

Amnesty International

# SLAVERY TODAY

## HUMAN RIGHTS IN THE CURRICULUM

A human rights resource for teachers of KS4  
Citizenship, History, PSE, RE and related subjects.

### BACKGROUND

*'Slavery...I didn't know about all these forms that existed. I think it's largely because we aren't expecting it. It is hidden. Generally people would not believe that it is possible under modern conditions. They would say, "No, I think you are making it all up," because it is just too incredible...'*

**Archbishop Desmond Tutu<sup>1</sup>**

The abolition of the transatlantic slave trade began 200 years ago this year, and many schools will want to mark this event. However, new forms of slavery are prevalent today – it is estimated that there are currently at least 12 million men, women and children in slavery around the world.<sup>2</sup> This resource encourages student awareness of the various forms of modern slavery, with a particular focus on trafficking, the fastest growing form of slavery today.

Trafficking is a modern day slave trade. Traffickers use deception or coercion to take people away from their homes. Victims of trafficking are then forced into a situation of exploitation, such as forced labour or prostitution. Campaigning organisations such as Amnesty International, Anti-Slavery International and UNICEF are calling for an end to all forms of modern slavery and for governments to implement the European Convention on Action Against Trafficking in Human Beings.

<sup>1</sup> Hull, UK 1999.

<sup>2</sup> Statistics from the ILO (the International Labour Organisation, the UN agency working on labour rights) 2005 report 'A global alliance against forced labour'.

[www.amnesty.org.uk/education](http://www.amnesty.org.uk/education)

**PROTECT THE HUMAN**



## About this resource

This resource contains materials for one or two lessons. The activities can be used in a stand-alone lesson or can be incorporated into a scheme of work on related themes such as Contemporary Moral Issues, the History of Slavery, Fair Trade and Development Issues.

This resource is part of Amnesty International's Human Rights in the Curriculum series, raising awareness of human rights issues through curriculum-linked lesson activities. Full curriculum links for this resource are provided at the end of the document.

For more free resources see [www.amnesty.org.uk/education](http://www.amnesty.org.uk/education)

## Learning objectives

- To learn about different forms of modern slavery.
- To explore a topical issue (trafficking) and to contribute to group discussions on this.
- To use imagination and empathy to explore experiences other than your own.
- To consider how individuals can take responsibility (eg through consumer choice) for the human rights of others.
- To be familiar with the European Convention Against Trafficking and to evaluate whether it goes far enough to protect those affected by trafficking.

## Resources

In addition to copies of the worksheets provided, you will need:

- Internet access for Activity 6 Extension/Homework

## ICT opportunities

- Internet research and IT presentation (Activity 6)

## Human rights

The following articles of the Universal Declaration of Human Rights (UDHR) are relevant to this activity:

### Article 4

No one shall be held in slavery or servitude.

### Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

### Article 13

Everyone has the right to freedom of movement.

### Article 23

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

### Article 25

Everyone has the right to an adequate standard of living for ... health and well-being, including food, clothing, housing, medical care and necessary social services.

# SLAVERY TODAY

## LESSON OUTLINE



### Introduction

Tell the class that they are going to be learning about slavery, but don't introduce the concepts of 'modern slavery' or 'trafficking' yet.

Explain that you are going to ask students to do a visualisation exercise first, to get them thinking about the topic. Suggest they close their eyes to avoid distractions. They should listen to your questions and see what their imagination comes up with.

## ACTIVITY 1

### VISUALISATION EXERCISE

#### Instructions to class

I'd like you to imagine a slave. What does that slave look like? What is that slave doing? Where do they live? Are they living in any particular period in history? Try to imagine your answers to these questions in as much detail as possible (repeat the questions again).

To get feedback from the class, ask them to put up a hand if they answered yes to any of the following questions:

Put your hand up if you imagined a slave who was:

- A woman
- A child
- Alive today
- Doing housework, such as cooking and cleaning?
- Living in this country
- Of white racial background

#### Feedback/lesson objectives

It's possible that many in the class would have imagined a slave of the type who suffered under the transatlantic slave trade, especially if the class have recently learnt about this in History lessons.

