



House of Commons
Education Committee

Holocaust education

Second Report of Session 2015–16



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to the report*

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Education Committee

The Education Committee is appointed by the House of Commons to examine the expenditure, administration, and policy of the Department for Education and its associated public bodies.

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Publication

Committee reports are published on the [publications page](#) of the Committee's website and by The Stationery Office by Order of the House.

Evidence relating to this report is published on the [inquiry page](#) of the Committee's website.

Committee staff

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Summary

The Holocaust stands apart from other historical events in being required through the National Curriculum to be taught as part of the secondary school history curriculum. Beyond the curriculum, the Government supports Holocaust education through a range of grants and projects. The Prime Minister's Holocaust Commission reported one year ago in January 2015, and plans are being made to preserve survivor testimony, to create a new national memorial and secure the long-term future of Holocaust education. This will include the establishment of a world-class learning centre for future generations of students.

We have discovered a wealth of good practice and enthusiasm in Holocaust education. Teachers are taking students beyond facts to a deeper understanding of what it means to be an active and informed citizen. In doing so they are ably supported by several educational and charitable organisations. However, too few teachers—particularly history teachers—are being trained to teach the Holocaust. While much of the training available for teachers is of a high standard, more needs to be done to extend its reach to subjects other than history. The Holocaust should remain part of the core history curriculum, and we believe that the teaching of the Holocaust would be strengthened by the adoption of a deliberately cross-curricular approach.

In some schools, learning about the Holocaust leads on to teaching about other genocides. We regard this as a positive development, so long as the Holocaust continues to be taught well.

Holocaust education is aided by the personal testimony of Holocaust survivors. Students today have the benefit of hearing directly from some of those affected by the Holocaust of the impact that it had on them and their families. Sadly, this opportunity will not last forever, and steps must be taken to preserve their words for future generations.

Introduction

Our inquiry

1. The nature, scale and significance of the Holocaust set it apart from other events of world history in the twentieth century. As a consequence, it is specified as a topic within the National Curriculum which must be taught as part of key stage 3 history in maintained schools.¹ We announced our inquiry into Holocaust education on Monday 21 September 2015, and held a single oral evidence session on Tuesday 1 December 2015.
2. We invited written submissions addressing the following issues:
 - a) The quality of the teaching of the Holocaust and educational programmes in schools.
 - b) The impact of teaching the Holocaust on young people.
 - c) The focus on the Holocaust in the National Curriculum and the absence of teaching of other genocides.
 - d) Training for teachers in Holocaust education.
 - e) The implementation of the recommendations by the Prime Minister's Holocaust Commission which have relevance to teaching in schools.
3. We received over 100 written memoranda, including a number from young people who have benefited from the work of organisations promoting and providing Holocaust education. This indicates the level of public and professional interest in Holocaust education, by which we are greatly encouraged. We are grateful to all of those who took the time to write to us.

Government action and responsibility

4. On 27 January 2014, Holocaust Memorial Day, the Prime Minister announced the formation of a Holocaust Commission, whose terms of reference were to investigate “what further measures should be taken to ensure Britain has a permanent and fitting memorial to the Holocaust, along with sufficient educational and research resources for future generations”.² The Commission reported in January 2015,³ and noted many examples of excellent practice. It did, however, identify four gaps in national efforts to provide adequate education and commemoration of the Holocaust and made recommendations to address them. They were:

1 Department for Education ([HOL 053](#)) para 1

2 Prime Minister's Holocaust Commission, [Terms of Reference](#), 27 January 2014

3 Prime Minister's Holocaust Commission, [Britain's Promise to Remember: the Prime Minister's Holocaust Commission Report](#), January 2015

Box 1: The conclusions of the Prime Minister's Holocaust Commission

- (1) Widespread dissatisfaction with the current national memorial in Hyde Park
 - A striking and prominent new National Memorial
- (2) Effective Holocaust education fails to reach significant numbers of young people
 - A World-Class Learning Centre at the heart of a campus driving a network of national educational activity
- (3) Inadequate support for regional projects compounded by a lack of long-term funding for Holocaust education
 - An endowment fund to secure the long-term future of Holocaust Education—including the new Learning Centre and projects across the country
- (4) The testimony of survivors and liberators needs to be urgently recorded and appropriately preserved
 - An urgent programme to record and preserve the testimony of British Holocaust survivors and liberators

Source: Prime Minister's Holocaust Commission, [Britain's Promise to Remember: the Prime Minister's Holocaust Commission Report](#), January 2015, pp12–14

5. The Commission is assisted by two expert groups: one on education and another on commemoration. The expert group on education is chaired by Dame Helen Hyde, Head of Watford Grammar School for Girls. The Prime Minister's Commission and its Expert Groups are currently taking forward the recommendations made in January 2015, mindful of the need to proceed with haste to preserve the testimony of those directly affected by the Holocaust.

