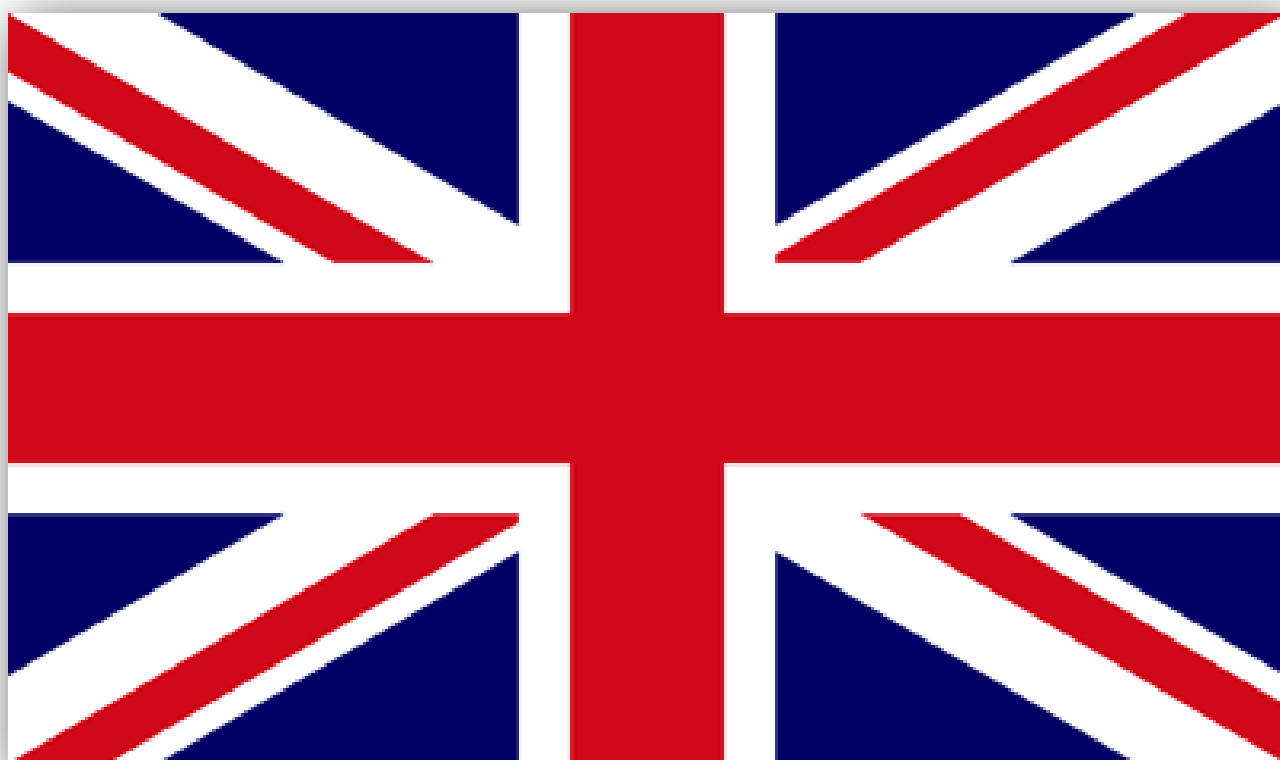


# British Values

Year 8 - Nov-Dec 2015

Name \_\_\_\_\_



## **Learning Objective:**

**To research, explore and discuss fundamental British values.**

**By participating in this learning pupils will have the opportunity to:**

- Distinguish right from wrong and to respect the civil and criminal law of England.
- Accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of their school and to society more widely.
- Acquire a broad general knowledge of and respect for public institutions and services in England.
- Further their tolerance of different cultural traditions by acquiring an appreciation and respect for their own and other cultures.
- Develop their respect for other people.
- Encourage respect for democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

# Topic Outline

	Topic	Student Comment
1	Identity	
2	Mutual Respect	
3	Individual Liberty	
4	Human Rights	
5	The Law	
6	British Values assessment task	

## Topic 1 - Identity

What do you think it means to be British?

