

PCSHE Booklet – Year 10

- Topic 5 – Extremism and Radicalisation
- Topic 6 – Politics and Power

Name: _____

Class: _____

Teacher: _____

Year 10 Curriculum Overview

Topic 1:	Topic 2:	Topic 3:	Topic 4: Exploring influence	Topic 5:	Topic 6:
Financial decision making	Mental health	Interactions	The influence and impact of drugs, and the media, drugs and the law, sources of support.	Addressing extremism and radicalisation	Democracy, Electoral Systems and the Law
The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Mental health stigma, common types of mental ill-health, strategies to promote wellbeing.	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography		Communities, belonging and challenging extremism	Parliamentary democracy, executive legislature, judiciary, free press, electoral systems, forms of government, human rights, international law, UK legal system and community action.

For further support...

- Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge.
- Pastoral Team – Mr Burke, Mrs Aston, Tutor
- Teacher
- Parents/Carers
- Friend

Outside Organisations

- True Vision — provides more information about hate speech and a place to report it. http://report-it.org.uk/reporting_internet_hate_crime
- Inappropriate content can also be reported at: <https://www.gov.uk/report-terrorism>
- www.actearly.uk - An informative website providing guidance and support for anyone who is concerned that someone they know may be at risk of radicalisation or extremism.
- Childline can provide further support (0800 1111). If students have concerns about someone's behaviour, they can contact Childline 0800 1111 or their local police station (by calling 101), who can refer the case to specialists or the correct authorities.

Knowledge Organiser

PCSH E – Year 10 Topic 5 – Addressing Extremism and Radicalisation

- KP11: Key Terms**
- Extremism:** Vocal or active opposition to commonly held values, particularly British values such as democracy and the rule of law.
 - Violent Extremism:** Acts of violence that are justified by, or associated with, an extreme religious, social or political ideology
 - Fundamentalism:** The strict following of (often religious) principles.
 - Echo Chamber:** A typically online platform where beliefs and views are repeatedly reinforced and amplified without challenge
 - Radicalisation:** A process by which a person comes to support terrorism and extremist ideologies
 - Terrorism:** The unlawful use of violence or threat of violence and intimidation to bring about political, religious or ideological change.
 - Propaganda:** Information, especially of a biased or misleading nature, used to promote a political point.
 - Keyboard Warrior:** A person who makes aggressive or abusive comments online (that they would not say in an offline setting)
 - Discrimination:** he unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
 - Alienation:** The feeling that you have no connection with the people around you or that you are not part of a group
 - Hate Speech:** Hate speech is any form of expression through which speakers intend to vilify (*Show them in an evil way*), humiliate, or incite (*create*) hatred against a group of people based on race, religion, skin color sexual identity, gender identity, ethnicity, disability, or national origin.
 - Democracy:** A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
 - Rule of Law:** The need for rules to make a happy, safe and secure environment to live and work.
 - Respect and Tolerance:** Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.
 - Individual Liberty:** Protection of your rights and the right of others you work with.
 - Hate Crime:** This is when someone commits a crime against you because of your disability, gender identity, race, sexual orientation, religion, or any other perceived difference.
 - Genocide:** The deliberate and systematic extermination of an entire people.
 - Xenophobia:** the dislike of or prejudice against people from other countries.

KP12: Factors that can lead to radicalisation	
There are factors that can contribute to pushing or pulling people to extremism:	
<ul style="list-style-type: none"> Push factors are conditions of the person or in their own life situation that pushes them away from mainstream society and causes them to be more susceptible to radicalization Pull factors draw the individual towards the acceptance of violent extremism with positive incentives. 	
Push factors	Pull Factors
Push factors	Pull Factors
Alienation/'Don't fit in'.	Belonging/Community/Family
Political grievances/Sense of injustice that no-one is doing anything about.	Simple easy to understand answers, black and white thinking
Poverty/unemployment	Someone to blame
Pessimistic beliefs/Fear/Hopelessness	Sense of purpose/cause/hope
Anger and frustration	Adventure, fresh start
Low sense of self-worth	Be a hero/prospect of fame or glory
Marginalisation	Self-esteem/personal empowerment
Police harassment/racial/cultural profiling	Social network that 'understands'.
Loneliness/lack of housing	Concept of 'global' community
Poor knowledge or understanding of religion, politics etc.	Distortions and misinterpretations of religious and political teachings
Lack of leadership/poor relatability to individual problems and concerns	Appeal by charismatic leaders/preachers
Lack of effective social/community structures	Influence of online preachers/communities/forums/networks