6. We are launching our report in time for Holocaust Memorial Day 2016. It is our hope that this report will complement the work of the Prime Minister's Holocaust Commission and address several specific issues within the control of the Department for Education. We have heard through our inquiry that Holocaust education in the UK is characterised by outstanding examples of research-led and content-rich material, but that the reach of much of this excellent work is limited. Put simply, too many young people have far too superficial an understanding of the causes, nature and consequences of the Holocaust.

1 The purpose of Holocaust education

Social and historical awareness

7. The Department for Education told us that “The Government believes it is important that pupils are taught the history and understand the appalling events of the Holocaust, and to understand how society can prevent the repeat of such a catastrophe.”⁴ As a consequence, the Holocaust has been a named topic for compulsory inclusion as part of the secondary school history curriculum in England since the statutory National Curriculum was introduced in 1991.⁵ Its status was unaffected by the 2014 review of the National Curriculum.⁶ Although the teaching of the Holocaust is a compulsory part of the history curriculum in maintained schools, the Department for Education acknowledges the scope for it to be taught through other subjects in addition to history.⁷ The Department also stated in its written memorandum that “whilst there is no requirement to teach the history of other genocide atrocities, teachers are free to do so, and many do.”⁸

Confronting intolerance and prejudice

8. A number of the written submissions that we received from people involved in the education of young people stated that intolerance and prejudice in general and anti-Semitism in particular were problems that they had encountered in classrooms and wider society.⁹ Tackling intolerance and prejudice was also given as a reason to teach the Holocaust in schools. Paul Salmons, Programme Director of the Centre for Holocaust Education (CfHE) at University College London’s Institute of Education told us that it was difficult to show through research that teaching the Holocaust promoted tolerance. However, he noted that this was a problem not limited to Holocaust education, but was a feature of ‘values education’ more widely, and did not necessarily mean that the effect did not take place.¹⁰ Professor Debórah Dwork at Clark University went further in her memorandum, stating that although “there is no empirical evidence that Holocaust education either is needed to serve as vaccination against racism, or in fact does so function, students clearly believe that is its role.”¹¹ These views were shared by Professor Michael Rosen, Professor of Children’s Literature at Goldsmiths University of London, who told us that while it was difficult to say that Holocaust education promoted tolerance as such, it had a role to play in confronting Holocaust denial and challenging racism and anti-Semitism.¹²

9. However, Paul Salmons suggested that the value of Holocaust education was in the opportunity it presented for the articulation of values often already held by young people, a view which was shared by Andy Lawrence, a history teacher from Hampton School.¹³ Karen Pollock, Chief Executive of the Holocaust Educational Trust (HET) suggested

4 Department for Education ([HOL 053](#)) para 4

5 Department for Education ([HOL 053](#)) para 1

6 Department for Education, [The national curriculum in England: Key stages 3 and 4 framework document](#) (December 2014), p97

7 Department for Education ([HOL 053](#)) para 2

8 Department for Education ([HOL 053](#)) para 3

9 Professor Michael Rosen ([HOL 001](#)) paras 3-4; Alice Bouilliez ([HOL 002](#)) paras 3-5; Rabbi Lord Jonathan Sacks ([HOL 021](#)) paras 3 and 10; Community Safety Trust ([HOL 082](#)) para 5

10 Q1

11 Professor Debórah Dwork ([HOL 047](#)) para 17

12 Q35

13 Q1 [Salmons]; Q35 [Lawrence]

that studying the Holocaust might cause young people to become more active in the community in fighting injustice.¹⁴ Andy Lawrence gave an example of this activism in the production by a group of students of a video entitled *We Remember Rwanda*, which was made following their study of the 1994 genocide in that country.¹⁵ The Board of Deputies of British Jews stated that the “messages of Holocaust education, including the danger of appeasement, lead logically out of the classroom and into social action and campaigning.”¹⁶

10. We have received a wealth of written evidence attesting to the importance of high-quality Holocaust education. This requires a detailed knowledge of the subject including when, why, where and who as well as an understanding of the roles of perpetrator, victim, bystander and rescuer. We have heard about examples of inspiring education which take students well beyond the classroom. At its best, Holocaust education can lead students towards being active and informed citizens.