Explain to the class that although the slave trade was abolished 200 years ago this year (2007), it is estimated that there are at least 12 million men, women and children in slavery around the world today.<sup>3</sup> Slavery exists even in the UK and affects people of all ages and ethnic/racial backgrounds. Explain the learning objectives for the rest of the lesson: to learn about modern forms of slavery, in particular trafficking, and to explore some case studies of people affected by this.

<sup>3</sup> Statistics from the ILO (the International Labour Organisation, the UN agency working on labour rights) 2005 report 'A global alliance against forced labour'.

## ACTIVITY 2



### WHAT IS A SLAVE?

- In pairs, students come up with their own definitions.
- Then they share their ideas as a class and come up with an agreed class definition.
- Their definition might include some of the ideas below.

A slave is someone who is:

- Forced to work through mental or physical threat
- Owned or controlled by an 'employer'
- Physically constrained or has restrictions placed on his/her freedom of movement
- De-humanised
- Bought and sold as 'property'



## ACTIVITY 3

### EXAMPLES OF MODERN SLAVERY

- Write the names of six different examples of 'modern slavery' on the board in this order:  
Forced labour  
Sexual slavery  
Child labour  
Bonded labour  
Forced marriage  
Descent-based slavery
- In pairs or small groups, give students the 'Definitions of Modern Slavery' worksheet.
- Ask each pair or group to work out which definition goes with which name. Students should be able to work out the answers by reading the definitions carefully and looking out for key words.

### Answers

- 1 Child labour
- 2 Bonded labour
- 3 Forced labour
- 4 Forced marriage<sup>4</sup>
- 5 Descent-based slavery
- 6 Sexual slavery

### Defining trafficking

Explain that the rest of the lesson will focus on another form of modern slavery, trafficking. Write on the board the three key defining features of trafficking:

- **Movement of a person:** a person who is trafficked is moved away from their family and home, and is moved either to a different place within the same country, or to another country.
- **With deception or coercion:** a person who is trafficked may have been forcefully abducted or they may have been tricked by a trusted friend or family member or by joining an agency who promises them a better life, with a well-paid job.
- **Into a situation of exploitation:** those who are trafficked may end up in forced labour or trapped working in a job with a poor wage.

<sup>4</sup> Note: A forced marriage is not the same as an arranged marriage. In the case of the latter, there is the option of rejecting the partner proposed by the parents involved. Forced marriages do occur in the UK. Therefore, discussing this topic with students will require a degree of sensitivity in case they or members of their family are facing these issues. Also be aware of stereotyping – forced marriages are not exclusive to people of a single racial or religious background. Government guidance on 'Dealing with cases of forced marriage' can be found at [www.publications.teachernet.gov.uk/eOrderingDownload/FCO%2075263.pdf](http://www.publications.teachernet.gov.uk/eOrderingDownload/FCO%2075263.pdf)

**ACTIVITY 3** contd**DEFINITIONS OF MODERN SLAVERY**

- 1 This form of slavery exists when the labourer is below the minimum legal working age. Many young people are forced to work because they are poor and cannot survive without the extra income. Employers prefer to hire workers who are below the minimum legal age because, compared to adults, they are less likely to protest against low wages and poor working conditions.
- 2 This form of slavery is when a person is forced to work as a means of repayment for a loan. It is also sometimes known as 'debt bondage'. The labourer will often receive basic food and shelter as 'payment' for their work, but may never pay off the loan, which can be passed down for generations.
- 3 This type of slavery affects people who are illegally recruited by individuals, governments or political parties and made to work against their will. The victims of this kind of slavery are threatened with violence and other punishments and usually receive little or no pay for their work.
- 4 This type of slavery affects girls and women who are told who they are to marry and are not given any choice on the matter. Many of these girls and women are treated as slaves by their husbands and are often victims of physical violence.
- 5 This type of slavery affects people who are born into a 'group' that society views as suited to being used as slave labour. This 'group' could be based on class, race or ethnicity. People born into this group face ongoing discrimination throughout their life and aren't free to choose what kind of work they do or who they work for.
- 6 This type of slavery affects mostly girls and women, though occasionally young boys too, and involves forcing them to provide whatever sexual services are required. Usually they are locked up and routinely subjected to actual or threatened physical violence as well as sexual abuse. Sex without consent is, of course, rape.