Knowledge Organiser

PCSHE – Year 10 Topic 5 – Addressing Extremism and Radicalisation

<p>KPI 3: How can you tell if someone has become radicalised?</p> <ul style="list-style-type: none"> • They are... overly secretive about their online viewing. • Display... an 'us' and 'them' mentality. • Become... more argumentative with those who disagree with them. • Question... their faith or identity. • Download or promote... extremist content. • Become... socially isolated. • Alter... their appearance (e.g dress code). • Change... their daily routines, travel or aspirations. <p>KPI4: What is the Prevent Strategy?</p> <p>The prevent strategy is a strategy formed to tackle radicalisation.</p> <p>How does it work?</p> <ul style="list-style-type: none"> • Disrupts extremists—counter marches, peaceful protests • Spots the early signs of someone being radicalised (alienation, vulnerability). • Integration—promotes the mixing of social groups • Stops extremism in institutions (schools, colleges and other public sector job). 	<p>KPI5: Hate Crimes</p> <ul style="list-style-type: none"> • Freedom of speech: The right to voice an opinion without fear of restriction or punishment. In the UK, this right is limited by the law. E.g. you cannot use threatening or abusive language likely to cause distress or great offence. This includes racist or anti-religious hate speech. • Hate speech: Speech that attacks a person or group on the basis of their race, religion, ethnic or national origin, sexual orientation, disability, or gender. This includes images, videos, music, memes. • Hate crime: This is when someone commits a crime against you because of your disability, gender identity, race, sexual orientation, religion, or any other perceived difference. <p>What kinds of things count as hate crimes?</p> <ul style="list-style-type: none"> • Hate crimes are crimes which are committed out of prejudice towards any of the above characteristics of a person. Examples include assault; criminal damage; harassment; murder; sexual assault; hate mail; theft. • Hate incidents are acts which are not illegal, but which are still intended to intimidate the victim. Examples of hate incidents include spitting; verbal abuse; bullying and intimidation; hoax calls; offensive posters. <p>The Law:</p> <p>The law recognises five types of hate crime on the basis of:</p> <ul style="list-style-type: none"> • Race • Religion • Disability • Sexual orientation • Transgender identity <p>Any crime can be prosecuted as a hate crime if the offender has either: demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity OR been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity</p> <p>The police and the CPS have agreed the following definition for identifying and flagging hate crimes: "Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."</p> <p>How to tackle hate crimes:</p> <ul style="list-style-type: none"> • If you feel that you are the victim of a hate crime, you should report it to the police. This can be done over the phone or online. Similarly, if you have been the witness to a hate crime, you should report it as soon as possible. Use the emergency police number (999 in the UK) if you feel that the situation is urgent or life-threatening. • If you think you know someone who has committed a hate crime, you should inform the police, giving them the evidence that you have. 	<p>For further support...</p> <ul style="list-style-type: none"> • Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge. • Pastoral Team – Mrs Hayward, Mrs Aston, Tutor • Teacher • Parents/Carers • Friend <p>Outside Organisations</p> <ul style="list-style-type: none"> • True Vision — provides more information about hate speech and a place to report it: http://report-it.org.uk/report-internet-hate-crime • Inappropriate content can also be reported at: https://www.gov.uk/reports-terrorisim • www.actearly.uk - An informative website providing guidance and support for anyone who is concerned that someone they know may be at risk of radicalisation or extremism. Childline can provide further support (0800 1111). If students have concerns about someone's behaviour, they can contact Childline 0800 1111 or their local police station (by calling 101), who can refer the case to specialists or the correct authorities.
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Knowledge Organiser

PCSHE – Year 10 Topic 6 – Politics and Power

<p>KP11: Key Terms</p> <ul style="list-style-type: none"> • Referendum: Where people vote on an issue. • Centralised: To bring (activities or processes) together in one place • Devolved: having had power transferred or <u>delegated</u> to a lower level, especially from central government to local or regional administration. • Proportional representation: refers to a type of electoral system under which subgroups of an electorate are reflected proportionately in the elected body. • First past the post: Where the candidate with the highest number (but not necessarily a majority) of votes is elected. • Reserved powers: The issues on which only the UK Parliament can make laws • Devolved powers: The issues on which the Scottish Parliament, or the assemblies of Wales or Northern Ireland can make their own laws. • Councillor: a member of a council. • Ward: an administrative division of a city or borough that typically <u>elects</u> and is represented by a <u>councillor</u> or <u>councillors</u>. • Elector: a person who has the right to vote in an election, especially one for members of a national parliament • Political Party: A group of people with similar ideas who campaign together to win elections. • Independent: a voter who does not have long-standing loyalty to, or identification with, a political party • MPs: Successful candidates who represent their constituency in Parliament • Constituency: An area of the country with around 60,000 voters. Each of the UK's constituencies elects one representative to parliament. 	<p>KP12 – Democracy and Voting Systems</p> <p>Democracy means the 'rule of the people'. Each person with voting rights has a say in decision making.</p> <p>Representative democracy: A democracy that uses elections to choose the men and women who will represent all citizens. Members of Parliament are the representatives in the UK.</p> <p>Voting Systems</p> <p>Different election systems are used across the UK. The general election for the UK Parliament uses a first-past-the-post system where the person with the most votes is declared the winner. This system is also used in English and Welsh local authority elections.</p> <p>First-past-the-post: Where the candidate with the highest number (but not necessarily a majority) of votes is elected.</p> <p>Advantages:</p> <ul style="list-style-type: none"> • Simple to understand • Easy to organise • Most likely to lead to a majority government • People have a single representative in Parliament so know who to contact with constituency issues. <p>Disadvantages:</p> <ul style="list-style-type: none"> • A candidate can be elected with support from less than half of the voters • Voters may feel their vote is 'wasted' if they vote for a party candidate who has little chance of winning • Can produce a government that over 60% of the workers do not support • Voters may feel underrepresented if their MP belongs to a political party they do not like. <p>Proportional Representation: refers to a type of electoral system under which subgroups of an electorate are reflected proportionately in the elected body.</p>	<p>KP12 – National Governments in the UK</p> <ul style="list-style-type: none"> - House of Commons: Democratically elected Members of Parliament (MPs) form the House of Commons. The House of Lords is the second chamber in this Westminster Parliament. - Monarch: A monarch is a country's ruler. The UK has a constitutional monarch whose power is limited by the democratic system. The Monarch has important responsibilities in the British constitution including inviting the leader of one of the political parties represented in the UK Parliament to form a government. - Prime Minister: The Prime Minister is leader of one of the political parties in Parliament – usually the party with the most MPs. He or she is asked by the Monarch to select a government to run the country. The Prime Minister is not elected directly by the UK citizens. - Government ministers: Senior MPs or Members of the House of Lords who have accepted the Prime Ministers invitation to be part of the Government and to lead departments responsible for matters such as defence, health or education. Together with the senior civil servants they form the executive - Cabinet: The Prime Minister and the senior colleagues he or she has chosen to be part of Government meet together at 10 Downing Street. <p>The UK Government's powers:</p> <p><i>In 2016, the UK Government had the following powers over the whole of the UK. These are known as reserved powers.</i></p> <ul style="list-style-type: none"> - Defence - Management of the economy - Currency - Elections - Employment - Foreign policy (international links and relationships) - Overseas development - Border control, immigration and asylum - Benefits and social security - Taxation (but with major exceptions in Scotland) - Trade and industry - Nuclear energy, oil, gas, and electricity - Data protection - The constitution.
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Knowledge Organiser

PCSHE – Year 10 Topic 6 – Politics and Power

KPI 3 – Regional Government

Political power has been decentralised and devolved.

