

Name

Class

Tutor
Group

Year 10 – Personal Development

Citizenship



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Duty	Something that is your responsibility to do
Moral Right	The responsibility of people to behave in a moral way towards others
Barrister	A lawyer who represents and speaks for their clients in court
Judiciary	All the judges in the country
Probation Officer	Someone who writes court reports on offenders and supervises them in the community
Solicitor	A lawyer who gives legal advice and may speak for their clients in court
Legal Right	A right that is protected by the law
Special Constable	A volunteer police officer

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in green pen.
- Respond to any feedback your teacher gives you in green pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

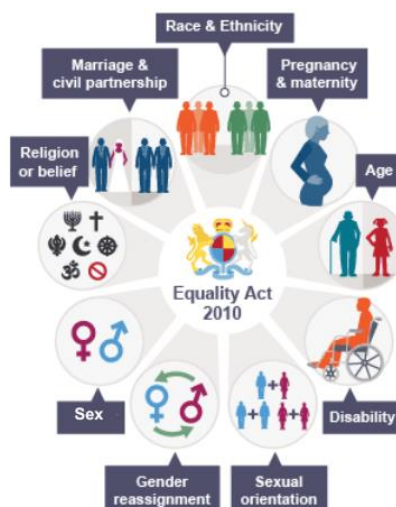


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Sex
8. Religion or belief
9. Marriage and civil partnership



What is Citizenship?

Citizenship Education **must** be taught in all schools and is part of our Personal Development strand on the **wider world**. This involves learning about:

Knowledge such as:



- Laws and rules
- The democratic process
- The media
- Human rights
- Diversity
- Money and the economy
- Global communities
- Concepts such as democracy, justice, equality, freedom, authority and the rule of law

Skills such as:



- Critical thinking
- Analysing information
- Expressing opinions
- Taking part in discussions and debates
- Negotiating
- Conflict resolution
- Participating in community action

Values such as:



- Respect for justice
- Democracy and the rule of law
- Openness
- Tolerance
- Courage to defend a point of view
- A willingness to: listen to, work with and stand up for others

Citizenship education aims to help you to understand how to be an **active citizen** who takes a role in our society and our democracy. It helps you to understand the laws you have to follow as a citizen in the United Kingdom and the power that you hold to influence change in our country.



Watch me: Watch the short film on 'What is Citizenship'

Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

1	
2	
3	
4	
5	

Learning Objectives

- To explain how rights and responsibilities are linked
- To understand why the rule of law is important in a democracy
- To appreciate why citizens should obey the law and respect one another



Silent and Solo

Do Now:

1. What is a stigma?

2. Name 3 ways you can look after your mental health?

3. What is a job description?

4. The best reference on a CV is from your parents or siblings? True or False?

5. What is abstinence?



What do you think?

- 1 You must be over 18 to buy fireworks, and yet over 50% of all injuries were to
- 2 children under 18. Who do you think is to blame for these accidents:
- 3 . Companies that make fireworks
- 4 . Shops that sell fireworks
- 5 . Parents
- 6 . People who organize public displays
- 7 . The police
- 8 . The children themselves



Write your thoughts below:

Write your thoughts below:

What would you do to reduce the number of accidents with fireworks?

What would you do to reduce the number of accidents with fireworks?



Rights and Responsibilities

1 Everyone over 18 has the **right** to buy fireworks. This right, like many others brings
2 with it certain **responsibilities**. You must follow the firework code: never throw a
3 lighted firework at anyone, and never set them off in the street, where they might
4 disturb elderly neighbours who have a right to peace and quiet, or alarm pets. If
5 you don't respect the firework code you will not be respecting other people's
6 rights and freedoms.

7 Rights and responsibilities are best thought of as two sides of the same coin. You
8 have a right to own a bike and ride it down the street, but you also have a **duty** to
9 ride it carefully so you don't endanger pedestrians or other road users. For
10 example, if you ride without lights in the dark, not only will you be breaking the law
11 but you could cause a motorist to swerve and crash while trying to avoid you. Even
12 if no one is hurt in the accident, there could be financial consequences for the
13 driver to repair the car and if they need their car to do their job.








