



I HAVE A VOICE

Justice 4 You's response to the [Call for evidence: Ethnic Disparities and inequality in the UK](#)

Justice 4 You is a youth-led campaign for the inclusion of racial diversity and immigration on the national curriculum. We are working with our own teachers to review the curriculum at our school to address the lack of reputation of minority groups in what we are taught. As co-founder of this campaign I would like to share our learnings from this process with you because I believe that education is a vital step towards reducing racism and racial inequalities in the UK. If you would like to find out more about the campaign [please visit our website](#).

Q4. How should the school curriculum adapt in response to the ethnic diversity of the country?

Research from psychologists Tatum (2003) and Winkler (2009) demonstrates that children become aware of race in their early years, and can therefore develop racist beliefs at this age too.¹ In order to combat the gestation of such beliefs, schools need to teach racial diversity from a young age. In terms of pre-school, this can be done through having, for example, dolls/toys of all races, and having teachers instigate play centered around equality. This could also be done through singing and storytelling. The same can be applied for lower primary school years.

For older primary school children, racial inclusion needs to be filtered into all subjects, for example, emphasising the role of Mary Seacole in the Crimean War as well as that of Florence Nightingale, or the role of the Gurkhas as well as British troops when we commemorate Remembrance Day/Sunday. Furthermore, the teaching of immigration is vital to tackling racism. Teaching students why people migrate will help them understand that holding prejudice against perceived 'foreigners' is wrong. Teaching immigration tolerance is not political; every student is of course entitled to their opinions on immigration quotas/policies. However, teaching students to understand immigration and the need to show respect to all citizens of the world is needed. I would like to see a mandatory module on immigration in KS2 to encompass this, as well as a more indepth module in KS3.

However, the subject that needs most reformation, in my view, is history. The KS3 history modules encompass the following:

- The development of Church, state and society in Medieval Britain 1066-1509
- The development of Church, state and society in Britain 1509-1745
- Ideas, political power, industry and empire: Britain, 1745-1901
- Challenges for Britain, Europe and the wider world 1901 to the present day - must include Holocaust
- A local history study
- The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- At least one study of a significant society or issue in world history and its interconnections with other world developments

¹ Winkler, E (2009). *Children Are Not Colorblind: How Young Children Learn Race*. Available from: <https://inclusions.org/wp-content/uploads/2017/11/Children-are-Not-Colorblind.pdf>. [Accessed 13.11.2020]

That there are two entire modules dedicated to the British Church whilst the rest of the world is squeezed into one module baffles me. An ethnic minority student cannot feel represented by these modules; in fact, one of the speakers at the [E-petition evidence session on black history and cultural diversity in the curriculum](#) stated that he stopped studying history due to a lack of connection and representation for ethnic minorities in the curriculum. Hence, I propose that at least one topic per year of study in KS3 should be international and, more importantly, from a non-British lens. For KS4 and KS5 students, I propose that at least one of their GCSE/A-Level modules is viewed through a non-British lens.

These modules should include both a positive celebration of culture and a more critical look into the oppression of ethnic minorities. For example, when studying Francis Drake's circumnavigation in the GCSE Elizabethan topic, there should be an inclusion of the role of the black sailors too. I have only recently learnt about how Drake's relations to the 'Cimaroons', who were mixed-race sailors from Africa, were integral to his success in capturing masses of Spanish silver in 1577 due to their local expertise. I learnt this through my own desire to expand the racial diversity of my historical knowledge by reading 'Black and British' by David Olusoga; but I had studied the circumnavigation two years ago at school in which these sailors were not once mentioned.² Alongside modules like this, that celebrate ethnic minority citizens, a study of their oppressions must also be included; for example, the American Slave Trade or Apartheid in South Africa. By encompassing both the positive and negative aspects of racial history, students will receive a comprehensive balance and understanding of racial equality, rather than solely learning about ethnic minorities as the oppressed.

Thank you for taking the time to read my response. I hope it can be used.

Yours faithfully,

Justice 4 You

² Olusoga, D (2016). *Black and British: A Forgotten History*. London: Pan Books an imprint of Pan Macmillan, pp.16-17.