14 Q1

15 Q37; Youtube.com, [We Remember Rwanda](#), accessed 27 December 2015; see also Centre for Holocaust Education, [St John's School, Leatherhead](#), accessed 27 December 2015

16 Board of Deputies of British Jews ([HOL 091](#)) para 6

2 The status and quality of Holocaust education

Training for teachers

11. Two of the organisations represented by our witnesses (the Holocaust Educational Trust and the Centre for Holocaust Education) provide Holocaust education training for teachers.¹⁷ The Government provides funds of £500,000 per annum to the CfHE at the University of London, which is matched by the Pears Foundation.¹⁸ CfHE teacher training is available as part of both initial teacher education and continuing professional development. However, Karen Pollock drew attention to research conducted by UCL in 2009 which stated that around 80% of teachers of the Holocaust were self-taught.¹⁹ The CfHE estimates that, although more than 6,000 teachers have participated in its programmes, there are “perhaps 30,000 history teachers in 4,000 secondary schools, as well as tens of thousands of Religious Education, Citizenship, English and other teachers teaching about the Holocaust”.²⁰ As a consequence, more than seven years after the establishment of the CfHE, “the vast majority of teachers teaching about the Holocaust in UK schools either have not received any professional development in Holocaust education or have participated in the programmes of institutions whose work is not quality assured.”²¹

12. Andy Lawrence told us that the continuing professional development he had received from the Imperial War Museum and Centre for Holocaust Education was the best he had ever had as a teacher.²² This was representative of the bulk of evidence we received: that the training for teachers available on the Holocaust is of an especially high standard. This may well be a consequence of the closeness of training to research,²³ the use of site visits and the richness of the resources available, including survivor testimony.

13. Dame Helen Hyde argued in favour of Holocaust education for all new entrants to the teaching profession, echoing the proposal made by the Imperial War Museums and others in written submissions.²⁴ But this view was not shared by the Association of School and College Leaders, which said in its written submission that:

There is a temptation to fall into the trap of requiring for example particular approaches, specified time allocations, or that all new teachers should be trained in the topic. Such an approach is a mistake, as it stifles creativity and tends to reduce the response to compliance. And of course it inevitably fails

17 We received several pieces of written evidence from teachers at Centre for Holocaust Education ‘Beacon schools’, e.g. Caroline West ([HOL 015](#)); Laura Walton ([HOL 018](#)); Peter Calder ([HOL 020](#)); Abigail Minton ([HOL 025](#)); Rory Gallagher ([HOL 028](#)), and from young people who have participated in Holocaust Educational Trust projects, e.g. Alexander Moore ([HOL 004](#)); Nicole McNab ([HOL 005](#)); Sarah O’Hanlon ([HOL 007](#)); Ella Pooley ([HOL 008](#)); Emma-Louise Howell ([HOL 010](#)).

18 Department for Education ([HOL 053](#)) paras 6 & 12-16

19 Q28; Institute of Education, [Teaching About the Holocaust in English Secondary Schools: An empirical study of national trends perspectives and practice](#), (University of London, October 2009)

20 Centre for Holocaust Education ([HOL 089](#)) para 28

21 Centre for Holocaust Education ([HOL 089](#)) para 29; Q27

22 Q54

23 Ashley Bartlett, on behalf of Leicestershire Secondary SCITT ([HOL 041](#)) para 3

24 Q32; Imperial War Museums ([HOL 019](#)) para 24; Jessica Kempner ([HOL 022](#)) para 3; National Union of Teachers ([HOL 024](#)) para 17

to allow for the different resources, world-views, and communities of different institutions.²⁵

14. The status of the Holocaust within the National Curriculum creates demand for high quality teacher training above and beyond the training available for discretionary topics.

