

KS4/KS5 Assembly / Tutorial Script

(Approx. 10–15 minutes, adaptable for tutor time or assembly)

Slide 1 – Title

“Today we are looking at **refugees in the UK – facts, myths and choices**.

This is an issue you may have seen in the news or online, and it’s something that also has relevance here in our local community.”

Slide 2 – The debate

“Take a moment to look at these headlines.

They are all about the same issue, but they present it in very different ways.

Think about this:

- **How are these headlines trying to influence your opinion?**
- What language or images stand out?

This is important because much of what we think comes from how information is presented.”

Slide 3 – Definitions

“Two key terms:

- A **refugee** is someone who has been legally recognised as needing protection
- An **asylum seeker** is someone waiting for a decision

Many people wait a long time for that decision. During this time, most are not allowed to work and live on very limited income.”

Slide 4 – Global reality

“Most refugees don’t come to the UK.

In reality, most stay in countries close to where they started, often in more challenging conditions.”

Slide 5 – A real journey

“As you watch this short clip, think about:

- What challenges the person faced

- What choices they had
- How they might have felt”

(Play video)

Slide 6 – Common claims

“You may have heard statements like:

- ‘They get everything for free’
- ‘They take jobs’
- ‘They are all the same’

The key question is: **Are these accurate, or are they assumptions?”**

Slide 7 – UK reality

“The reality is more complex:

- The asylum process often takes a long time
- Most asylum seekers are not allowed to work while waiting
- Financial support is limited
- Accommodation is often shared and basic

It is important to base our views on facts rather than assumptions.”

Slide 8 – Local context

“This is not just a global issue – it affects our local community in Mansfield.

Some families here:

- Have had to leave their countries for safety
- Cannot work while waiting for decisions
- Live on a very small daily amount of money

Think about this: **How would your family manage in that situation?”**

Slide 9 – Ethical question

“This raises a bigger question:

What responsibility do we have to people fleeing danger?

And thinking further:

- Should responsibility be local, national or global?”
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Slide 10 – Final thoughts

“As you leave today, remember:

- Think carefully
- Facts and understanding lead to better judgement
- Act responsibly
- Be respectful and fair
- Challenge misinformation

In the UK, we value **respect, tolerance and fairness**, and these help us live well together in a diverse society.”

Learning Objectives

By the end of the session, students will:

- Understand the difference between a **refugee and an asylum seeker**
 - Develop awareness of the **global and UK context of migration**
 - Be able to **identify and challenge misconceptions and bias**
 - Apply **critical thinking to media and information sources**
 - Reflect on their own **values, attitudes and responsibilities** towards others
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Rationale

This session supports statutory and inspection expectations:

Ofsted – Personal Development

- Promotes **critical thinking, empathy and informed discussion**
 - Supports pupils to become **responsible, respectful and active citizens**
 - Contributes to **SMSC development**, particularly social and moral understanding
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British Values

The session actively promotes:

- **Mutual respect and tolerance of those with different backgrounds**

- Understanding of **diversity and inclusion in modern Britain**
 - Development of **informed and balanced viewpoints**
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✓ **KCSIE (Safeguarding)**

- Supports a **safe, reflective learning environment**
 - Helps pupils understand the **wider world and vulnerability**
 - Encourages respectful behaviour and reduces risk of **prejudice-based harm**
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✓ **Prevent Duty**

- Develops **media literacy and critical evaluation of sources**
 - Challenges **stereotypes, misinformation and bias**
 - Supports pupils in building **resilience to extreme or misleading narratives**
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✓ **Local Context (Mansfield)**

- Connects global issues to **students' lived environment**
 - Promotes **community awareness and cohesion**
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✓ **Optional delivery note (recommended for staff)**

(Not for slides)

- Be aware that some students may have personal or family experience of migration
- Avoid asking for personal disclosure
- Allow space for quiet reflection rather than forced discussion