## ACTIVITY 4

### TRAFFICKING CASE STUDIES

- Put the class into small groups.
- Give each group one case study (see pages 11-13) of a victim of trafficking.<sup>5</sup>  
Note: Many of those who suffer at the hands of traffickers are subject to violence and sexual abuse. If you feel that some of the case studies are not suitable for your class, you may want to leave them out.
- Give each group a plain language version of the Universal Declaration of Human Rights (see page 14).
- Ask each group to look at their case study and then answer the following questions:
  1. Why was this person vulnerable to trafficking?
  2. What do you think was the motive of the traffickers?
  3. a) How was this trafficked person treated?  
b) Does this fit your definition of slavery?
  4. What human rights were denied to this victim of trafficking?
  5. Why was it so difficult for this person to escape his/her situation?
- When the groups have finished, ask each group to share their answers and thus to explain their case study to the rest of the class.
- Ideas for the answers to the questions are given in italics below

### Answers

1. Why was this person vulnerable to trafficking?  
He/she was poor and lacking opportunities; he/she was neglected by his/her parents and/or society; there were no support structures available to this person or he/she may not have known where to go for help.
2. What do you think was the motive of the traffickers?  
To make money; they wanted cheap labour (to fulfil a demand for cheap goods).
3. a. How was this trafficked person treated?  
Description of the work they had to do.  
b. Does this fit your definition of slavery?  
Refer back to the class definition: If the victim was forced to work, controlled by their employer and restrictions were made on his/her freedom of movement, then this fits the definition of slavery given.
4. What human rights were denied to this victim of trafficking?  
Articles 4, 5, 13, 23, 24, 25.

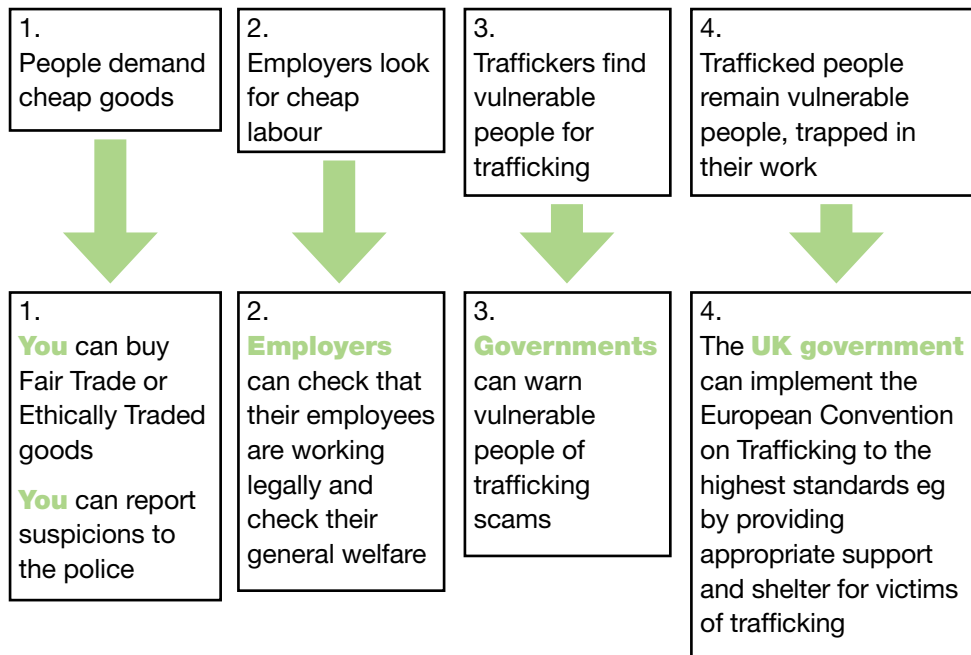
<sup>5</sup> All case studies are real stories sourced from UNICEF, the *Independent* and Eaves.