Rights and education

- 1 All children also have a right to an education, as expressed in the **Convention of**
- 2 **Rights of the Child (CRC)**, but students have a responsibility not to disrupt lessons
- 3 so others can learn. You have a right to be respected but you must also respect
- 4 others. For example, you have the right to follow a particular religion and would
- 5 expect your religious views to be respected. In the same way, you must respect
- 6 the religious views of others.

Moral Rights

- 7 Many of our rights are laid down in the law, but there are others that affect the
- 8 way in which we behave. Children have a right to education for example, but this
- 9 can sometimes be made difficult by disruptive classmates. Although not covered
- 10 by law, children have a **moral right** to an education free of disruption

Check for understanding: List some responsibilities that go with the following rights		
	The right to an education	<hr/> <hr/> <hr/>
	The right to drink alcohol	<hr/> <hr/> <hr/>
	The right to own and drive a car	<hr/> <hr/> <hr/>

Task 1: What is a moral right?

List as many **moral rights** as you can:



Keeping the law

- 1 Not only should people respect others' rights, they should also respect the law. If
- 2 people do not keep the law, society will not function well. In some countries
- 3 people ignore laws when driving, which makes the roads very dangerous.
- 4 Sometimes people question the law because they don't approve of what is
- 5 happening - but they may find themselves in court. The rule of law means that
- 6 no one is above the law - even the law makers. Democracy requires everyone to
- 7 take a part in decision-making, either directly or through elected representatives.
- 8 If people don't take their role in democracy seriously, it won't work. If few people
- 9 vote, for example it means that the government is selected by small group of
- 10 people rather than by the whole electorate. If you don't vote, you can't have
- 11 your say. If law makers think the law does not apply to them, democracy cannot
- 12 work effectively. In some parts of the world, the rule of law is **ignored by law**
- 13 **makers.**

a. I've got loads of money, so I don't bother following speed restrictions. If I get caught speeding, I'll just pay the fine. I won't even notice the money leaving my bank.

b. I sell drugs even though I know they're bad for people. I don't think it's a big deal because I never sell to anyone who looks under 14.

c. Women have been put down by men constantly over the years. I've decided enough is enough! I'm a teacher and I treat my female students better. I hate men and boys - I'm not going to pretend to be someone I'm not, just because I am at work.

d. I work for myself. I pretend not to earn much, because I don't want to pay income tax. I'd much rather spend the money on my three children.

e. I own a restaurant. I like my job, but I'm not a fan of food hygiene laws. I don't follow them properly because it takes ages to clean things properly. It's also expensive to throw away food just because it is out of date.

f. I run a hotel. I have to let gay people stay as I'd be breaking the law otherwise. I make sure gay guests feel really unwelcome though, to stop them coming back. For example, I tell staff to give them really bad room service.

g. I'm not supposed to smoke in the work van, but it's pathetic that the government babysits us like that. One of my colleagues, who has asthma, asked me to stop smoking when she's in the van. She needs to grow up and stop believing all the rubbish scientists tell us.

h. I got sick of this couple next door who kept asking me to move my motorbike. I decided to punch the bloke - it's the only way to shut him up!



Turn and Talk: What damage can individuals like those on p12 cause to society?

Stop and Jot:



Task 2: Choose **one** of the citizens on p12. Write the letter of the person you have chosen and then answer the questions that follow.

I have chosen person

How might this person's attitude negatively affect other citizens?

What is unfair about this person's viewpoint?

What advice could you offer this person to help them understand why changing their actions is important?

What would happen if everyone took the opinion 'I'm only one person, so it doesn't matter what I do'?

Learning Objectives

- To explain how rights and responsibilities are linked
- To understand why the rule of law is important in a democracy
- To appreciate why citizens should obey the law and respect one another



Silent and Solo

Do Now:

1. What does CRC stand for?

2. A jury decides a verdict but a judge decides a sentence. True or false?

3. What is a moral right?

4. Define consent

5. Give 3 examples of mental ill health



What do you think?