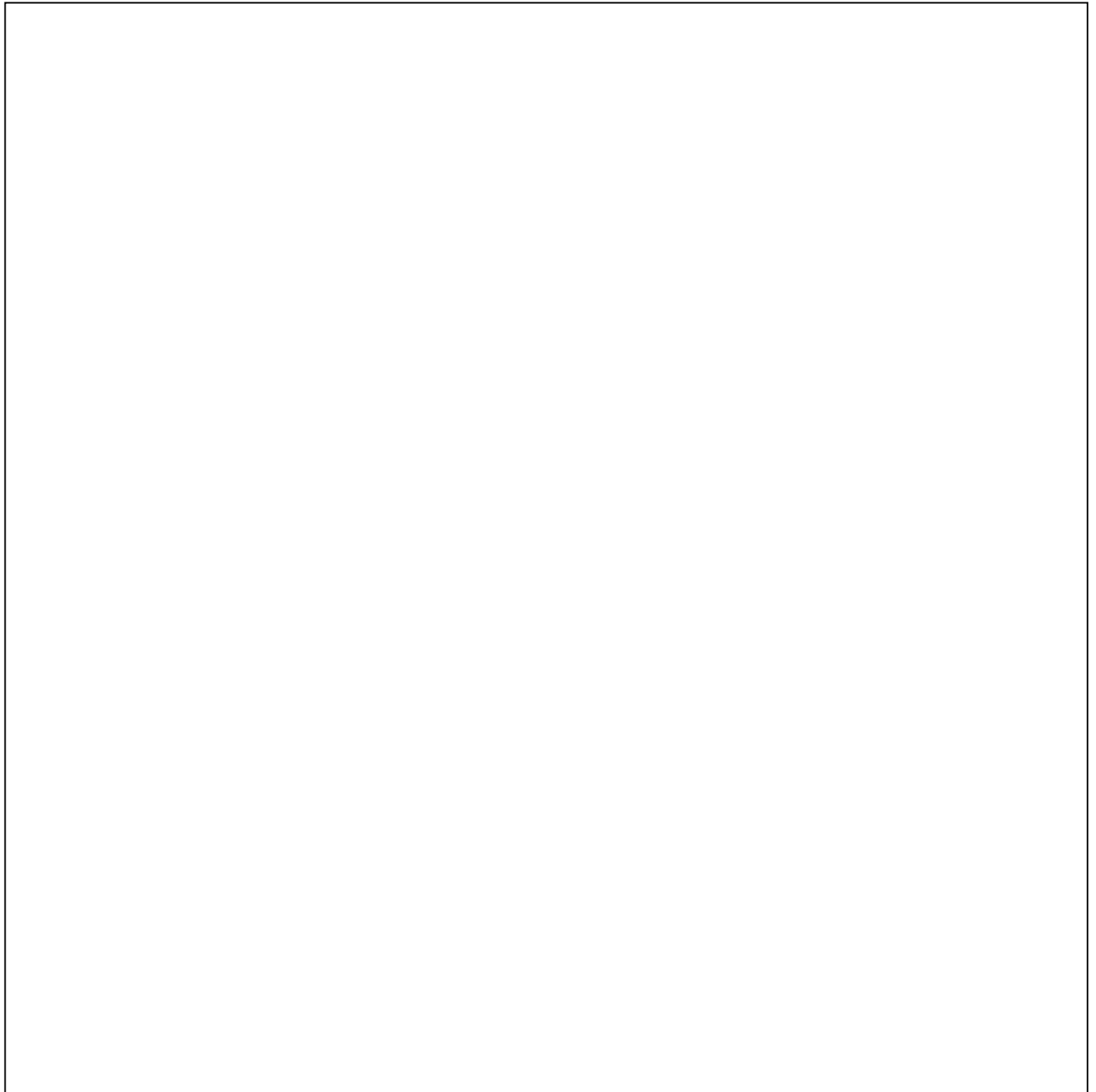
In your opinion, do these pictures represent Britain? Discuss.