15. The Department for Education should take steps to support the organisations it funds to deliver Holocaust education to more history teachers. The Department for Education should also consider how the teacher training it funds could be extended to teachers of subjects other than history.

Survivor testimony

16. Our witnesses were in full agreement on the value of first-hand survivor testimony. Karen Pollock told us of the effect that hearing from a Holocaust survivor can have in the classroom:

I think that we are lucky that we have Holocaust survivors still with us and still prepared to travel the length and breadth of the country, giving their testimony in schools, reliving the memory of what they went through over and over again [...] What we find is you can be in the most disruptive classroom with the most difficult young people, but when a Holocaust survivor stands up and gives their story you can hear a pin drop.²⁶

17. Sarah O’Hanlon, an ambassador for the Holocaust Educational Trust, told us that by hearing the personal testimony of a survivor, students could learn “what persecution, what hatred, what racism even can lead to. You can see the little stories and, as you were saying about the individual strands of the Holocaust, each person experienced it in a different way”.²⁷

18. As the people directly affected by the Holocaust become fewer in number, a need arises to preserve their testimony for future generations. Sir Eric Pickles, the UK’s Special Envoy for post-Holocaust issues, gave an example of a film featuring a young lady reading the words of her grandmother, and drew attention to the efforts being made to preserve through recordings the direct words of survivors.²⁸ Andy Lawrence and Sarah O’Hanlon both advocated drawing on the experience of survivors of other genocides, not to replace, but rather to complement the testimony of Holocaust survivors.²⁹

19. The personal testimony of Holocaust survivors is irreplaceable. Work is underway to preserve the stories of survivors, as well as those written records of people who died during or since the Holocaust. We recognise the current and future role to be played by relatives and descendants of victims of the Holocaust. We hope that the Government will respond favourably to proposals from the Holocaust Commission for preserving Holocaust testimony for future generations, when they are made.

25 Association of School and College Leaders ([HOL 090](#)) para 10

26 Q24; see also Q41 [Lawrence]

27 Q39

28 Q25

29 Qq44-6; see also Andy Lawrence ([HOL 003](#)) para 6.3

Programmes and visits

20. Holocaust education is enhanced by the possibility of study visits to sites in Europe. Auschwitz is the site most often associated with Holocaust education in the UK.³⁰ The Holocaust Educational Trust runs the ‘Lessons from Auschwitz’ project, which sets a visit to the camp in the context of a four-part programme including phases of orientation and review. ‘Lessons from Auschwitz’ receives £1.85m funding from the Department for Education; in 2014–15, almost 2,000 students aged between 16 and 18 from England participated.³¹ We received numerous written submissions attesting to the positive impact of the Lessons from Auschwitz programme. Our witnesses also spoke positively of the value of visiting other sites associated with the Holocaust such as Wannsee, Sachsenhausen or Ravensbrück.³² Some of our witnesses raised concerns that by focusing too heavily on Auschwitz, there was a risk that an overly simplistic account of the Holocaust might be given.³³

21. *The Government should consider giving more young people the opportunity to visit Auschwitz, preferably through the Lessons from Auschwitz programme. Subsequent visits to other sites might also be encouraged.*

22. While the value of such visits is generally accepted, the Board of Deputies of British Jews noted that:

Not all students can or will go on an educational visit to a camp or even to a museum. Enabling as many children to be able to do this would clearly be positive and hugely beneficial to the teaching and understanding of the Holocaust. However augmented reality technology, such as 3D virtual tours of camps, is a tool that can be used in order to reach more people.³⁴

23. The Prime Minister’s Holocaust Commission report set out several ways in which technology could be used to improve Holocaust education for students unable to travel to visit European sites.³⁵

The teaching of other genocides

24. The Imperial War Museums quoted guidance produced by the Education Working Group of the International Holocaust Remembrance Alliance, which states that:

the Holocaust may constitute a starting point and the foundation for studying genocide [...] to compare the Holocaust to other genocides may be a means to alert young people to the potential danger for other genocides and crimes against humanity to evolve today. This may strengthen an awareness of their own roles and responsibilities in the global community.³⁶

