

## Year 9 RE & Citizenship – Human Rights & The Holocaust

*Game Changer: 'I can interpret and evaluate a range of ideas and assess how they have impacted the world around me.'*

This unit focuses on a 'watershed' moment for humanity and helps us to understand the dangers of prejudice and discrimination. We consider the impact of The Holocaust for people of faith and others, and on the development of human rights for all.

|                       |                                                                                                                                                           |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Discrimination</b> | Discrimination is when a person is treated unfairly because of who they are or characteristics that they have - for example, because of their religion.   |
| <b>Genocide</b>       | The deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.              |
| <b>Persecution</b>    | Mistreatment of an individual or group by another individual or group. The most common forms are religious persecution, racism and political persecution. |

Find out more:

Holocaust Education  
Trust

BBC Bitesize



### The Holocaust

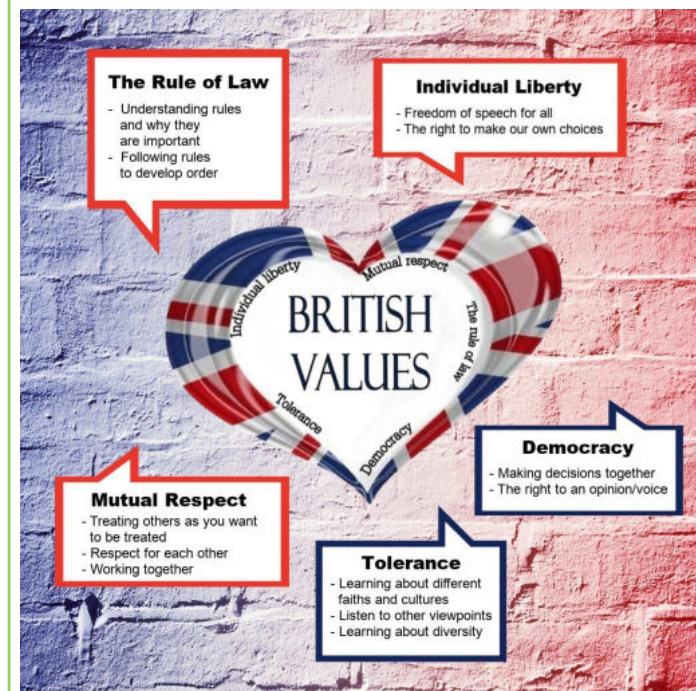
The word "Holocaust," from the Greek words "holos" (whole) and "kaustos" (burned), was historically used to describe a sacrificial offering burned on an altar. Since 1945, the word has taken on a new and horrible meaning: the organised state-sponsored persecution and mass murder of millions of European Jews (as well as millions of others, including Romani people, the intellectually disabled, physically disabled and homosexuals) by the German Nazi regime between 1933 and 1945.

### The Universal Declaration of Human Rights (1948)

The extermination of almost 17 million people during the Holocaust, including 6 million Jews, horrified the entire world. After the war, governments worldwide made a real effort to develop international peace and prevent conflict. This resulted in the establishment of the United Nations in June 1945. On 10 December 1948, the General Assembly of the United Nations announced the Universal Declaration of Human Rights (UDHR).

This sets out 30 rights and freedoms that belong to all of us. These include: the right to life, the right to an education, freedom from torture or inhuman treatment, the right to practice your religion, and the right to a fair trial.

### Fundamental British Values



British Values are the values which show people what it means to be a citizen in a modern and diverse Britain.

They promote environments which are free from discrimination, intolerance and hate. They help to challenge prejudice and stereotyping, whilst strengthening relationships within our diverse communities. Schools have a duty to promote these values in all they do.

Communicate

Apply

Inquire

Contextualise

Evaluate

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|                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Propaganda</b> | Propaganda is the spreading of biased, sometimes misleading information, to promote a political cause or a particular opinion. |
| <b>Resistance</b> | The refusal to accept or comply with something. A secret organisation resisting authority, especially in an occupied country.  |

## Ghettos

After the Nazis occupied Poland in 1939, they began segregating Jews in areas known as ghettos, usually in the most run-down area of a city. The word 'ghetto' comes from the Italian 'getto nuovo' or 'new foundry', the area in which the Jews were confined.