What other pictures would you draw to describe 'being British'?

In pairs, create a list of words that describe British values - the more words the better! There are 100s to choose from.

For example: *patriotic, tea and scones, respect, The Queen, Coronation Street, manners...* etc.

A large, empty rectangular box with a thin black border, intended for students to write a list of words that describe British values.

Highlight ten words which, in your opinion, are the **most** British.

E.g. *Democracy, patriotic, cricket, football or fish and chips.*

## Discussion

**Read** the poem below.

### **I Speak The Language**



I speak the language of Hello to English.

I speak the language of Bonjour to French.

I speak the language of Willow to Weeping.

I speak the language of Park to Bench.

I speak the language of Ni hao to Mandarin.

I speak the language of Hola to Spanish.

I speak the language of Bingham! to my Tambourine.

I speak the language of Munch to my Sandwich.

I speak the language of Jambo to Swahili.

I speak the language of Tasleemat to Urdu.

I speak the language of Splash! to Swimming.

I speak the language of Baby to Peek-a-boo!

I speak the language of Czesc to Polish.

I speak the language of Marhaba to Arabic.

I speak the language of Dreams to my Pillow.

I speak the language of Games to the Olympic.

I speak the language of Rivers to Silver.

I speak the language of Sunshine to Gold.

I speak the language of Me to my Mirror.

I speak the language of Home to my World.

What languages do you speak?

**What is the poet saying about her identity ?**

## Identity

Identity can have several meanings. Personal identity, for example can be described through our physical characteristics (I have brown hair, blue eyes etc), through the community we belong to ("I am from Bellingham Middle") or through our family or local history ("I am descended from the Queen of Shropshire"), our gender, our sexual orientation, our work, our ethnicity etc.

**When we talk about national identity what do we mean?**

**All these people are proud to be British but are very different.**



**So what do we have in common that makes us all British?**

## Topic 2. British Values

Very often our values are what unite us. The British Government has asked schools to promote the following values that we wish to have at the centre of our national identity. Can you say what these mean to you?

Democracy =

Rule of Law =

Tolerance of other faiths and ethnicity =

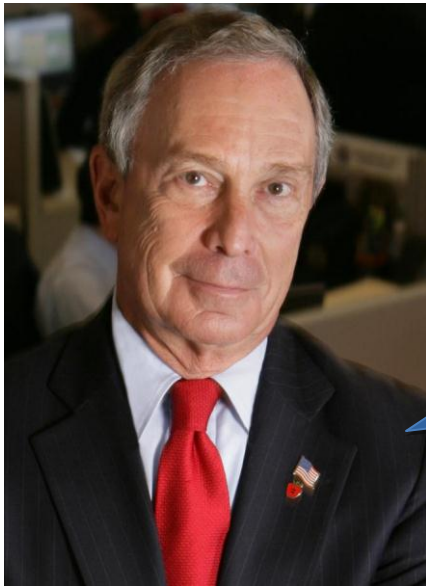
Individual Liberty =

Mutual Respect =

**Why do you think that it is important that we emphasise these values in our society?**

**Can you think of any instances where these values have not been demonstrated ?  
What was the end result?**





We may not always agree with every one of our neighbours. That's life. And it's part of living in such a diverse and dense city. But we also recognise that part of being a New Yorker is living with your neighbours in mutual **respect** and tolerance. It was exactly that spirit of openness and acceptance that was attacked on 9/11,

**Michael Bloomberg: Mayor of New York**



**What do these images mean to you?**

**Do we always have to agree with each other to have mutual respect? Discuss.**



### Topic 3: Individual Liberty

**Individual Liberty is the liberty of an individual to exercise freely those rights generally accepted as being outside of government control.**



It has only been five years since Pakistani schoolgirl Malala Yousafzai wrote an anonymous diary about life under Taliban rule in north-west Pakistan.