1. Government in the UK used to be very centralised – ruled only from London
2. People who lived in Scotland, Wales or Northern Ireland didn't think this was fair because their parts of the UK weren't fairly represented in the political system.
3. A referendum was held to see how many people wanted more political control over decisions affecting their own country. This happened in 1997 in Scotland and Wales and 1998 in Northern Ireland.
4. Scotland and Wales voted for separate regional governments, so some powers were devolved (handed over) from London governments to regional assemblies.

Regional Assemblies do not have complete control

Not all powers have been devolved to regional assemblies – many things, such as taxation are still decided in London and the regions still elect Westminster MPs in the general elections as well. Each assembly has a different set of things that it controls.

Scottish Parliament	Welsh Assembly	Northern Irish Assembly
<ul style="list-style-type: none"> - Based in Edinburgh - 129 members - Chosen through proportional representation - Controls most policy within Scotland, with some exceptions like monetary policy and foreign affairs - Sets taxes - Makes laws 	<ul style="list-style-type: none"> - Based in Cardiff - 60 members - Chosen through proportional representation - Has its own budget - Controls education, health, agriculture, economic development and transport 	<ul style="list-style-type: none"> - Based in Stormont – Belfast - 108 members - Chosen through proportional representation - Controls health, education and local government - Works with Eire on same-interest matters such as transport and agriculture.

KPI 4 – Local Government

What is it?

Local authorities also known as councils, make decisions about local services. Most local authorities are controlled by representatives, known as councillors. Councillors are elected by local residents. Some local authorities are run by directly elected mayors supported by councillors.

How is it run?

Councillors represent a neighbourhood usually known as a ward. Elections for England and Welsh local authorities use first-past-the-post system. Each elector will be able cast two votes if there are two council seats in their ward. Most candidates are nominated by local political party branches, although many candidates are independents.

Local Authority Type	Responsibilities
County councils	<ul style="list-style-type: none"> - Children and families - Social care - Public health - Libraries - Strategic planning - County landscape and environment - Roads, cycle routes and footpaths - Consumer protection - Dealing with emergencies
Borough or district councils	<ul style="list-style-type: none"> - Local planning and building control - Housing - Parks and leisure - Refuse collection and recycling - Food hygiene, public health and licencing - Pest control - Voting and elections
Town or parish councils	<ul style="list-style-type: none"> - Provide local services that improve quality of life: community events, public seating etc.

KPI 5 – Human Rights

The United Nations was formed at the end of WWII. Its aims was to rebuild a world on the values of peace, freedom and justice.

The European Convention on Human Rights and Fundamental Freedoms is an international treaty adopted in 1950. The UK was one of the original signatory countries and played a large part in drafting this agreement.

Articles of the European Convention on Human Rights:

- Article 1: Obligation to respect human rights
- Article 2: Right to life
- Article 3: Prohibition of torture, inhuman and degrading treatment.
- Article 4: Prohibition of slavery and forced labour
- Article 5: Right to liberty and security
- Article 6: Right to a fair trial
- Article 7: No punishment without law
- Article 8: Right to respect for private and family life, home and correspondence
- Article 9: Freedom of thought, conscience and religion
- Article 10: Freedom of expression
- Article 11: Freedom of assembly and association
- Article 12: Right to marry
- Article 13: Right to an effective remedy
- Article 14: Prohibition of discrimination

Lesson 1 Low Stake Quiz

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Sliding Scale – Lesson 1

What is Extremism?

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can outline what extremism means.



I can recognise that there are different forms of extremism - violent and non-violent.



I can consider how extremist thought or ideas can lead to violent action.



Key words: democracy, fanatic, liberty, human rights, intolerance, protest, racism, rule of law.

Extremism is: The vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

What is Extremism?

Extremism refers to beliefs, actions, or ideologies that are far outside the societal norm, often rejecting traditional values and promoting extreme or radical views. These beliefs are typically characterised by the desire to bring about major social or political change, sometimes through violence or other forms of radical action. Extremism can be found in various forms, including political, religious, and social ideologies.

While people are entitled to their opinions and beliefs, extremism often challenges the idea of mutual respect and equality, leading to division or even conflict within society.

Examples of Different Types of Extremism:

1. Political Extremism: Political extremism involves extreme beliefs about the structure of government or society, often calling for drastic changes to the system. This could involve far-right or far-left political ideologies.

1. **Far-right extremism** might include racist, nationalist, or anti-immigrant beliefs, often wanting supremacy for one group over others.
2. **Far-left extremism** could involve revolutionary ideas to overthrow current government systems, often with a focus on socialism or communism.

2. Religious Extremism: Religious extremism involves extreme interpretations of religious teachings that lead to violence or the imposition of a strict religious law on others. In these cases, followers may believe their religion is the only true path and reject or fight against other beliefs.

1. Examples include violent groups like ISIS, who claim to represent Islam, but interpret religious texts in a way that justifies their violent actions.

