

Year 10 - Rights and Responsibilities - Staff overview and planning tool

Learning Outcomes

By the end of this module, pupils **WILL** be able to...

- Know of the existence of the UDHR and the history behind it
- Reflect on how the UDHR affects them individually and society as a whole
- Know that there are rules controlling the way in which the police may (and may not) search for and collect evidence
- Understand that there are rules controlling the way in which the law works in Britain and how they are affected by this

By the end of this module, pupils **SHOULD** be able to...

- List a number of rights and, in particular, their general right to have a good quality of life
- Reflect on how rights and responsibilities can come into conflict
- State their right to have access to private legal advice from a solicitor if they are questioned by the police
- Discuss the difference between civil and criminal law and know some of their legal rights within the law
- Reflect on the nature of the law and whether it is ever justified to break the law

By the end of this module, pupils **COULD** be able to...

- Develop arguments indicating how the UDHR has limited ability to impose its guidelines on individual countries and how they should be balanced in order to protect the rights of the individual
- Develop arguments indicating how the powers of the police are or should be balanced in order to protect the rights of the individual
- Develop arguments indicating how the law is interpreted and have a detailed critique of the strengths and weaknesses of the British Justice system

William Ellis School Aims:

- To discuss the balance needed between rights and responsibilities
- To teach that there is law in the UK, EU and Internationally which protect our Human Rights
- To discuss and reflect on the main powers of the police in relation to stopping, searching, arresting and questioning members of the public
- To educate on the components of the British Legal System, including knowing the difference between civil and criminal law
- To reflect on whether breaking the law is ever justified

Statutory Requirements—What pupils should know:

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Key Words:

Civil - the part of the legal system that relates to personal matters, such as marriage and property, rather than crime

Criminal - the part of the legal system that relates to punishing people who break the law

Justice - the proper administration of the law; the fair and equitable treatment of all individuals under the law

Universal Declaration of Human Rights (UDHR) - foundational document of international human rights law

Stop and Search - the power given to police to search an individual or vehicle if they have "reasonable grounds" to suspect the person is carrying illegal drugs, a weapon, stolen property, and/or something which could be used to commit a crime such as a crowbar

Consistency:

All lessons should begin with a starter to settle the class. Students should write the date and title in their book before use. The three lessons should be planned as a sequence, with the above learning outcomes. These will be made explicit to the students. The lessons should include activities that allow the teacher to gauge how fully these learning outcomes have been reached.

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If you have found this topic has resonated with you or you would like to learn more see below...

Where can I get support?

If you believe you are not having your human rights met, or have experienced or witnessed a hate crime, please speak to an adult that you trust. In school this could be a form tutor, our school police officer or any other grown up that you feel comfortable with.

If you are not ready to speak to someone that you know, Childline is a free, private and confidential service where you can talk about anything. You can call for free on [0800 1111](tel:08001111) or get in touch online at <https://www.childline.org.uk/>. You will not have to give your name and they will not tell your parents or the school that you have called.

Further Reading:

If you would like to know more about the rights of children, visit:

<https://www.unicef.org.uk/>