education policy*. London: Paul Chapman Publishing.

Whitty, G., Power, S., & Halpin, D. (1998). *Devolution and choice in education*. Philadelphia, PA: Open University Press.

Winter, A. (2013). Race, multiculturalism and the 'progressive' politics of London 2012: Passing the 'Boyle Test'. *Sociological Research Online*, 8(2), 18.

Wolton, S. (2000). *The loss of white prestige*. Basingstoke: Macmillan Press.

Wolton, S. (2006). Immigration policy and the 'crisis of British values'. *Citizenship Studies*, *10*(4), 453–467.

Wolton, S. (2017). The contradiction in the Prevent Duty: Democracy vs. 'British values'. *Education, Citizenship and Social Justice*, 12(2), 123–142.

Yeandle, P. (2015). *Citizenship, nation, empire: The politics of history teaching in England, 1870–1930.* Manchester: Manchester University Press.

126

Yeates, C. (2016). *God bless the queen*. Ningwood: Gresham Books.

Yorke, H. (2017). Retrieved from http://www.telegraph.co. uk/education/2017/06/23/ofsted-will-crackdown-extremismpromote-british-values-amanda/