3. Social Extremism: Social extremism is when people take radical stances on social issues, such as gender roles, environmentalism, or LGBTQ+ rights. Social extremists often demand extreme changes, and may resort to protests, civil disobedience, or even violent actions to bring about those changes.

Examples of Extremism Throughout History:

1. The French Revolution (1789-1799): During the French Revolution, there was a period known as the Reign of Terror, where the government executed thousands of people who were seen as enemies of the revolution. The revolutionaries held extreme views on liberty and equality, leading them to justify violent measures to enforce these ideas.

2. Nazi Germany (1933-1945): Under Adolf Hitler, Nazi Germany embraced extreme nationalism, racism, and anti-Semitism. The Nazis promoted the idea of a "master race" and pursued violent actions to exterminate Jews and other minority groups. This led to the horrific events of the Holocaust.

3. The Rise of ISIS (2000s-Present): ISIS (Islamic State of Iraq and Syria) is a terrorist group that follows an extreme interpretation of Islam and seeks to establish a strict, violent version of an Islamic state. Their actions have resulted in widespread violence, including bombings, killings, and displacement of people in the Middle East.

Extremism and British Values:

In the UK, there are certain values that form the foundation of a democratic society. These include:

- Democracy:** The right to participate in decision-making, to vote, and to express opinions.
- Rule of Law:** Everyone is subject to the law, and laws are made in a fair and transparent way.
- Individual Liberty:** The freedom to live as we choose, within the law, and without harm to others.
- Mutual Respect and Tolerance of Different Faiths and Beliefs:** Treating others with respect, regardless of their differences in belief or identity. Extremism often goes against these values. For instance, political extremism can undermine democracy, as it may involve violence to impose one group's views on others. Religious extremism challenges mutual respect and tolerance, as it often involves the belief that only one religion is valid. Social extremism can disrupt individual liberty if it forces people to conform to radical or extreme views.

In the UK, promoting respect for diversity, engaging in peaceful political participation, and embracing the rule of law are essential in countering extremism and ensuring that society remains fair and just for everyone.

Extremism Scenarios

1. My dad wants me to get married to his close friend's son. He says that he's known the family for years and that we have similar interests. I don't want to get married yet (I don't think I'm ready for it), but also...I don't really like the guy! But dad's already started telling people, there will be a wedding next year!
2. Sam says he's not going to vote this year – he doesn't believe in democracy, "no-one's really free to do anything anyway, so what's the point?" He thinks, "Parliament should be destroyed and instead we should get someone that has principled religious values to run the country."
3. Lucy believes all Muslims are terrorists, she doesn't understand why people would follow such a 'backward' religion. She thinks, "Islam should be banned in this country."
4. There's a homosexual couple that have just moved onto our street. I don't know what the world's coming to? We shouldn't allow such people in our neighbourhood. My children see them walking back home from work every day, sometimes with their arms inter-linked, how am I meant to explain such behaviour to them?
5. It's so heart-breaking to see the way animals are treated in this country. There's a local scientific research company that I've heard tests medicines on guinea pigs. It's just wrong! How would they like it if we tested new medicines with unknown side effects on them? We need to take action! Remind them what it feels like to not have control over your life!

Task: Read at least two of the extremism scenarios with your partner. Answer the following questions with your partner:

Scenario 1:

1. Do you agree or disagree with the sentiment of the scenario? Why?

Do you agree with the action to be taken?

Do you think this could be viewed as extremism? Why?

Do you think that it is fair to impose your likes or dislikes on others?

What if someone didn't like something about you?

Are there alternative ways to get your voice heard or bring about change for a cause you think is important?

Task: Read the information in your booklet.

1. Which actions are realistic and would have a positive impact to reduce extremism in the community?
2. Create a list of things that could reduce the likelihood of people getting involved in extremist action or support people to turn away from extremism (e.g. a lack of understanding of faith could be reduced by RE lessons in schools that teach people to be tolerant and open-minded about different faiths, and more informed about their own religions' teachings)



Some of my friend's posts on social media made me cringe. Loads of people seemed to find it funny so I didn't tend to say anything. But I realised I could report anonymously which got some removed. I also started posting funny memes to show I didn't agree – they got loads of likes and they've stopped posting so many nasty comments.



We go to a youth group where this guy tried to get us involved in a protest. Something about it didn't feel quite right so we told our parents.



I am worried that my culture is disappearing and that the people in power aren't listening to these concerns. So I joined a political party that reflected my opinions and I regularly join my local branch to campaign on issues that are important to me.



In the past, I have had comments about my faith which have made me feel like I wasn't part of my local community. But I have also been inspired by the respect and interest shown by young people visiting our local Gurdwara.



I think people these days are far too worried about being politically correct! I make fun out of everyone – rich, poor, tall, short – so it's hardly discrimination if I make jokes about religion or disability is it?! But someone in my office told me they were upset by a joke I made. At first I thought they were being oversensitive but I guess it helped me see their point of view a bit. I stopped telling jokes about minority groups at work and the person came up to me the other day to say how much it meant that I'd listened to them. I think even my line manager has noticed which has got to be good for my promotion prospects, hasn't it?!

I remember reading about someone who'd been arrested for extremist activities. They'd started reading all these radical websites as they'd been bullied at school. They'd been angry about the way people seemed to behave and the sites had given them an easy answer – that certain people were to blame. I felt really saddened by their story. It inspired me to help people feel more included and talk to people if I thought they were having a bad time. I ended up feeling much more connected to people and I made some really cool friends because of my change in attitude.