## ACTIVITY 5

### BREAKING THE CHAIN

- Outline the simplified example of the causes of trafficking given below – you could write this up on the board as a flow diagram.
- Ask the class to look at each link in the chain, and consider what can be done at each stage to stop trafficking.
- Write up their ideas, adding the suggestions given below. Use the background information to help explain these points.



### Background information

#### Fair Trade

Fair Trade guarantees decent working conditions and ensures that producers receive a fair price for their goods. Investment is also made into development projects that fight poverty. To find out more go to [www.fairtrade.net](http://www.fairtrade.net)

#### Ethical Trade

Ethical Trade does not go as far as Fair Trade – it does not ensure a fair price for goods, nor does it involve investment in development projects. However, it does ensure that core labour standards are met, including that no forced, bonded or involuntary prison labour and no illegal child labour are used.

If students want to guarantee that they are buying products that do not support the modern slave trade, they can find out which shops and brands are signed up to the Ethical Trading Initiative by going to [www.ethicaltrade.org/Z/abteti/who/memb/list.shtml#co](http://www.ethicaltrade.org/Z/abteti/who/memb/list.shtml#co)

#### Reporting

Students may become aware of people working in nearby hotels or on local farms who appear to be working under duress and should report their suspicions to the police.

Some students may in the future also come across victims of sex trafficking.





## ACTIVITY 5 contd

It is a reality that many young British men will buy the services of a prostitute at some time, indeed for some young men this is seen as an initiation into manhood, or part of 'a fun night out with the lads'. Raising awareness of the realities behind prostitution may only be appropriate with older students, but sharing the information below ensures that any future choices young men make are informed choices.

There are websites that give a kind of review and rating of brothels and the prostitutes in them. Recently one man wrote on the website about one brothel 'Don't go here, waste of money, it's rubbish – the girl's heart isn't in it'. Shortly after this the brothel was raided and it was found that some of the girls had been trafficked and were being held against their will and forced to provide sex. Of course this is rape.

The police do have an arrangement that if a man has used the services of a prostitute and suspects the girl is being controlled and forced, then the man should report his concerns and the police will not take action against him but will investigate the welfare of the woman.

### The European Convention against Trafficking

In January 2007 the UK government publicly announced its commitment to sign the European Convention on Trafficking.

This law allows victims of trafficking:

- a breathing period ('reflection period') of at least 30 days during which they can receive support to aid their recovery, including safe housing and emergency medical support;
- temporary residence permits for trafficked people who may be in danger if they return to their country, and/or if it is necessary to assist criminal proceedings.

Ask students what they think of the recommendations made in the Convention. Do these measures provide enough support and protection to victims of trafficking?

Campaigning organisations like Amnesty International are calling for a greater commitment

- A reflection period of 90 days rather than the bare minimum of 30. Research into effects on women's health of trafficking for both domestic work and sex slavery has shown this is the minimum period of time required to get over the worst of the trauma and begin to be able to make informed decisions.<sup>6</sup>
- 6-month renewable residence permits not dependent only on cooperation in prosecutions but also for those who are otherwise traumatised, unsafe or unsupported, as is provided for currently in Italy where they have signed the convention and where they have had over 3,000 prosecutions for trafficking.
- Provision of appropriate, adequate, resourced support and shelter provided by relevant specialists and reflecting the need of the victims (eg refuge for women victims of sexual trafficking, specialist child care agencies for children etc).