- 1 You've broken the law and have to appear in court. Which of the
- 2 following would you prefer as your 'judge and jury', and why:
- 3 • Your teachers
- 4 • Your classmates
- 5 • Your parents
- 6 • The police
- 7 • Other young people who have been in trouble themselves
- 8 • Victims of crime
- 9 • A group of people chosen at random, who do not know you?



Write your thoughts below:

Which group do you think the victim would prefer? Give reasons

Which group do you think would give the fairest outcomes? Give reasons



1 The criminal justice system

2 The criminal justice system is large and complex. These are the roles within it.

3 Judges

4 The judges who work in both criminal and civil courts are known collectively as
5 the **judiciary**. Most judges have worked for at least 10 years as a **barrister**, but a
6 few **solicitors** also become judges. In a jury trial, it is the **jury** that decides if the
7 accused is guilty or not, but the judge who determines the sentence. Senior
8 judges (who sit in higher courts) are powerful. Parliament makes laws and senior
9 judges can develop the law. If there is an argument about how a law should be
10 interpreted, it is the senior judges who decide.

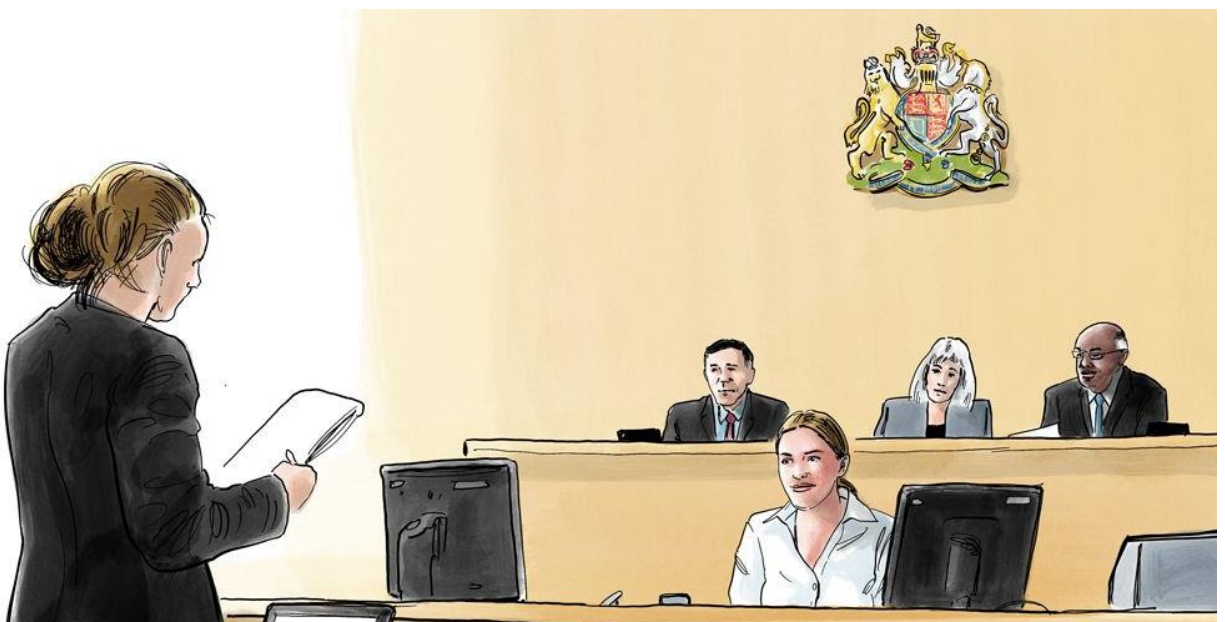
11 Magistrates

12 Full-time magistrates are called district judges and are paid for their work. They
13 are usually barristers or solicitors with at least seven years experience. They sit
14 alone. Part-time magistrates come from all walks of life. They are not legally
15 qualified and are not paid. They work with other magistrates.

Task 1: a. Why might someone decide to become a part-time magistrate?

b. What skills and personal qualities might a magistrate need?

c. Can you think of any reasons why people **don't** apply to be magistrates?