30 Q38

31 Department for Education ([HOL 053](#)) para 5

32 Qq20-2

33 Q38; Chris Jezewski ([HOL 055](#)) para 4

34 Board of Deputies of British Jews ([HOL 091](#)) para 2

35 Prime Minister’s Holocaust Commission, [Britain’s Promise to Remember: the Prime Minister’s Holocaust Commission Report](#), January 2015, pp45-6

36 Imperial War Museums ([HOL 019](#)), para 15

25. Sarah O’Hanlon told us that there was little awareness of other genocides amongst the students she had met as a Holocaust Educational Trust ambassador.³⁷ Several witnesses strongly advocated the teaching of other genocides, but stated that teachers did not have the time, resources or training to teach about other genocides.³⁸

26. The Aegis Trust told us in written evidence that “Students should know there is a pattern to genocide, that warning signs of genocide have been identified by researchers and that people remain under the threat of genocide in the world today.”³⁹ This point was reinforced during our oral evidence sessions.⁴⁰ Mr Lawrence told us that his anecdotal evidence was that:

those pupils who have studied the Holocaust and another genocide, they are more angry about other genocides occurring. They feel that they understand the Holocaust better as a result of comparing it to another genocide and they felt that the Holocaust illuminated other genocides and so on. It was a very positive thing to do.⁴¹

27. Mr Lawrence told us that he did not feel that the teaching of other genocides would compromise the teaching of the Holocaust:

I don’t think any right-minded teacher would replace teaching the Holocaust with other genocides. I think the point is—and there is plenty of anecdotal evidence out there—that by teaching both you enhance understanding of the Holocaust.⁴²

28. We agree that the teaching of other genocides should not come at the expense of failing to teach the Holocaust. Some of the testimony we have received from witnesses supported the teaching of other genocides following on from the Holocaust.

Statutory status and the National Curriculum

29. The Government requires all secondary schools following the National Curriculum to teach students about the Holocaust in history lessons:

37 Sarah O’Hanlon ([HOL 007](#)) para 3

38 Andy Lawrence ([HOL 003](#)); Claire Harrington ([HOL 073](#)) para 5

39 Aegis Trust ([HOL 100](#))

40 Q26; Qq44-5

41 Q46

42 Q45

Box 2: The Holocaust in the National Curriculum

Pupils should be taught about:

[...]

- challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include:
 - Examples (non-statutory)
 - (1) women’s suffrage
 - (2) the First World War and the Peace Settlement
 - (3) the inter-war years: the Great Depression and the rise of dictators
 - (4) the Second World War and the wartime leadership of Winston Churchill
 - (5) the creation of the Welfare State
 - (6) Indian independence and end of Empire
 - (7) social, cultural and technological change in post-war British society
 - (8) Britain’s place in the world since 1945

Source: Department for Education, [The national curriculum in England: Key stages 3 and 4 framework document](#) (December 2014), p96–7

30. The Holocaust Educational Trust noted in its written evidence that “Despite these examples of high-quality Holocaust education, we are aware that the situation in the classroom varies across the country. Over 50% of Secondary Schools in England are not required to follow the National Curriculum and in some cases there is a lack of prioritisation of History within schools.⁴³ The UCL Centre for Holocaust Education noted that despite a secure place on the National Curriculum, the effectiveness of Holocaust education was constrained by:

- Limited time available for teachers to teach about the Holocaust;
- A lack of guidance from the National Curriculum about what should be covered or why and how it should be taught;
- The quality and teaching and learning about the Holocaust not being part of the Ofsted inspection framework;
- And—more recently—its virtual disappearance from formal examinations.⁴⁴

31. Dame Helen Hyde expressed concern that in some schools, Holocaust education was cursory and touched upon only in order to move swiftly on to something else.⁴⁵ Dame Helen Hyde stressed the importance of strong leadership from the top of a school to