<sup>6</sup> Research by public health policy worker Dr Cathy Zimmerman, London School of Hygiene & Tropical Medicine, in her 2006 report 'Stolen Smiles', based on two years of research interviewing women who have been trafficked across Europe.

**ACTIVITY 6****EXTENSION/HOMEWORK**  
**REPORTING MODERN SLAVERY**

Ask students to write a newspaper report on trafficking. This could be presented as a written newspaper article, an audio 'radio' report, or a role-play for a TV news feature. The aim of the report is to raise awareness of the reality of trafficking and slavery today, and to explain what can be done to end this.

The report should include:

- A definition of trafficking, with explanations and examples
- An explanation of how buying fair/ethically traded goods help to tackle this and other modern forms of slavery
- An explanation of what the UK government could do to tackle trafficking.

Students can make use of ICT to write up/present their work.

Useful websites:

[www.amnesty.org.uk/svaw](http://www.amnesty.org.uk/svaw)

[www.crimereduction.gov.uk/toolkits/tp00.htm](http://www.crimereduction.gov.uk/toolkits/tp00.htm)

[www.antislavery.org/homepage/antislavery/trafficking.htm](http://www.antislavery.org/homepage/antislavery/trafficking.htm)

[www.ecpat.org.uk](http://www.ecpat.org.uk)

[www.ilo.org](http://www.ilo.org)

[www.fairtrade.net](http://www.fairtrade.net)

[www.ethicaltrade.org](http://www.ethicaltrade.org)

## CASE STUDIES ACTIVITY 6 contd



## CASE STUDIES

## Case Study 1: Maryam

Having seen her own twin sister die as a result of female genital mutilation\* prior to a forced marriage, Maryam refused to undergo the same procedure – and her family rejected her. Banished from her home and vulnerable to abuse, Maryam was picked up by a man who promised to bring her to England and offer her an education but in fact he was a child trafficker. She was brought to London and locked in a basement where she suffered repeated rape as a child prostitute. She was just 13 years old.

Six years later, possibly now being too ‘old’ for her trafficker’s clients, she was given false documents and let out of her prison. She tried to leave the country and was arrested and convicted of ‘being in possession of a false document’. She served a 10-month prison sentence and lives in threat of expulsion from the UK. No action has yet been taken against her trafficker.

\* Often referred to as ‘female circumcision’, female genital mutilation is when part or all of the external female genital organs are cut or removed for cultural, religious or other non-medical reasons. The procedure, which is often carried out with non-sterile scissors or knives, can cause severe psychological and physical damage, with some girls dying from haemorrhaging and shock. It is estimated that between 100 and 140 million girls and women have undergone female genital mutilation (World Health Organisation).

## Case Study 2: Adina

After her parents died, Adina found work helping on a market stall in Kampala, Uganda. One day the woman who ran the stall told her to go with two men. She said they were going to take her to live abroad, where she would be safe and could go to school. Adina was put on a plane to the UK, collected by a man at the airport, taken to a house and locked in a kitchen. For the next two years, Adina was forced to live in this one room. By climbing on a chair, she could just see into a garden. She had no idea where she was. Adina’s ‘job’ was to clean and cook for her ‘owner’ who was later joined by a second man.

After a couple of months, the role took on a new element – Adina was taken upstairs and raped. She finally managed to escape when one of the men fell asleep drunk and failed to lock the kitchen door. He woke and chased Adina, but she hid in a ditch before managing to flag down a car. The driver dropped her at Marylebone Police Station in London.

**CASE STUDIES ACTIVITY 6** contd**Case Study 3: Jin Lai**

In the Chinese province of Fujian, many families give their children – especially boys – to so-called ‘snakehead’ gangs. These are traffickers who promise to take the boys to a new life in a new country. The price for their ‘service’ is high – a figure of £20,000 is not unusual. The families of course do not have such money. So the child, once smuggled, has to work for the traffickers to pay off the debt. Unpaid debts can result in threats to the child’s family. This form of slavery is called ‘debt bondage’.