1 Jury

- 2 A jury is made up of 12 adults, who sit in a crown court and decide whether the
3 accused person is innocent or guilty. A jury is made up of members of the
4 public chosen at random.



5 Police

- 6 The police do not make laws; they **enforce** them. Their job is to protect the
7 public, arrest lawbreakers and bring them before the courts. The police
8 investigate crime and take cases to the Crown Prosecution Service who decides
9 whether the prosecute.



Task 2: Right or wrong? Read the statements below and tick whether you think they are right, or wrong, or if you're not sure.

	Right	Wrong	Not sure
a. Probation officers have the power to wear special wigs in court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Judges only work in criminal courts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Barristers are a type of lawyer. They have plenty of legal training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. All British magistrates work in London.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The jury always decide on the length of a defendant's sentence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Police officers can stop and search any of us if they think we're carrying spray paint, weapons or drugs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Only men are allowed to be solicitors in the UK, due to our country's history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Judges are allowed to impose injunctions (for example, the defendant is not allowed to play loud music in their flat after 11pm).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Probation officers have the power to prepare court documents and to assess whether a defendant puts other people in the community in danger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Juries have the power to give a verdict of 'guilty' or 'not guilty'.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Magistrates can impose prison sentences and fines when defendants are found guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Police officers aren't allowed to enter your house without your permission, unless they have a warrant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



1 **The Crown Prosecution Service (CPS)**

2 The CPS advises the police on cases for possible prosecution. It review cases
3 submitted by the police for prosecution and, when the decision is made to
4 prosecute, it decides the charge in the more serious and complex cases. The
5 CPS also prepares cases for court and presents them at court.

6 **Solicitors**

7 All solicitors must pass law exams because, among other things, they can give
8 legal advice to people who have to go to court on behalf of their client.

9 **Barristers**

10 Barristers undergo a long legal training too, but they spend most of their time in
11 court representing their clients. They are the only lawyers qualified to speak in
12 all types of court.

13 **Probation officers**

14 If an offender is given a community sentence, they will work with a local
15 **probation officer**. Probation officers are professionally qualified and the biggest
16 part of their workload is working with prisoners once they've left jail. They write
17 court reports on offenders and supervise them in the community once they've
18 been sentenced.

Task 3: Answer the questions below:

Explain the difference between a barrister and a solicitor?

Task 4: A new uniform has been designed for judges in civil cases. It aims to make them less remote from the public. Do you think it works? Explain your answer.





Turn and Talk: Why is it important that different people working in the justice system have different powers?

Stop and Jot:

Subtopic 3 – Special Constables and other ways to get involved in the legal system

Learning Objectives

- To explore your rights within the legal system
- To explore how you can contribute to the legal system



Silent and Solo

Do Now:

1. How many adults is a jury made up of?

2. Judges can only work in criminal courts. True or false?

3. A magistrate can only work full- time. True or false?

4. How might someone who is struggling with anxiety behave?

5. What basic details might an employer need to know about an applicant for a job?



What do you think?

1 Besnik Vrapi was a student at the University of East London. He signed up to be a
2 **special constable**, a volunteer with the police force, because he thought it would
3 be an interesting thing to do in his spare
4 time. Soon after his training, he found
5 himself in the middle of the London riots.
6 He remembers being sent to talk to a bunch
7 of young men who were looking for trouble.
8 'I just tried to stay calm. I told them it
9 wasn't fair to damage other people's homes
8 and businesses and that they should go
9 home. They listened to me, and in the end
10 they left. I realized this is a job where you
11 can really make a difference'.



What is a special constable?

How did Besnik make a difference?

Why do people want to make a difference?

Can you think of any other benefits of being a special constable?



1 Taking part in the legal system

2 Many people in the UK take a role in the running of the legal system. It many by

3 voluntary, compulsory, paid or unpaid - but whatever the job, they are

4 supporting their community



Turn and Talk: Nobody who has broken the law should be allowed to become a police officer. What do you think?