Since then she has been shot in the head by the militants, and has become the youngest person ever to win the Nobel Peace Prize.

Accepting the award, she said she was "humbled" and proud to be the first Pashtun and the first Pakistani to win the prize. She also joked that she was probably the first winner who still fought with her younger brothers.

Malala Yousafzai first came to public attention through that heartfelt diary, published on BBC Urdu, which chronicled her desire to remain in education and for girls to have the chance to be educated.

When she was shot in the head in October 2012 by a Taliban gunman, she was already well known in Pakistan, but that one shocking act catapulted her to international fame.

She survived the dramatic assault, in which a militant boarded her school bus in Pakistan's north-western Swat valley and opened fire, wounding two of her school friends as well.

The story of her recovery - from delicate surgery at a Pakistani military hospital to further operations and rehabilitation in the UK, and afterwards as she took her campaign global - has been closely tracked by the world's media.

She was discharged from hospital in January 2013 and her life now is unimaginably different to anything she may have envisaged when she was an anonymous voice chronicling the fears of schoolgirls under the shadow of the Taliban.

She was named one of TIME magazine's most influential people in 2013, put forward for the Nobel Peace Prize in 2013, won the European Parliament's Sakharov price for Freedom of Thought and her autobiography "I Am Malala" was released last year

**\*\*Pashtun** refers to ethnic **Pashtuns** who live outside of their traditional homeland, which is south of the Hindu Kush mountains in Afghanistan and west of the Indus River in neighboring Pakistan. Pakistan is home to the largest **Pashtun** community.\*\*

**Discuss: What are the rights that ensure that we have individual liberty?**

**Below is a simplified version of the Universal Declaration of Human Rights**

1. All humans are free and equal in dignity and human rights
2. All people are entitled to rights without distinction based on race, colour, sex, language, religion, opinion, origin, property, birth or residency
3. Right to life, liberty and security of person
4. Freedom from slavery
5. Freedom from torture
6. Right to be equally treated by the law
7. Right to equal protection from the law
8. Right for all to effective remedy by competent tribunal
9. Freedom from arbitrary arrest
10. Right to fair public hearing by independent tribunal
11. Right to presumption of innocence until proven guilty
12. Right to privacy in home, family and correspondence
13. Freedom of movement in your own country and the right to leave and return
14. Right to political asylum in other countries
15. Right to nationality
16. Right to marriage and family and equal rights for men and women during marriage
17. Right to own property
18. Freedom of thought and conscience and religion
19. Freedom of opinion and expression and to seek, receive and impart information
20. Freedom of association and assembly
21. Right to take part in and select government\

22. Right to social security and realisation of economic, social and cultural rights
23. Right to work, to equal pay for equal work and to form and join trade unions
24. Right to reasonable hours of work and paid holidays
25. Right to adequate living standard for self and family, including food, housing, clothing, medical care and social security
26. Right to education
27. Right to participate in cultural life and to protect intellectual property rights
28. Right to social and international order permitting these freedoms to be realised
29. Each person has responsibilities to the community and others as essential for a democratic society
30. Repression in the name of rights is unacceptable

**Human Rights:** the basic rights that all people should have, such as justice, the freedom of speech, right to choose your religion, freedom from persecution and so on.

**People exercise their human rights all the time and we constantly take them for granted. Read the following extract from someone's diary and count how many times they have exercised a human right or freedom. To help, there is a number next to each time a human right has been used:**

"...This morning I listened to the news (1) as mum got my breakfast ready. We had an argument (2) about the Prime Minister she thinks he was right to invade Iraq and I totally disagree. I'm so angry about it, I'm going to write a letter to the local newspaper and go on a march in London. Just then I received a letter from my friend who is spending her gap year in Australia. She's having a great time and after my A levels I want to go and visit her (3). School (4) went ok - my lessons were vaguely interesting - although all I was thinking about was going out tonight with my best mate (5) to see a film (6)."