Jin Lai was brought to a Kent police station by someone who lived near where he had been sleeping rough. He spoke no English, but the police soon established that he did speak Mandarin Chinese. An interpreter from Immigration and Social Services was called in. Although he had no documentation, Jin Lai said he was from Fujian Province in China and that he was 16 years old.

Social services placed him in a foster home, but within a few days a number of men called, claiming to be the boy’s uncles and asking to visit. The foster parent did not reveal the boy’s address and informed Kent social services. Social workers managed to contact one of the alleged uncles on his mobile phone, but he refused to disclose an address.

Lai eventually admitted that he had been living and working in a restaurant. He had been made to work seven days a week and slept in a makeshift dormitory with other males from China. He had run away from the restaurant, and started sleeping outside, which is where he had been when he was found. He said he did not feel comfortable disclosing how much he or his family owed to the people who brought him into the country. Lai was moved to a new foster home and agreed not to tell his agents where he was.

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**Case Study 4: Theo**

Theo was one of 54 Greek Roma gypsies, including 10 women, rescued from a flower farm in Penzance, Cornwall. Local ‘fixers’ had promised them expenses, food, ‘proper flats’ and a choice to leave if they didn’t like the work, for £34 a day.

Instead they were housed in a barn with no heating or proper plumbing. As food, they shared cans of dog food. Those who were paid earned six pence per bunch of a dozen handpicked stems for their part in the £50m annual daffodil harvest. However, the ‘gangmaster’ refused to pay others, claiming they were in his debt for the costs of bringing them from Greece. When they tried to escape the gangmaster sent in heavies who beat them up with sticks and threatened at gunpoint to keep them working before they finally managed to escape. The daffodils were supplied to a company who was providing the flowers for sale in major UK supermarkets.

**CASE STUDIES ACTIVITY 6** contd**Case Study 5: Danielle**

Danielle was trafficked from Lithuania at the age of 15. She says that before this time she was happy with her family and friends. One of her friends was contacted by a woman she didn't know and offered a job in a bar in London during the summer holidays. The friend asked Danielle to go with her and she agreed, because she wanted some extra money. Danielle was asked to travel with a man to the UK.

Danielle and her friend were met at the airport by some Albanian men and a Lithuanian woman who handed £3,500 to the man who had travelled with her. At this point Danielle realised she had been sold and wanted to escape, but she didn't know anyone in England and didn't speak English.

She was taken to Birmingham and told she'd be living in a flat with the Albanian man who had bought her. He repeatedly raped and beat her, then took her to a brothel and told her she had to have sex with customers. Danielle was too terrified to refuse. One of the other girls working there gave her a short skirt and low cut top and said she had to wear them. 'Don't think about trying to escape,' she said. 'Wherever you try to run they will find you.'

The customers were English. She believes that clients could see that she was distressed but none of them ever offered to help. After several months of working in the brothel Danielle escaped by telling the brothel owner she was going out to the local shop. She contacted the police and was placed with a foster family, then flown back to Lithuania.

Now Danielle is 18 years old and is trying to rebuild her life living in another part of Lithuania with her boyfriend, but she is still scared the traffickers will get her again. She says 'What they did to me has changed my life forever. I'm trying to move on but that's very hard after you've been sold.'

# THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)

(Young people's version)