Initially many ghettos were open, but very soon barbed wire fences or walls were built around them. Jews were then not allowed to leave or have any contact with the outside world. Food rations were at starvation level and disease was rife though lack of clean water and sanitation. Hundreds of thousands of people died in the ghettos.

From 1942 to 1944, the ghettos were closed down and their Jewish inhabitants either shot or transported to extermination camps.



Children in the Warsaw Ghetto, Poland.

This ghetto was opened in October 1940 and used until May 1943.

## Anti-Semitism

Anti-Semitism is hostile behaviour toward Jews just because they are Jewish. Jews have been discriminated against both as a religious group and as a racial group.

In the UK, The Equality Act (2010), identifies religion as a protected characteristic and therefore it is illegal to discriminate against someone based on their religion.

Anti-Semitism can take many forms from conspiracy theories including stereotyped views and teachings stating that Jews are inferior, to outright verbal abuse and physical attacks on individuals or groups. It can constitute a hate crime in the United Kingdom. Anyone who is found guilty of a hate crime can be given a harsher sentence by the judge.



The Warsaw Ghetto, May 1941

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|                            |                                                                                                                                                                                                                                                                                         |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Concentration Camps</b> | A place where people are detained or confined without trial. Prisoners were kept in extremely harsh conditions and without any rights.                                                                                                                                                  |
| <b>Extermination Camps</b> | Camps established for the mass extermination or murder of the Jews.                                                                                                                                                                                                                     |
| <b>Kindertransport</b>     | The operation to evacuate Jewish children from Nazi-controlled areas of Europe to the United Kingdom between 1938 and 1940.                                                                                                                                                             |
| <b>Labour Camps</b>        | By 1945 more than 14 million people were exploited in the network of hundreds of forced labour camps that stretched across the whole of Nazi-occupied Europe. People were basically worked so hard and kept in such awful conditions the intention was that they would die as a result. |
| <b>Resistance</b>          | The refusal to accept or comply with something. A secret organisation resisting authority, especially in an occupied country.                                                                                                                                                           |

Find out more:

Yad Vashem

Sir Nicholas Winton



## Jewish Resistance

### How Jews Kept Their Faith

Jews resisted the Nazis in many ways. Even in the ghettos and camps many managed to preserve their cultural and religious identity. They maintained schools and prayer groups. Others organised cultural and artistic groups. Many people wanted the world to know what was happening and kept diaries. There are many examples of this kind of resistance –showing courage and resilience in horrific circumstances.

In the Vilna ghetto, the Jews managed to maintain an underground library. In the Warsaw ghetto, a great teacher, Janusz Korczak, set up an orphanage. He taught the children, organised plays for them and tried to make their lives as normal as possible. He even went with them to their deaths in the camp, Treblinka, so that they should not be frightened of the dark.



## Sobibor Extermination (Death) Camp

In the summer of 1943, led by Leon Feldhendler, the prisoners began planning a mass escape from Sobibor. This was helped by the arrival at the end of September 1943 of many Soviet Jewish prisoners of war. The prisoners planned to kill the SS soldiers, steal their weapons and escape from the camp.

On 14 October 1943, the prisoners managed to kill 11 SS men and several Ukrainian guards. Around 300 prisoners were able to escape. However, many of them were captured and killed. Most of those who had not joined the escape were also killed. About 50 of the escapees survived the war. After the uprising, the Nazis destroyed Sobibor. The whole area was ploughed, planted with crops and given to a Ukrainian guard.

## Yad Vashem

Yad Vashem, means 'a memorial and a name'. Yad Vashem is situated on the Mount of Remembrance in Jerusalem, and was set up by the Israeli government in 1953. It is a museum and archive as well as a source of information and education for future generations, not just a place to remember those who died in the Holocaust. It holds the names and stories of victims and those who helped Jews during the Holocaust. Visiting Yad Vashem is a reminder to Jews of the importance of rebuilding their communities so that Jews, their faith and their way of life, may be secure in the years to come.



## Sir Nicholas Winton

Nicholas Winton was a British banker and humanitarian. He was now known for organising the rescue of 669 Czech children from Nazi-occupied Czechoslovakia during the 9 months before war broke out in 1939. This became known as the Czech Kindertransport and the children rescued were called 'Winton Children'. It was only after the war his story became known.



Nicholas Winton & one of the rescued children.

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