Life at home was tough. We didn't have a lot of money so when I got this promise of a better life, it sounded like a quick way out of a pretty horrible situation. But there was something telling me that the great life they were trying to get me to sign up to wasn't the full truth. I spoke to some people I could trust who showed me what life was really like for people who'd joined. I'm so glad I talked to someone before I did something that wasn't really me.

Lesson 2 Low Stake Quiz

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Sliding Scale – Lesson 2

How are people drawn into extremist groups?

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Learning Objectives:

I can understand that extremists can come from a wide variety of backgrounds, get involved in different ways, and for differing reasons.

Not confident

Confident



I can explain the process of radicalisation and some of the push/pull factors which are involved.

Not confident

Confident



I am able to question, be critical and challenge extremist thinking and rhetoric.

Not confident

Confident



Key words: extremism, racialisation, push and pull factors, extremist rhetoric.

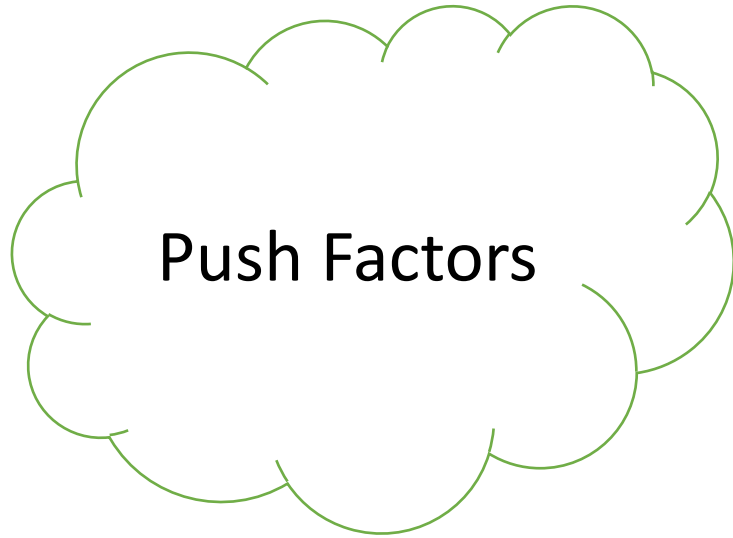
Task: Discuss, with the person next to you, which one of these:

- Is a mechanic?
- Worked for RSPCA?
- Worked in Customer Services?
- Is a carpet fitter?
- Has an engineering degree & a Masters?
- Is a terrorist?

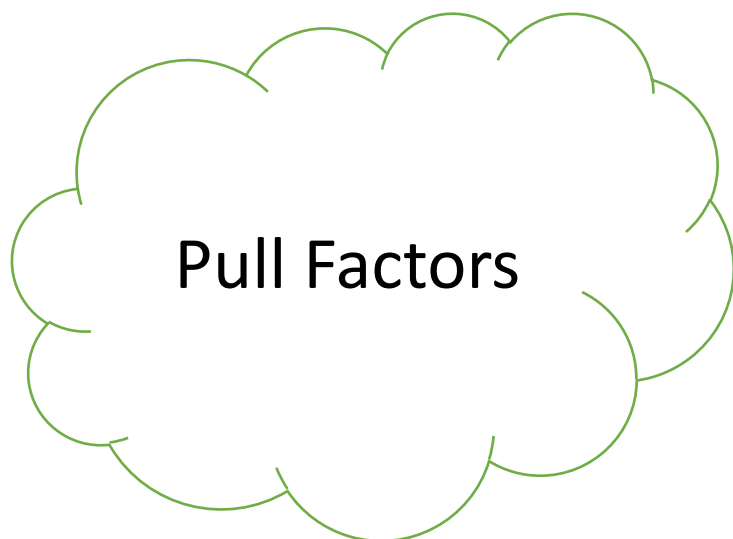


Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause (Section 1 of the Terrorism Act 2000)

Task: Write down as many reasons (vulnerabilities) mentioned in the video as they can – these are often known as ‘push’ factors.



Task: Write some of the ‘pull’ factors radicalisers/groomers might use to entice people to extremist ideology.



Lesson 3 Low Stake Quiz

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Sliding Scale – Lesson 3

Extremism and Hate Crime

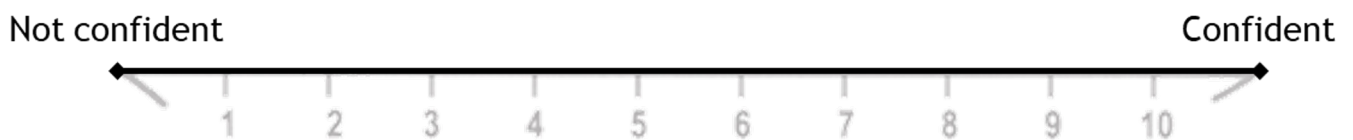
Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Learning Objectives:

I can give examples of extremist behaviour.



I can provide the definition of a hate crime and the protected characteristics.



I can evaluate the difference between free speech and hate speech.



Key words: Hate crime; free speech; hate speech; prejudice; discrimination: Xenophobia; Genocide

Why and how does Hate Crime happen?

There are many reasons why hate crimes are committed. For each of the cases below,

1. write whether you think a 'hate crime' has been committed, yes, no or maybe and
2. colour code the category. Some might fall into more than one category. Then, write why you think each incident was a hate crime in the final column.