43 Holocaust Educational Trust ([HOL 0083](#)) para 2g

44 UCL Centre for Holocaust Education ([HOL 089](#))

45 Q7

reinforce an ethos shared by the whole school,⁴⁶ a point which was reinforced in written evidence received from Royal Wootton Bassett Academy.⁴⁷ Dame Helen called for greater specification within the curriculum and for some form of assessment of the extent to which students have taken the lessons of the Holocaust on board.⁴⁸ Gertrude Silman, Honorary Life President of the Holocaust Survivors' Friendship Association said that pre-existing knowledge of the Holocaust among schoolchildren she met was variable, and that important aspects of the Holocaust such as the Slovak uprisings were not taught as frequently as, for example, Auschwitz was.⁴⁹ CfHE also noted that two structural changes (the increase in the number of academies, which are not required to follow the National Curriculum, and the collapsing by some schools of Key Stage 3 into two, rather than three, years) meant that the expectation of universal Holocaust education is no longer matched by reality.⁵⁰

32. A growing number of students are at schools where the Holocaust is not required to be taught by the National Curriculum. While many academies will rightly elect to teach students about the Holocaust, the Government should take steps to ensure that Holocaust education does not become inadvertently patchy.

Teaching the Holocaust

33. Another key question is what should be taught as part of Holocaust education. Sir Eric Pickles told us that “Everybody can imagine themselves being a victim of the Holocaust, but few people can imagine themselves being a perpetrator.”⁵¹ He suggested that “the lesson from the Holocaust is how a civilised society, like ours, can be turned, turned in a very short time, so the utterly unreasonable thought that a liberal society can be turned into an oppressive society in a relatively short time”.⁵²

34. Another area of concern that emerged in some of the written evidence we received was over the use of images which might have a shocking or distressing effect on some young people.⁵³ Several of our witnesses spoke of ensuring that Holocaust education was appropriately tailored to the age of students concerned,⁵⁴ and emphasised the need for Holocaust education to avoid being inadvertently dehumanising.⁵⁵

35. Some evidence we received suggested that Holocaust education would be strengthened by the adoption of a cross-curricular approach,⁵⁶ starting with history and religious education, but possibly extending to other subjects such as philosophy, English, drama or PSHE.⁵⁷ In his written submission, Professor Rosen drew our attention to the substantial body of fiction, poetry, cinema and television based on the Holocaust,⁵⁸ but the Board of

46 Q3

47 Royal Wootton Bassett Academy (HOL 098) paras 37-9; see also Prime Minister's Holocaust Commission, [Britain's Promise to Remember: the Prime Minister's Holocaust Commission Report](#) (January 2015), p36

48 Q9

49 Q38

50 UCL Centre for Holocaust Education ([HOL 089](#)) para 20

51 Q31

52 Q32; see also Q36 [Rosen]

53 Dr Barbara Hibbert ([HOL 040](#)), para 1; Alice Bean ([HOL 088](#)), para 3

54 Q40; Board of Deputies of British Jews ([HOL 091](#)) para 4

55 Graduate School of Education, University of Bristol ([HOL 059](#)) para 5

56 Qq15-16; Q19; National Union of Teachers ([HOL 024](#)) para 5

57 Q44; Andy Hay ([HOL 009](#)) para 2

58 Professor Michael Rosen ([HOL 001](#)) paras 4 and 9

Deputies of British Jews cautioned against over-reliance on easy to source media solutions rather than quality teachers and first-hand accounts, whilst recognising the lasting impact that varied sources can have on students.⁵⁹ The Holocaust Educational Trust maintained that cross-curricular schemes of work should complement the teaching of the Holocaust in history lessons.⁶⁰

36. We recognise the importance of ensuring that the Holocaust is taught in sensitive and age-appropriate ways, and conclude that the teaching of the Holocaust would be strengthened by the adoption of a deliberately cross-curricular approach.