	Example of human right/freedom
1	Freedom of information. People should have the right to find out what has been going on
2	
3	
4	
5	
6	

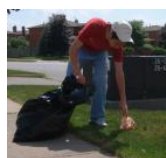
An infringement of a human right occurs when someone behaves in a way that restricts other people from exercising their own rights or freedoms. Look at the following scenarios and identify which human rights have been infringed by the behaviour.

**Do you think that the law should protect the victim in each case?**

- a. A student is bullied at school. She is kicked and punched and has money taken from her.
  
  
  
  
  
  
  
  
  
  
- b. A teenager is put in prison for criticising the Government. He is not charged and will not face trial.
  
  
  
  
  
  
  
  
  
  
- c. Parents refuse to allow their child to have a life saving blood transfusion on religious grounds.
  
  
  
  
  
  
  
  
  
  
- d. A girl is forced into an arranged marriage against her will.



## Topic 4. RIGHTS AND RESPONSIBILITIES



**Rights** - Things we are entitled to do - "I have the right to say what I think"

**Responsibilities** - Things we are expected to do - "It is my responsibility to tidy my bedroom"

People are often keen to state their rights. "You can't stop me, it's my right", "I've got every right to do that", "I've the right to wear exactly what I want". Having rights also implies having responsibilities, something people are not so keen on having.

**Look at the following scenarios where people are given new rights. What responsibilities go along with these rights? Discuss your answer with your partner.**

- a. A headteacher abolishes school uniform and students are allowed to wear whatever they want.
- b. Students are given the right to use the school's computers at lunchtime without supervision.
- c. Students want to publish a school magazine with the right to print what they want.

Look at the statements below and indicate your view on them. When you have finished, be prepared to discuss one of your answers in more detail to a partner and the rest of the class.

Use the scale: **1** - Strongly agree, **2** - agree, **3** - disagree, **4** - strongly disagree

Statement	Mark
People should have the right to say whatever they like at any time	
People who incite racial hatred should not be allowed to broadcast their views	
People often insist on their rights without considering their own responsibilities	
If you get sent to prison you should have no rights at all	
Parents should have the right to smack their children	

## BALANCING CONFLICTING INTERESTS

It is inevitable that people believe their own rights are more important than other people's and very often this leads to conflict between two parties. For example my neighbour and I both have the right to enjoy our properties and to privacy. If I wish to exercise my right by playing loud music every night, this will infringe his right to enjoy his property. In cases involving human rights there are often conflicting interests



In 1968 eleven-year-old Mary Bell was found guilty of killing two small children. She was released in 1980 after spending 12 years in prison and started a new life for herself under a different name. In 1984 she had a baby daughter. A court order prevents their identities from being disclosed by the media

Answer the following questions.

1. Mary Bell is still a hate figure. What might happen to her if her new identity is revealed?
2. Do you think that she has the right to remain anonymous?
3. Do you think her daughter has the right to remain anonymous? Explain your answer.
4. Mary Bell has written a book about her life. Should this change her right to anonymity?
5. How do you think the parents of the dead children feel about Mary Bell's human rights?



## Should we have a law of privacy?

Look at the scenarios below and indicate your view on them. When you have finished, be prepared to discuss the reasons for your opinions.

Use the scale:

1: Should be entitled to privacy

2: Don't know

3: Should **not** be entitled to privacy - newspapers should investigate and print story

Scenario	Mark
Supermodel Naomi Campbell is photographed leaving a drugs clinic	
A top politician is having an affair	
A photographer sneaks into the wedding reception of two celebrities and takes photos	
A female member of the Royal Family is secretly photographed sunbathing topless	



## Topic 5. - The Court System in the UK

Britain has a unique court system. In fact it has two court systems, the magistrates court and the crown court. All criminal cases are first heard at the magistrates court. It is there where magistrates will decide if the crime is civil law (disagreements between two civilians) and criminal law (crimes against the crown - the law of the land).