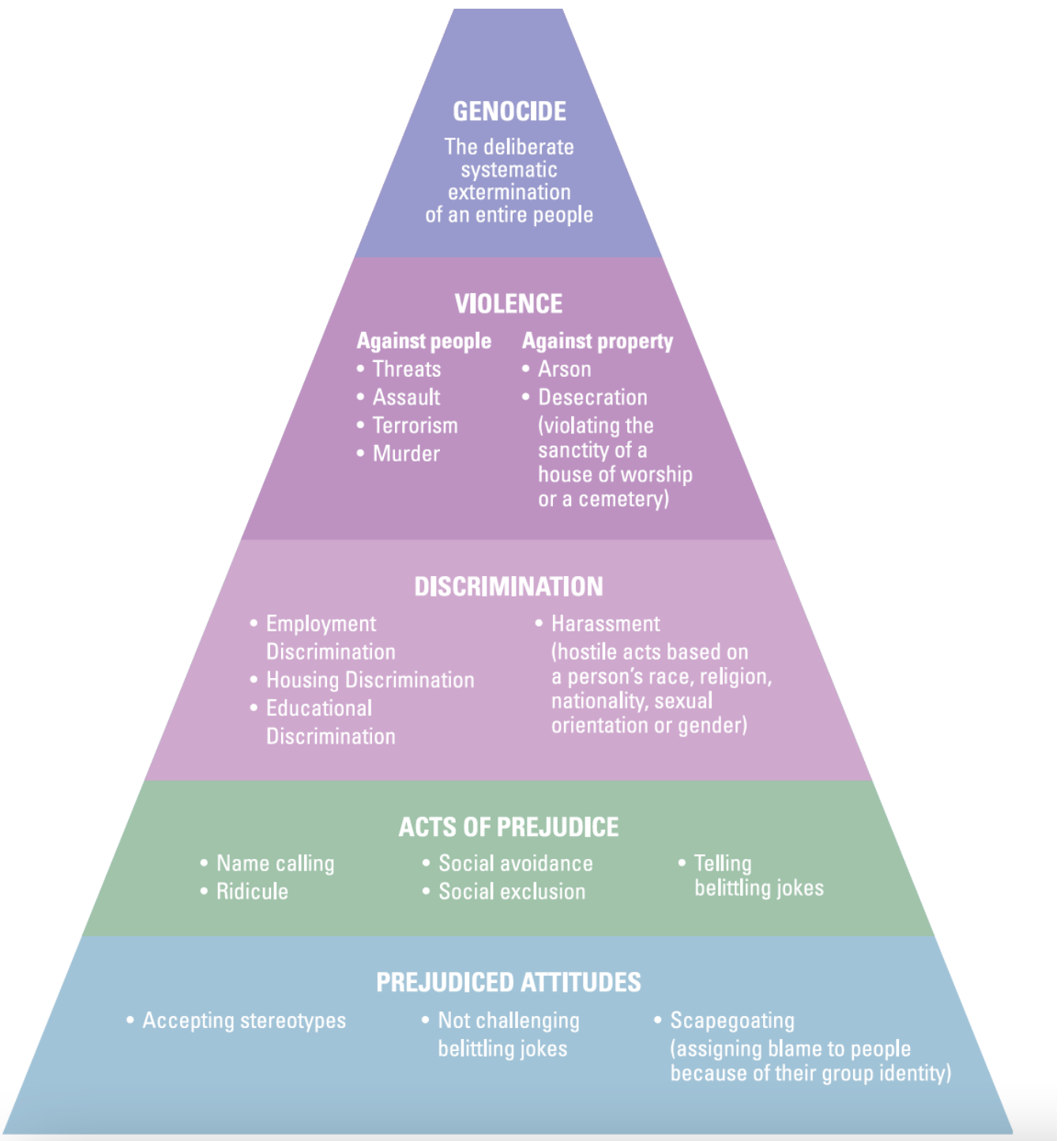
Categories for reasons

Under influence of the media **Extension idea (think of your own category)**

Perceived injustices

Racism

Hate Crime Case Studies	Hate Crime? Y / M / N Type? (indicate using your colour key)	State which category of hate crime you think it was – e.g. racial, religious, why this may have happened, and then explain your reasoning as to why you think it was a hate crime:
Gary hasn't been able to get a job in his local town. His dad says it's because 'all the Polish immigrants have had them'. This makes Gary furious. Gary walked past a Polish man coming out of a shop and spat at him.		
Claire and her friends are all white British and spend a lot of time sharing 'Britain First' posts on Facebook. Claire's cousin, who is part-Asian, sees one of her posts and is very upset. It wasn't aimed directly at her, but it has shocked her that a family member is sharing views from an extremist group.		
Anatolie is a Romanian immigrant to the UK. When a young Black British teen was coming home from school, Anatolie and his friend jumped him, beat him and took his phone. The teen shouted 'why are you doing this?' Anatolie said 'why should you Black losers have all the good stuff?'		
Karen reads the same newspaper full of Islamophobic articles every day. A lot of people she knows are going on an EDL anti-mosque march. Karen has never met a Muslim but ends up joining in when her group throw bricks at a mosque because her friends are doing it and her newspaper said the Muslims are taking over.		
Cleo is a transgender woman. As she was waiting at the bus stop, a car drove past, and someone threw eggs at her out of the window. She's not sure, but thought she heard someone shout, 'have that, you tr***y' as the car sped away.		



Task: Discuss with the person next to you – why is it important that we intervene at the bottom of this hate crime triangle?

Extension

- How can education help?
- How can news media outlets help?
- How can the law help?
- How can politicians help?
- How can social media influencers and celebrities help?

Hate crime, what is it and is it overreported, or underreported?

What is Hate Crime?

A hate crime is a criminal offense that is motivated by racism, sexism, homophobia, or another type of prejudice. Hate crimes are often acts of physical violence but can also include verbal abuse or vandalism.