Stop and Jot:



1 **Jury Service**

2 If you are called for jury service, it is **compulsory** to attend. Under **special**
3 **circumstances**, you may be allowed to postpone for short period of time.
4 Usually, the court you are asked to attend will be close to your home. As
5 member of jury, you must not discuss the trial with anyone or research the
6 crime on the internet. This is to prevent you being influenced by others when
7 you are asked to make a decision about whether the defendant is innocent of
8 guilty.

Task 1: Is jury service voluntary?
 <hr/> <hr/>
What special circumstances might mean you do not have to do jury service?
 <hr/> <hr/> <hr/> <hr/>
Why is it important not to discuss the trial if you are on a jury?
 <hr/> <hr/> <hr/>



1 **Becoming a magistrate**

2 Magistrates hear cases in courts in their community. They usually sit with other
3 magistrates and together they decide whether a defendant is innocent or guilty.
4 Once a decision is made, they will decide on the sentences. Very serious crimes
5 are sent to a higher court. Most people between the ages of 18 and 65 can
6 apply to be a magistrate. Applicants are given training in how to carry out the
7 role. They do not need to have a legal background, as court officials will give
8 them advice.



9 **Becoming a special constable**

10 Special constables are trained volunteers who work with and support their local
11 police. All sorts of people become 'specials', as special constables are known.
12 They may be teachers, taxi drivers or accountants or have any number of other
13 careers. They all volunteer to work with the full-time police for a minimum of
14 four hours a week. They form a vital link between the regular police and the
15 local community. Once their training is completed, they have the same powers
16 as regular officers and a similar uniform.



1 **Becoming a member of a tribunal hearing**

2 Tribunals are specialist courts which decide disputes in specific areas of law.

3 They hear about a million cases each year. This is more than any other part of

4 the justice system. Tribunals decide a wide range of cases, included workplace

5 disputes, the licensing of gang masters and criminal injuries compensation.

6 They also deal with appeals against decisions of government departments, such

7 as social security benefits and immigration and asylum. A tribunal is headed by

8 a judge, who sits with people who are experts in the field. They might be

9 doctors, accountants or surveyors, for example, depending on the subject of the

10 hearing. They provide a practical, specialist view of the facts and evidence

11 before the tribunal and take an equal part in the decision made by the tribunal.



Employment tribunal

Task 2: Read the statements below

Danny (juror): When I received my jury summons, I replied straight away. I couldn't wait to get involved! It's been the most interesting week of my adult life so far, but I can't go into details about the trial. My boss was fine about having time off and I get expenses for food and travel.

Samia (magistrate): I didn't need specific qualifications to volunteer as a magistrate, but I did training. I also listen carefully to the legal adviser in court so that I can be fair when deciding on fines and short prison sentences. Today I've dealt with minor assault and TV licence evasion.

Pieter (special constable): I was really proud when I was sworn in at court as a 'Special'. So far, the most rewarding part of this voluntary role was arresting a woman who was being homophobic at a football match. I feel privileged that I can make society a better place.

Kelly (Tribunal Member) As a doctor, I help tribunal judges to make decisions about workplace tribunals linked to disability and injury. I usually work in this role for about ten days a year and am paid a fee for my input. It's a lot of responsibility so I never make decisions lightly.

Shanisha (Appropriate adult): I'm a teaching assistant in a school for pupils with emotional difficulties. I act as an appropriate adult for learners who are detained in police custody. I take pride in making sure that they understand what they are hearing and signing.

Matt (parent): I see myself as part of the legal system because I've taught my teenage daughter that laws benefit us all. She not only follows society's rules, but understands why they are in place. Her 'fairness radar' is strong. She hates drink-driving and tax avoidance.

Task 2: How interested would you be in taking on any of these roles? Explain your answer.

Explain why everyone in the UK has the right to take part in the legal system

Learning Objectives

- To reflect upon the point of law
- To reflect upon how law affects our everyday lives.



Silent and Solo

Do Now:

1. What is a special constable?

2. What qualities might a special constable need?

3. What responsibility goes with being able to drive?

4. What are 3 British Values?

5. What is the age of consent?



What do you think?

