

Unit 3 Challenging racism and discrimination

About the unit

In this unit, pupils learn about the origins of ethnic and cultural diversity in the United Kingdom. They discuss their own links with Commonwealth and other countries. They consider the different causes of migration and find out about different groups of immigrants to the United Kingdom and to their local area at different points in history. School linking is used to share and compare findings with another school in a different part of the country.

Pupils consider what racism is and how the law protects citizens who are victims of racism. They reflect on different situations in which they might see or hear about racist behaviour or actions. They devise strategies to help challenge racism, discrimination and stereotypes, and recognise the importance of mutual respect and understanding within a diverse society.

The *Teacher's guide* provides information on citizenship and teaching about diversity (Appendix 5). Guidance on teaching sensitive issues is included in the key stage 3 *Teacher's guide* (Appendix 9).

Where the unit fits in

This unit addresses the following aspects of the key stage 4 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1a the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems
- 1b the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- 1f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- 1i the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations
- 1j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- 2b express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in formal debates.

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own

This unit builds on unit 3 'Human rights' and unit 4 'Britain – a diverse society?' in the key stage 3 scheme of work, and links with unit 1 'Human rights' and unit 4 'How and why are laws made?' in the key stage 4 scheme of work.

Expectations

At the end of this unit

most pupils: know about the origins of different ethnic groups in the United Kingdom and recognise that we live in diverse communities. They recognise the causes of diversity, including migration at different points in history and the relations and connections between the United Kingdom and Commonwealth and other countries. They devise questions and use research to find out more. They understand what racism is, know racism is illegal in the United Kingdom and understand why it is unacceptable. They recognise how the different laws protect citizens from racial discrimination and violence. They devise strategies and develop skills to challenge racism and appreciate the importance of mutual respect and understanding in a multi-ethnic society.

some pupils have not made so much progress and: know that the United Kingdom is a diverse community made up of different ethnic groups and that this has changed over time. They recognise what racism is and that racial discrimination is against the law and is unacceptable.

some pupils have progressed further and: understand the origins of diversity in the United Kingdom and know the historical reasons for its development. They discuss in depth the reasons why people migrate and can give examples of relevant contemporary issues, such as refugees and asylum seekers, and the role of the Commonwealth. They know what racial discrimination is and how the law and international treaties, including the European Convention on Human Rights, protect citizens from discrimination. They understand the importance of mutual respect and understanding in a diverse society. They recognise that racism can exist at an individual and an institutional level. They understand the role of public authorities, including the Commission for Racial Equality, in promoting and monitoring racial equality. They devise strategies and develop skills to challenge racism and know how to support those who experience it and where to go for further help and advice.

Resources

Resources include:

- a variety of student texts, including *Understanding Citizenship, Your Rights and Responsibilities* and *Young Citizen's Passport*, published by the Citizenship Foundation
- a unit on refugees in *Activate!*, produced by the Institute for Citizenship
- the *My England* video, produced by the ACT theatre company (see www.dfes.gov.uk/citizenship for details)

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 4 citizenship scheme of work site at www.standards.dfes.gov.uk/ schemes

- the Commission for Racial Equality (for information about ethnic diversity, the law – including the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000 – and proposals from the European Commission for combating discrimination)
- the Refugee Council
- the Institute of Race Relations
- the Citizenship Foundation
- QCA (for information on the Respect for All project)
- Britkid
- Heartstone (for material supporting anti-racism education)

Links with other subjects

In this section, references are made to the programme of study if there is one at key stage 4, or to the subject specific criteria on which GCSE courses are based. Some of these links have been included in the 'Points to note' section to illustrate these opportunities.

English: En1 1a, 3a, 3b, 3d; En2 1d, 1e, 4a; En3 1e, 1g, 1l, 1m in the programme of study

Science: variation, inheritance and evolution, Sc2, 3a–g in the programme of study for single science

History: this unit builds on units 14–19 in the key stage 3 scheme of work. The study of history at GCSE can provide an insight into the development of Britain and the UK as a multi-ethnic society, building on knowledge and understanding of the causes of diversity, including migration, invasion and conquest (criteria 3.2ii and 3.2iii). GCSE history will complement this unit through, for example, the study of modern Britain and the modern world, apartheid, civil rights in the USA, and Northern

Ireland

Geography: GCSE criteria: development of locational knowledge in the context of the studies of places (3.1viii); the study of social, economic and political issues (3.1vi); the study of places and consideration of their wider context and the way in which places are interdependent (3.1iii). These provide opportunities to consider how people's values and attitudes affect contemporary issues (3.1vii)

RE: the study of Christianity and the other principal religions represented in the UK includes learning about and from relationships between cultures and religions. Locally agreed syllabuses aim to promote respect for all and to help pupils develop a positive attitude towards other people and challenge discrimination. GCSE religious studies includes the study of diversity, and some syllabuses include specific study of human rights and discrimination
PSHE: 1b, 1d, 2b, 3a, 3c, 3d, 4b, 4g, 4h in the non-statutory guidelines

Pupils should learn:

Pupils:

Where do we come from? What are our communities like?