A crime is recognised as a hate crime when it is motivated by a prejudice towards any of the following:

- * Race
- * Religion
- * Disability
- * Transgender identity
- * Sexual orientation

The victim of a hate crime may or may not actually be a member of the groups above. Even if the victim is not a member of the particular group, it still counts as a hate crime if the offender thought that the victim was part of that group. For example, if an offender said they beat someone up for 'being gay', it wouldn't matter whether the victim was gay or not – the assault would still be a hate crime.

What kinds of things count as hate crimes?

Hate crimes are crimes which are committed out of prejudice towards any of the above characteristics of a person. Examples include: assault; criminal damage; harassment; murder; sexual assault; hate mail; theft.

Hate incidents are acts which are not illegal, but which are still intended to intimidate the victim. Examples of hate incidents include: spitting; verbal abuse; bullying and intimidation; hoax calls; offensive posters.

Hate crimes often begin as smaller acts or hate incidents, so it is worth reporting hate incidents to the police. This helps the police to build up a larger picture of the case and maximizes the chances of punishing the offender.

How can you prove that a crime is a hate crime?

It can sometimes be tricky to prove that a crime is motivated by prejudice. In some cases, the offender might declare in their statement that the attack was motivated by a prejudice. However, if the offender does not declare it openly, there are several things that can help create a case to prove that the crime was a hate crime. For example, the offender may be a member of an extremist group; they may have tattoos related to the prejudice or have written articles, books or taken part in online chats which clearly display the prejudice. They may have a history of crimes against people from the same background, or there may have been witnesses who heard the offender shouting prejudiced things at the time of the crime. The police will investigate the accusation of a hate crime and will help to build up a picture of the offender – you do not need to do this work yourself.

Hate Crime and Social Media

Due to the ability to create fake profiles and 'troll' people, the internet has proved to be the perfect place for the 'covertly' prejudiced to hang out. By that we mean those people who would never share their views in real life, but feel free to express them hidden behind the keyboard. This can give a false impression that the world is more full of racists / misogynists or any other kind of prejudiced group than it actually is, as these people are likely to be vocal – usually due to some sort of perceived injustice against themselves by members of a particular group. Perceived injustice means when you believe someone represents a group that has somehow wronged you – whether this is actually the case or not - and so the victims (members of this group) bear the brunt of the prejudiced person's anger.

It is very important to challenge perceived injustice as often in its early stages people can be set straight with more knowledge of a situation or better education about the aims of a particular minority group (the fact that they just want to live in peace, like everyone else, except for the odd violent person which you find in every demographic). If perceived injustices are fed by inflammatory media headlines, some people end up getting angrier and angrier until eventually some commit hate crimes.

Are we seeing so many hate crimes because they are being over-reported?

Some individuals may argue that hate crimes are overreported in the UK for various reasons.

Here are just a few:

- **Misinterpretation of incidents:** Critics may argue that certain incidents are misinterpreted or wrongly labelled as hate crimes. They claim that actions motivated by factors other than hate, such as personal disputes or criminal activity, may be erroneously categorized as hate crimes.
- **Political correctness or hypersensitivity:** Some individuals believe that there is an excessive emphasis on political correctness or heightened sensitivity, leading to an inflated perception of hate crimes. They argue that minor incidents or harmless speech are being exaggerated and labelled as hate crimes, resulting in overreporting.
- **Reporting biases:** Critics claim that various factors, such as media attention or societal pressure, may encourage individuals to overreport or misrepresent incidents as hate crimes. They argue that these biases can distort the actual prevalence of hate crimes.
- **Mistrust in official statistics:** Some individuals may express scepticism about official hate crime statistics, questioning the accuracy of data collection or suggesting that political motivations influence reporting practices. This scepticism can lead to claims of overreporting.

Could hate crime in the UK actually be under-reported?

Conversely, some individuals may argue that hate crimes are actually underreported in the UK.. Here are a few of the reasons they give:

- **Fear and lack of trust:** Victims may fear reprisals or lack confidence in the criminal justice system's ability to handle their cases effectively. They may be hesitant to come forward and report hate crimes due to concerns about their safety, privacy, or a belief that the authorities won't take appropriate action.
- **Barriers to reporting:** Victims may face practical barriers to reporting, such as limited awareness of reporting mechanisms, language barriers, or a lack of understanding about what constitutes a hate crime. This can hinder their ability to report incidents to the police or other relevant authorities.
- **Social stigma and normalization:** Some individuals may normalize or downplay incidents of hate crimes, perceiving them as commonplace or not serious enough to warrant reporting. Victims may also face societal pressures or reluctance to disclose their experiences due to the potential stigma attached to being a victim of a hate crime.
- **Lack of awareness and knowledge:** Both victims and witnesses may not be aware of the legal definitions and protections related to hate crimes. They may not recognize that an incident they witnessed or experienced qualifies as a hate crime, leading to underreporting.

What should I do about hate crime?

If you feel that you are the victim of a hate crime, you should report it to the police. This can be done over the phone or online. Similarly, if you have been the witness to a hate crime, you should report it as soon as possible. Use the emergency police number (999 in the UK) if you feel that the situation is urgent or life-threatening.

If you think you know someone who has committed a hate crime, you should inform the police, giving them the evidence that you have.

You can get further support in dealing with hate crime from organisations like True Vision or Victim Support. We will signpost more organisations at the end of today's lesson.

Task: Use the information sheet in your booklet to complete the following questions.

1. Explain three different types of crime which could be classed as hate crime.
2. Explain in your own words how a person might go about proving that what has happened to them is a hate crime.
3. Why can this sometimes be difficult?
4. How has the rise of social media had an impact on hate crimes?
5. Why do some people think hate crimes are underreported?
6. Why do some people think hate crimes are overreported?
7. What should you do if you experience or see / become aware of a hate crime?

Lesson 4 Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 4

Incels and Misogyny

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Learning Objectives:

To be able to define incels and misogyny.