- 1 At the beginning of Year 11, Annie, Sanjay, Mikael and Maya know they all have a
- 2 hard year ahead if they are to get the GCSEs they want. They are dreaming of the
- 3 summer when they know it will be over. The plan is to go on holiday together -
- 4 somewhere there is sun. It won't be cheap but they are cleaning cars together at
- 5 the same time as saving up on their own.

Why might the friends fall out before July?

What rules might they need to stop themselves from falling out?



Are people more likely to keep the rules if they have been involved in setting them?

What problems would there be if there were no laws?

BRITISH VALUES

2 RULE OF LAW

3 TOLERANCE OF
DIFFERENT CULTURES
AND RELIGIONS

4 MUTUAL
RESPECT

GREAT

1 DEMOCRACY

5 INDIVIDUAL
LIBERTY



Turn and Talk: Do laws protect, restrict or do both? What do you think?

Stop and Jot:



Why do people obey the law?

- 1 Law-abiding citizens obey the law for a variety of reasons:
- 2 they may have strong religious or moral views about
- 3 breaking the law; they may be afraid of being caught and
- 4 arrested; they may fear the same that going to prison would
- 5 bring on them and their family; they may be worried about
- 6 damaging their 'good name' (their reputation). In some
- 7 situations, it is obvious why a law is needed. If drivers drove
- 8 through traffic lights on 'stop', they could be seriously
- 9 injured or killed, or cause injury or death to someone else.





Why do we need laws?

1 The short answer is, try imaging life without them! Your life would be chaotic and
2 the most vulnerable members of society, such as the very young, the ill, the elderly
3 and some minorities would suffer most. What would happen to children, for
4 example, if there were no laws on divorce?

5 For laws to work properly they need to support the majority of the population.

6 Most agree that child abuse is a shocking crime and abusers must be punished.

7 But public opinion is more divided on euthanasia. Some think it is wrong to treat

8 doctors as criminals if they help terminally ill patients to die. Others would argue

9 that this is morally wrong as well as unlawful.

Task 1: Read about Jake's morning and underline each time the story mentions something that refers to a law.

10 *I woke up exhausted! I hardly slept because my parents are trying to adopt a new*
11 *little sister for our family. Today's the day we find out whether she is allowed to*
12 *live with us... and I don't want it to fall through.*

13 *At breakfast, we were all doing things in a rush at the table as usual. I was revising*
14 *for my driving theory test and Dad was doing his passport application. Mum is*
15 *trying to get her head around some form for claiming PPI compensation from her*
16 *bank.*



1 *Dad gave me a lift, because he's taken annual leave today. It was nice to set off*
2 *later. However, it was annoying getting a lecture from him in the car about why he*
3 *wants me to stop buying beer for younger friends. He keeps going on and on*
4 *about teenagers being more responsible when he was growing up. I don't know*
5 *what young adults were like in the 1990s; all I know is I am glad to be part of my*
6 *generation. It seems crazy to me that when Dad was growing up, my friend Rudi*
7 *wouldn't have had the right to get married. My uncle Gary wouldn't have had he*
8 *right to paid parental leave to look after my baby cousin either. Incredible!*

Task 2: Name three things you have done, or will do, today that are relevant to a law

1967 - Sex between two men over 21 and "in private" is decriminalised
1980 - Decriminalisation in Scotland
1982 - Decriminalisation in Northern Ireland
1994 - The age of consent for two male partners is lowered to 18
2000 - The ban on gay and bisexual people serving in the armed forces is lifted; the age of consent is equalised for same- and opposite-sex partners at 16
2002 - Same-sex couples are given equal rights when it comes to adoption

2003 - Gross indecency is removed as an offence
2004 - A law allowing civil partnerships is passed
2007 - Discrimination on the basis of sexual orientation is banned
2010 - Gender reassignment is added as a protected characteristic in equality legislation
2014 - Gay marriage becomes legal in England, Wales and Scotland