- to build on personal experience and previous learning about human rights and migration
 - about ethnic diversity in the UK
 - about the different links and relations between the UK, the Commonwealth and other countries
 - to use their imagination to understand the views of others
- Begin a class discussion by reviewing agreed ground rules for discussion. What are the ground rules? Do any need to be amended?
 - Working in groups, pupils write down the various countries with which they have a personal connection. They use different-coloured self-adhesive notes to indicate those countries where their relatives or friends live now and where they, their relatives or friends used to live before they moved to the UK, *eg Surjit's gran lives in India, Paul's cousin lives in Canada, Joseph's family came from Kenya*. Pupils stick the notes onto a large map of the world and note connections with Commonwealth countries.
 - Ask pupils to work in pairs to discuss how they describe their identities. It may be appropriate to draw on work from key stage 3 at this point. How does this relate to where they were born? What is their perception of the ethnic composition of the population in their local community. Draw the discussion together as a class and use available statistics to see how their perceptions relate to the true composition of their locality. Then ask pupils to consider the UK as a whole. What do they know about the origins of the peoples in England or the UK?
 - Individually or in small groups, pupils select one group of immigrants to the UK to investigate further. They should have access to a range of information sources, reflecting the diversity of peoples in the UK, including recent, historical and locally relevant examples, *eg refugees from Bosnia; the Vikings and the Romans; post-war migration of African-Caribbeans in the twentieth century*. Pupils study where these people originated, and when and why they came to the UK, *eg as invaders, as slaves or servants, as refugees*. Why did they choose to come to the UK? This activity could form part of a school-linking project, enabling pupils to compare their research with that of pupils at a school in another part of the UK in a different geographical, ethnic or socio-economic context.
 - Review with pupils what they learned at key stage 3 about the Human Rights Act and the situation regarding refugees. They consider why individuals and groups are forced to migrate to protect their human rights. Pupils summarise their findings and share these as a class.
 - Pupils reflect on what they have investigated and discussed in this section. They consider how it feels to be a newcomer to a group, at school or in their community. They list ways in which someone new or different can be made to feel welcome and included in the school or the community.
- identify why people migrate from one area or country to another, recognising that some, but not all, do this out of choice
 - use their imagination to appreciate the experiences of others
 - recognise the importance of mutual respect and understanding
- Sensitivity is needed in dealing with pupils' own experiences of migration. Ground rules for looking at sensitive issues should be reviewed and observed. See the *Teacher's guide* from the key stage 3 citizenship scheme of work.
 - Some communities have little visible diversity. However, this exercise will usually reveal that every community has been affected by migration.
 - This section builds on unit 4 'Britain – a diverse society?' in the key stage 3 citizenship scheme of work. It is important to help pupils recognise that we are all members of different ethnic, cultural, religious, social, political, economic and geographical groups and that these help to make up our identities.
 - Statistics on the ethnic composition of populations are available from local authorities.
 - Unit 17 'School linking' in the key stage 3 scheme of work provides information on how to establish school linking that supports citizenship.
 - Link with geography: GCSE criteria: sense of place (2.1ii); interdependence (3.1iii); locational knowledge (3.1viii); geographical enquiry (3.1x).

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Where do we come from? What are our communities like?

- Extension activity: opportunities to draw on, or link with, history. Pupils could study twentieth-century history of regimes that tried different forms of 'separate development', ethnic cleansing and genocide as responses to racial conflict and inequalities, eg *the Holocaust*, *apartheid in South Africa*, *ethnic cleansing in the former Yugoslavia*. Pupils could explore: how individuals protested against such regimes; the influence of Mandela in South Africa; the pacifist approach adopted by Gandhi against the British Raj. Using imaginative writing, pupils can explore the ideals and motivations of people who struggle against social injustice.

What is racism?

- about different causes of racial discrimination, prejudice and intolerance
- how to respond to situations that might be racist
- Ask pupils to discuss why racism is wrong, eg *any form of discrimination is unacceptable, including on the basis of race, culture, religion, ability, gender, etc; racism may involve violent crime; people should be treated equally and fairly regardless of race; racism is against the law*. Ask them to give examples of incidents involving racial discrimination that they have heard or read about in the local or national news.
- Using a range of scenarios as a focus for discussion, ask pupils to consider whether or not they think the scenario involves racial discrimination or racist activity. Scenarios could include:
 - a Sikh boy being teased because he wears a turban
 - a British National Party magazine, which contains cartoons making fun of Asian and black people, being passed round
 - a black pupil deliberately tripping up a white boy and the white boy hitting him
 - an Asian shopkeeper complaining because pupils from the school are constantly being rude to him
 - people constantly telling derogatory jokes about the Irish to an Irish girl
 - a black pupil whose parents live on benefit being told 'You lot just come over here to sign on'
- Pupils build on their conclusions from the above scenarios by reviewing a range of video clips, either from the news or from a video such as *My England*. They work in groups to identify the issues raised.
- As a class, review the pupils' decisions and findings. Ask them to talk about whether they found it easy to make their decision on whether or not racist action or behaviour was involved. Did they use any rules to help them make their decisions? Why do people act in racist and discriminatory ways?
- describe different forms of racism and their causes and effects
- know that discrimination, including racism, is unacceptable
- Heartstone produces materials that can stimulate and support discussions.
- The Britkid and Commission for Racial Equality websites can help with this section.
- The 'Four Corners' game could be used as an alternative activity to the first part of this section. The scenarios listed could be turned into statements. The four corners of the classroom are labelled 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. Pupils listen to a statement and go to the corner of their choice. Undecided pupils stay in the middle. Pupils justify their opinions and may change their mind if they wish.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