59 Board of Deputies of British Jews ([HOL 091](#)) para 3

60 Holocaust Educational Trust ([HOL 083](#)) Summary

Conclusions and recommendations

1. We have received a wealth of written evidence attesting to the importance of high-quality Holocaust education. This requires a detailed knowledge of the subject including when, why, where and who as well as an understanding of the roles of perpetrator, victim, bystander and rescuer. We have heard about examples of inspiring education which take students well beyond the classroom. At its best, Holocaust education can lead students towards being active and informed citizens. (Paragraph 10)
2. The status of the Holocaust within the National Curriculum creates demand for high quality teacher training above and beyond the training available for discretionary topics. (Paragraph 14)
3. *The Department for Education should take steps to support the organisations it funds to deliver Holocaust education to more history teachers. The Department for Education should also consider how the teacher training it funds could be extended to teachers of subjects other than history.* (Paragraph 15)
4. The personal testimony of Holocaust survivors is irreplaceable. Work is underway to preserve the stories of survivors, as well as those written records of people who died during or since the Holocaust. We recognise the current and future role to be played by relatives and descendants of victims of the Holocaust. We hope that the Government will respond favourably to proposals that are made by the Holocaust Commission for preserving Holocaust testimony for future generations, when they are made. (Paragraph 19)
5. *The Government should consider giving more young people the opportunity to visit Auschwitz, preferably through the Lessons from Auschwitz programme. Subsequent visits to other sites might also be encouraged.* (Paragraph 21)
6. We agree that the teaching of other genocides should not come at the expense of failing to teach the Holocaust. Some of the testimony we have received from witnesses supported the teaching of other genocides following on from the Holocaust. (Paragraph 28)
7. A growing number of students are at schools where the Holocaust is not required to be taught by the National Curriculum. While many academies will rightly elect to teach students about the Holocaust, the Government should take steps to ensure that Holocaust education does not become inadvertently patchy. (Paragraph 32)
8. We recognise the importance of ensuring that the Holocaust is taught in sensitive and age-appropriate ways, and conclude that the teaching of the Holocaust would be strengthened by the adoption of a deliberately cross-curricular approach. (Paragraph 36)

Formal Minutes

Wednesday 20 January 2016

Members present:

Neil Carmichael in the Chair

Lucy Allan

Marion Fellows

Ian Austin

Suella Fernandes

Michelle Donelan

Lucy Frazer

Draft Report (*Holocaust education*), proposed by the Chair, brought up and read.

Ordered, That the draft Report be read a second time, paragraph by paragraph.

Paragraphs 1 to 36 read and agreed to.

Summary agreed to.

Resolved, That the Report be the Second Report of the Committee to the House.

Ordered, That the Chair make the Report to the House.

Ordered, That embargoed copies of the Report be made available (Standing Order No. 134).

[Adjourned till Wednesday 27 January at 9.00 am

Witnesses

The following witnesses gave evidence. Transcripts can be viewed on the [inquiry page](#) of the Committee's website.

Tuesday 1 December 2015

Question number

Dame Helen Hyde, Headmistress, Watford Grammar School for Girls, **Rt Hon Sir Eric Pickles MP**, UK Envoy on Post-Holocaust Issues, **Paul Salmons**, Director, Centre for Holocaust Education, and **Karen Pollock MBE**, Chief Executive, Holocaust Educational Trust

[Q1–35](#)

Andy Lawrence, History Teacher, Hampton School, **Sarah O'Hanlon**, Holocaust Educational Trust Ambassador, **Gertrude Silman**, Honorary Life President, Holocaust Survivors' Friendship Association, and **Professor Michael Rosen**, Professor of Children's Literature, Goldsmiths University of London

[Q36–55](#)

Published written evidence

The following written evidence was received and can be viewed on the [inquiry page](#) of the Committee's website. HOL numbers are generated by the evidence processing system and so may not be complete.

- 1 Aegis Trust ([HOL0100](#))
- 2 Alice Bean ([HOL0088](#))
- 3 Alice Bouilliez ([HOL0002](#))
- 4 All-Party Parliamentary Group against Antisemitism ([HOL0052](#))
- 5 Andy Hay ([HOL0009](#))
- 6 Andy Lawrence ([HOL0105](#))
- 7 Anna Cardy ([HOL0079](#))
- 8 Annemiek Gringold ([HOL0037](#))
- 9 Asociatia Tikvah ([HOL0044](#))
- 10 Associate Professor Richard Harris ([HOL0078](#))
- 11 Association of School and College Leaders ([HOL0090](#))
- 12 Birmingham City University Teach First ([HOL0048](#))
- 13 Captain (retd.) Nicholas Beesly ([HOL0006](#))
- 14 Center for Humanistic Education at The Ghetto Fighters House Museum ([HOL0026](#))
- 15 Chief Rabbi Ephraim Mirvis ([HOL0103](#))
- 16 Childrens Support Services South ([HOL0050](#))
- 17 Chris Jezewski ([HOL0055](#))
- 18 Community Security Trust ([HOL0082](#))
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