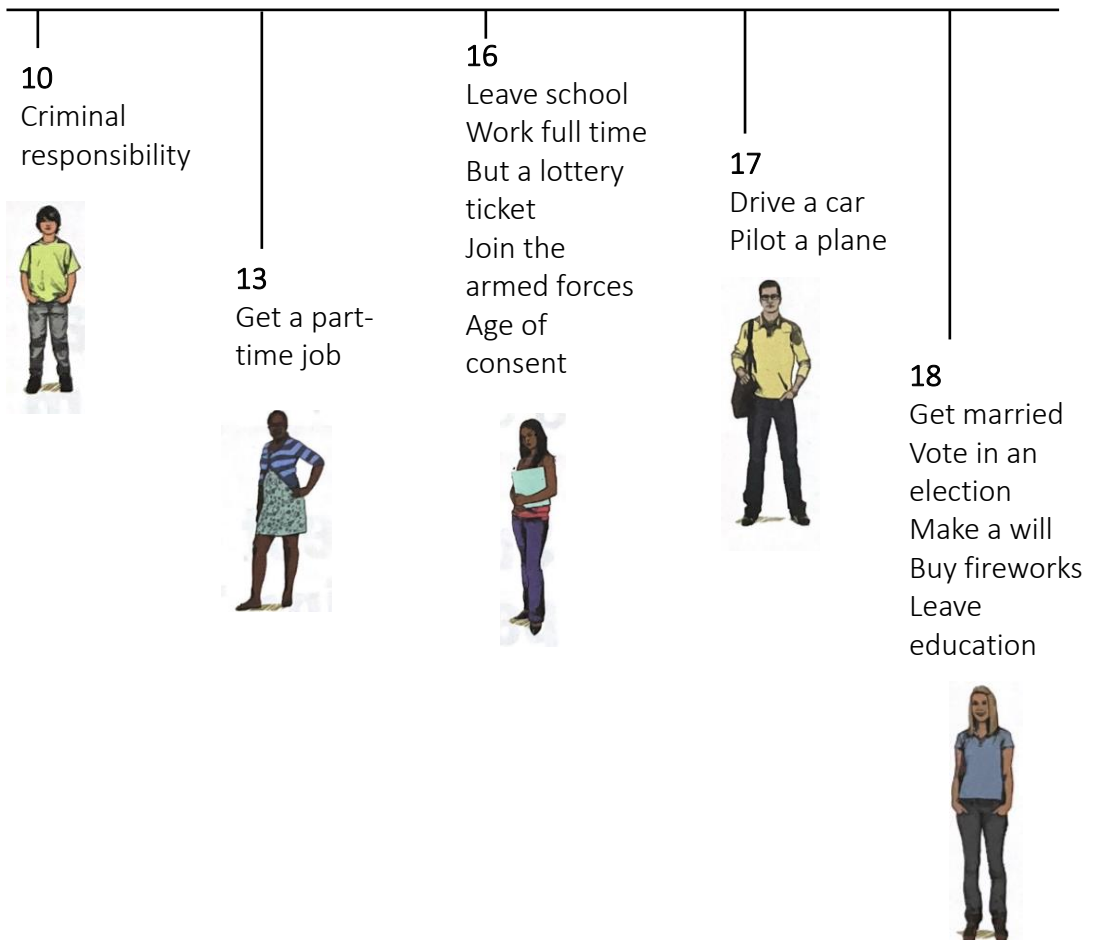
LGBT Laws



Who is the loser?

- 1 A shoplifter who has stolen a couple of T-shirts might argue that their actions
- 2 won't put a big company like JD Sports out of business. But:
- 3 . If everybody stole from them it would push up prices for everyone else who
- 4 shops there, because JD Sports would have to pay for the T-shirts
- 5 . If you steal from JD Sports, you steal from people who own the business, so it's
- 6 just like stealing a mobile phone or a car.
- 7 In the same way, if people don't pay income tax when they should, the
- 8 government will have less to pay for schools and hospitals. Many people therefore
- 9 are affected indirectly by tax evasion.

Some of your **legal rights** in the UK



Task 3: Why does the law impose age limits like this?

Task 4: Which of these age limits would you change? Explain why.