How does the law protect citizens from discrimination and racism?

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| <ul style="list-style-type: none"> • about the role of the law in protecting citizens from discriminatory behaviour • how the European Convention on Human Rights and the Human Rights Act 1998 protect basic rights • about the role of public bodies such as the Commission for Racial Equality | <ul style="list-style-type: none"> • Ask pupils to use newspaper articles and other sources to find out how the law protects individuals or groups against racism and discrimination. Pupils choose a topical example, <i>eg the Race Relations (Amendment) Act 2000, introduced to place a positive duty on public authorities to promote racial equality; or the Commission for Racial Equality, which monitors race equality and champions test cases</i>. Using a range of sources of information, including newspapers, websites and reports, pupils find out about the Macpherson Inquiry, which came about as a result of the murder of Stephen Lawrence. What happened? Who was involved? What actions have been taken as a result? Pupils share and discuss their findings. • Alternatively, pupils explore how the European Convention on Human Rights and the Human Rights Act 1998 protect us from discrimination and harm. Focus on the issues surrounding asylum, linking them with activities in unit 1 'Human rights'. • Extension activity: visitors could be invited to the school to provide different perspectives on racism, the law and responses to the law, <i>eg a police liaison officer could talk about race and policing issues, a local authority representative could explain local responses to the Race Relations Act, or a local MP could discuss how issues of racism and other forms of discrimination are addressed in parliament</i>. | <ul style="list-style-type: none"> • define the term 'discrimination' and know about laws in this country which prohibit it • know about the role of the Commission for Racial Equality • use their investigation of the Macpherson Inquiry to discuss recent changes in anti-discrimination law | <ul style="list-style-type: none"> • This section could be expanded to cover other forms of discrimination, <i>eg against gender, sexual orientation, disability, age, religion, region</i>. • Various student texts on the Race Relations Act are available. The Commission for Racial Equality has a useful website, outlining the current law and giving details of regional contacts. • Much useful information about the Stephen Lawrence case and the subsequent events can be found at: www.standards.dfes.gov.uk/schemes |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**How can we challenge racism and discrimination?**

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| <ul style="list-style-type: none"> • to consider the experiences of others who have been treated unfairly or in a discriminatory way • to reflect on their learning and consider how to take responsible action in situations where racist or discriminatory actions may have taken place • to participate in policy and curriculum reviews | <ul style="list-style-type: none"> • Ask pupils to consider what they would do if someone was treating them unfairly or committed a racially motivated crime against them. • Individually, then in pairs or groups, pupils reflect on what they have learnt in this unit and list the 10 most important things that they think should be taught in schools about diversity and tolerance and about challenging racism and inequalities. The class list could be taken forward to the school's curriculum committee. • In small groups, pupils consider what they would do in various given scenarios: <ul style="list-style-type: none"> – they are out with a group of friends and one of them makes a racist comment – they witness a fight involving a group of Asian pupils attacking a white man – they see young pupils writing racist graffiti on a bus shelter – they see a black Muslim woman being jostled by a group of white girls Pupils think about what they could do as individuals. Who should they tell? Who could they ask for help and advice? • Pupils review the school's policy on dealing with racist incidents. Does it cover all the forms of racism that pupils might encounter? Does it make clear what all those involved should do, <i>eg the victim, observers, those to whom it is reported?</i> If the policy is inadequate, pupils make recommendations on how it should be amended. They consider how to incorporate into school policy and practice the ideas and strategies developed through this unit, including providing support for pupils who might be victims of racism. • As a class, pupils reflect on what they have learnt. They discuss how, other than through schools, mutual respect and positive understanding between communities can be promoted. | <ul style="list-style-type: none"> • identify ways of responding to racial incidents and devise strategies for challenging racism and discrimination • know how they can influence school policy, practice and curriculum • take part in discussion and suggest ideas for promoting tolerance and respect in a multi-ethnic, inclusive society | <ul style="list-style-type: none"> • If pupils are represented on the curriculum committee and policy groups, the results of these activities can be fed back through the representatives. Where there is no pupil representation, schools should consider how the pupil perspective can be established. • This section could be adapted to take into account community issues that arise in the school's locality. Media coverage of the issues may be useful as a starting point for discussion. If media sources are used, it is important to ensure that ethnic minority publications are included as well as national and local sources. |
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