- 1 We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
- 2 These rights belong to everybody; whether we are rich or poor, whatever country we live in, whatever sex or whatever colour we are, whatever language we speak, whatever we think or whatever we believe.
- 3 We all have the right to life, and to live in freedom and safety.
- 4 Nobody has any right to make us a slave. We cannot make anyone else our slave.
- 5 Nobody has any right to hurt us or to torture us.
- 6 We all have the same right to use the law.
- 7 The law is the same for everyone. It must treat us all fairly.
- 8 We can all ask for the law to help us when we are not treated fairly.
- 9 Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
- 10 If we are put on trial, this should be in public. Those who try us should not let anyone tell them what to do.
- 11 Nobody should be blamed for doing something until it has been proved that they did it. If people say we did something bad, we have the right to show this was not true. Nobody should punish us for something that we did not do, or for doing something which was not against the law when we did it.
- 12 Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family, without a very good reason.
- 13 We all have the right to go where we want to in our own country and to travel abroad as we wish.
- 14 If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- 15 We all have the right to belong to a country.
- 16 Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17 Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18 We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
- 19 We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people wherever they live, through books, radio, television and in other ways.
- 20 We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21 We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders from time to time and should have a vote which should be made in secret.
- 22 We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our skills.
- 23 Every grown-up has the right to a job, to get a fair wage for their work, and to join a trade union.
- 24 We all have the right to rest from work and relax.
- 25 We all have the right to a good life, with enough food, clothing, housing, and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.
- 26 We all have the right to education, and to finish primary school, which should be free. We should be able to learn a career, or to make use of all our skills. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.
- 27 We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
- 28 We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.
- 29 We have a duty to other people, and we should protect their rights and freedoms.
- 30 Nobody can take away these rights and freedoms from us.

## CURRICULUM LINKS



### England

Whole school contribution to pupils' Spiritual, Moral, Social and Cultural Development:

#### Spiritual Development

- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit: moral neutrality or indifference, injustice, racism and other forms of discrimination

#### Moral Development

- an ability to think through the consequences of their own and others' actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemmas
- a considerate style of life

#### Social Development

- challenge, when necessary and in appropriate ways, the values of a group or wider community
- reflect on their own contribution to society and to the world of work
- appreciate the rights and responsibilities of individuals within the wider social setting
- understand the notion of interdependence in an increasingly complex society.

#### KS4 Citizenship

##### 1. Knowledge and understanding

Students should be taught about:

- 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
- the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- the rights and responsibilities of consumers, employers and employees
- the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations
- the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

##### 2. Developing skills of enquiry and communication

Students should be taught to:

- 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
- express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- contribute to group and exploratory class discussions, and take part in formal debates.

##### 3. Developing skills of participation and responsible action

Students should be taught to:

- 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.

**CURRICULUM LINKS** contd

RE for 14-19 year olds

**2. Learning from religions:**

Students should be taught to:

- a. reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
- b. develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion
- c. relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life
- d. develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.

**KS4 Humanities Entitlement (Geography and History)**

The KS4 Humanities Entitlement requires that pupils have 'the opportunity to review and reflect on moral dilemmas implicit in current issues'. Refer to your specific GCSE Geography and History syllabus for further curriculum links to topics such as Development (Geography) and Slavery (History).

**Northern Ireland**

Curriculum links relate to the current guidelines for the Revised Curriculum for NI

**Learning for Life and Work: Local and Global Citizenship Strand:**

Human Rights and Social Responsibility

Young People should have opportunities to:

- Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people
- Investigate key human rights principles as outlined in the UDHR
- Investigate local and global scenarios where human rights have been seriously infringed
- Investigate the principles of social responsibility and the role of individuals, society and government in promoting these.

**Scotland**

Curriculum links relate to the current guidelines for the new Curriculum for Excellence

The activity supports the development of students as:

**Successful learners able to:**

- Learn independently and as part of a group
- Make reasoned evaluations

**Responsible citizens able to:**

- make informed choices and decisions
- develop informed, ethical views of complex issues.



## CURRICULUM LINKS contd



### Wales

#### KS4 PSE

PSE provision should enable pupils to:

- Value cultural diversity and equal opportunity and respect the dignity of all
- Be moved by injustice, exploitation and denial of human rights
- Listen attentively in different situations and respond appropriately
- Communicate effectively their feelings and views in a wide range of situations
- Make moral judgements and resolve moral issues and dilemmas
- Work both independently and cooperatively.

Community Aspect

Pupils should:

- Know how democratic systems work and understand how individual citizens, public opinion, lobby groups, and the media can contribute and have an influence and impact
- Have a developing global awareness of contemporary issues and events including human rights.