The highest court in the land is the High Court. This court deals with the most serious civil trials and complicated issues such as child abduction. Often cases are referred to the High Court when there is not a suitable law to deal with the crime.

Crimes against the crown (criminal law) are dealt with in the Crown Court where a judge will listen to evidence presented by a defending barrister and a prosecuting barrister. The defending barrister speaks on behalf of the person accused of the crime, while the prosecuting barrister speaks on behalf of the crown (the law). A jury made up of 12 people will decide if you are guilty or not but the Judge will decide what sentence you will be given. You have to be aged between 18 and 70 to sit on a Jury and names are randomly chosen from the electoral register.



Civil cases are heard in the magistrates court. The magistrates are volunteers who have had some training in the court system and the law and who are advised by a chief solicitor. The magistrates deal with less serious crime but they have the power to sentence you to up to 1 year in prison or a £5,000 fine. You have to be aged between 27 and 70 to be a magistrate and you will not be paid any money to do this job.

If you are aged between 10 and 17 and are accused of a crime then you will be dealt with by the youth court. The youth court is less formal than the magistrates court. The police do not wear uniforms and the magistrates are generally younger.

**Do you think that it is a good idea to have two court systems?**

**Advantages:**

**Disadvantages**

## You have the right to a fair trial.

What does that mean?

	Fair (tick)	Unfair (tick)
You are innocent until proven guilty		
You are told at an early stage what you are being accused of		
You cannot be forced to answer questions, but the court may decide that this is a sign of your guilt;		
You go to court the day after your arrest		
You get legal aid for a lawyer if you cannot afford one		
The trial continues without you if you are ill		
You are not allowed to put your side of the case at your trial		
You can question the main witnesses against you		
You cannot have an interpreter if you are on trial in another country.		
You can call witnesses of your own		

**See if you know the answers to the following questions.**

**Check them against the information sheet that follows.**

1. In what ways can people guard against crimes happening to them.
2. In what situations are the police allowed to stop and search an individual?
3. What are your rights if you are either arrested or questioned by the police at the police station?
4. What are the possible outcomes if you are charged with a crime?
5. Who would you complain to if you wished to make a complaint about the police?
6. On what grounds can you complain about a police officer?

## **Fact File - From Arrest to Court**

### **When you are arrested:**

- You must be told why you are being arrested.
- The police will tell you your rights:  
'You do not have to say anything but it may harm your defence if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence. Do you understand?'
- You will be handcuffed
- If you resist arrest the police will use force

### **At the interview**

- If you are under 17 you must have a responsible adult with you
- You may have a lawyer with you
- Your interview will be recorded, usually on a tape recorder
- You will be asked to admit guilt
- They can keep you for 24 hours (or longer for serious crimes like murder, 92hours, or terrorism, 42 days!) with permission from a magistrate) then you must be charged or released.

### **After the interview**

- If you admit guilt the police will give you a caution for a minor offence or will send you to court for more serious offences
- If you are sent to court, the police will give you bail or keep you in custody until the hearing.
- Which court you go to depends on what you have done or how old you are.

### **Magistrates Court (over 17 years old)**

- All accused go to a Magistrate's Court first
- Hears 95% of all criminal cases
- Hears less serious crimes - 'Summary cases'
- 3 magistrates
- Magistrates are aged 27 - 70 unpaid and untrained in law
- Maximum sentence is 1 year in prison or £5000 fine
- A solicitor will be present
- If the magistrate thinks your case is too serious they may send you to crown court - 'either-way case'

### **Youth Court (10 - 17 year olds)**

- Youth court is less formal than a magistrates
- Police do not wear uniforms
- Magistrates are under 65
- Simpler language is used

### **Crown Court**

#### **Judge who decides your sentence**

- Maximum sentence is life imprisonment
- Jury of 12 randomly selected people
- Jurors aged between 18 and 70 chosen from the electoral register
- Jury decides your guilt
- A barrister will be present
- Hears serious crimes - 'indictable cases'