Task 5: Whose human rights are being protected by each of these age limits?



Task 6: Which laws are used and why?

1. We are able to vote at 18.	
2. We must pay for certain music downloads .	
3. Cocaine is illegal.	
4. Sexual images of children are banned.	
5. Food labels must display ingredients, fat content, weight etc.	
6. We can't watch some films until we're 15.	
7. Couples are allowed to get divorced .	
8. Prostitution is illegal.	
9. Workers have the right to a break if they work enough hours.	
10. You can't be turned down for an interview due to your skin colour .	
11. Human cloning is tightly controlled.	
12. It's illegal to abuse someone via their Instagram account .	
13. Men and women are allowed to have paid time off work to look after a baby.	
14. Abortion is available to women at certain stages of pregnancy.	
15. We can obtain refunds for faulty purchases.	

a. To protect the public	b. To settle disputes	c. To ensure people are treated fairly	d. To change behaviours
e. To respond to new scientific discoveries	f. To respond to new technology	g. To respond to changing values	h. Other



Why do laws change?

- 1 There are laws to cover a vast range of activities, including adoption, marriage and
- 2 divorce, terrorism, discrimination, motoring, banking, sex, drugs, theft and assault.
- 3 Laws change for all sorts of reasons, including scientific and technological
- 4 developments. The internet and cloning, for example, led to changes.

- 5 Our changing **values** also mean that laws have to change. Homosexuality was
- 6 decriminalized in 1967 and same-sex marriage became legal in England and Wales
- 7 in 2014, and 2020 in Scotland. Civil partnerships were introduced in 2005. They
- 8 offer many of the rights that come with marriage. These have been introduced as
- 9 our values have changed.

Reflection: Why is the rule of law so important?

ASSESSMENT

What responsibilities go with a right to drive a car?

1.

2.

3.

4.

5.

What is a moral right?

6.

Give an example of a moral right?

7.

8.

9.

What does CRC stand for?

10.

Judges must have a degree. True or false

11.

What does the jury decide in a jury trial?

12.

Is jury service voluntary?

13.

Reasons why someone might be excused from jury service?

14.

15.

How many adults sit on a jury?

16.

Are you allowed to discuss the trial as a member of the jury?

17.

You can be called for jury service from what age?

18.

People are carefully selected to take part in jury service. True or false?

19.

Who advises the police on cases for possible prosecution?

20.

What are judges who work in both criminal and civil courts are known collectively as?

21.

Are magistrates paid?

22.

What skills and qualities might a magistrate need?

23.

24.

25.

26.

Police officers can stop and search anyone if they think we're carrying spray paint, weapons or drugs. True or false?

27.

Magistrates can impose prison sentences and fines when defendants are found guilty. True or false?

28.

Police officers aren't allowed to enter your house without your permission, unless they have a warrant. True or false?

28.

Who works with a prisoner once they have left jail?

29.

A special constable is paid for their work. True or false?

30.

A special constable has the same powers as a regular police officer?

31.

What skills and qualities might a special constable need?

32.

33.

34.

35.

What is a tribunal?

36.

What sort of cases might a tribunal deal with?

37.

38.

39.

What 'experts' might be part of a tribunal?

40.

41.

42.

43.

44.

Who leads a tribunal?

45.

What are the 5 British Values?

46.

47.

48.

49.

50.

Total

%

A large rectangular area with a solid black border and horizontal dotted lines, resembling a writing template or a page for notes. The dotted lines are evenly spaced and run horizontally across the entire width of the page, providing a guide for writing.

A blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are 20 lines in total, creating 19 rows for writing. The paper is framed by a thin black border.

A large rectangular area with a solid black border and horizontal dotted lines, resembling a writing template or a page for notes. The dotted lines are evenly spaced and run horizontally across the entire width of the page, providing a guide for writing.

Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to.

At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff or email: tellus@astrea-Longsands.org or itstopsnow@astrea-longsands.org

- For accurate, reliable health information, visit www.nhs.uk
- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit talktofrank.com
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency



childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



CrimeStoppers.
0800 555 111
100% anonymous. Always.