To be able to outline the different push and pull factors for incel groups.



To be able to explain the solutions to misogyny.



4

Pushed or pulled?

Task: look at the **factors** below.
Can you organise them into **push** and **pull**?

low self-esteem

unfulfilled aspirations

promising excitement

encouraging ideas of superiority

having inaccurate answers

offering a mission

encouraging conspiracy theories

not belonging

blaming specific communities

promoting an "us vs. them" mentality

anger and frustration

making someone feel special

a sense of injustice

confused about the world

Task: In 2024, Vodafone released a video that highlighted the harmful **algorithms** that target **teenagers** and **young men**. Watch the video carefully and think about **how extreme views develop**. How should people **avoid extreme influencers and communities**? What are the **warning signs**? Write down your answers in your booklet.

Lesson 1 Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

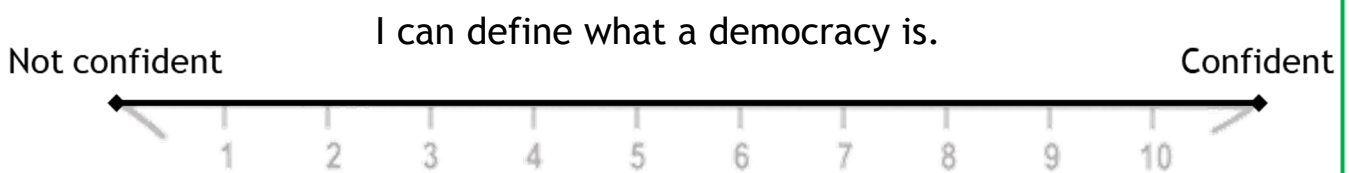
8. _____

Sliding Scale – Lesson 1

Democracy and Voting Systems

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales



I can outline different electoral systems used in democracies.



I can evaluate the different political systems.



Key words: Democracy, electoral systems, first past the post, proportional representation, political parties, members of parliament.

Task: Complete this table in your booklet to think about what democracy means by putting the correct statements in the correct column.

Government represents people and is accountable	The rule of law and everybody is equal under the law	Freedom of speech, belief and association
<p>The actions of the government have to be made public and explained, so that people can check what they are doing.</p>	<p>The judges and courts are not controlled by the government</p>	<p>The press, TV and radio should not be censored by the government.</p>

1. There are regular elections to choose the people who are going to run the country.

2. People can follow any religion they like.

3. People have complete freedom of speech.

4. Everyone obeys the laws including members of the government.

5. If people are arrested they have to be told why and if they are charged there must be a trial.

6. People have the right to see any records or documents that the government, local councils, schools and hospitals have on them.

7. Religion has no role in the way a country is governed.

8. People have the right to meet together to discuss their view.

9. All genders are allowed to vote.

10. Everyone has the right to a trial by a jury of their fellow citizens.

Two Democratic Voting Systems

FIRST PAST THE POST

In the UK, there are 650 constituencies. The people living in each constituency vote for the person they want to represent them. The candidate in each constituency with the most votes wins a seat as a member of parliament (MP). The political party with the most seats wins the election and can form the government.

Although this system has been in place for many years some people say that it is unfair and undemocratic.

PROPORTIONAL REPRESENTATION

A system of electing people that reflects the wishes of the voters meaning that the number of seats a party wins is roughly proportional to the votes it receives in an election. There are 3 types of proportional representation that are now used throughout the UK but they are not used in general elections

1. STV used in Northern Ireland
2. AMS used in Scottish Parliament and Welsh Assembly
3. Supplementary Vote used to elect the mayor of London

Favourite Subject in School	Vote Cast (x) FPTP or PR	STV System or AV (List in order of preference)
Maths		
English		
Science		
Core PE		

Voting outcomes

Table 4.3 UK general election 2015 – state of the major parties+

Party	Number of votes+	Percentage of votes	MPs actually elected using the first past the post system	MPs that would have been elected if proportional representation had been used++
Conservative	11,334,520	36.9%	330	240
Labour	9,347,326	30.4%	232	198
UKIP	3,881,129	12.6%	1	82
Liberal Democrat	2,415,436	7.9%	8	51
Green	1,157,613	3.8%	1	25
Scottish Nationalist*	1,454,436	4.7%	56	31
Plaid Cymru**	181,694	0.6%	3	4
Democratic Unionists***	184,260	0.6%	8	4

TASK:

1. Which political parties benefit from the current FPTP system?
2. Which parties lose out from the current system and would benefit from a change in the voting system?

Political party	Leader	Candidates	MPs ^[309]		Votes	
			Total	Of total (%)	Total	Of total (%)
Conservative	Boris Johnson	635	365	57.5	13,966,454	43.63
Labour	Jeremy Corbyn	631	202	32.0	10,269,051	32.08
Liberal Democrats	Jo Swinson	611	11	1.8	3,696,419	11.55
Scottish National Party	Nicola Sturgeon	59	48	81.4	1,242,380	3.88
Green Party of England and Wales	Siân Berry and Jonathan Bartley	472	1	0.2	835,597	2.61
Brexit Party	Nigel Farage	275			644,257	2.01

TASK

1. What are the advantages of first past the post system?
2. What are the disadvantages of the first past the post system?

Task: Sort the following statements into each category.

Usually produces strong government	Retains strong link between constituency and MP	Increases the diversity of parliament	Prevents extremist parties from getting elected
Current system used for General Elections	Gives a bigger voice to smaller minority parties	% of the vote cast = % of seats allocated in parliament	Encourages a coalition of parties to form a government
Winner takes everything	Produces very few wasted votes	Seen as a fairer system around the world	Encourages a higher voter turnout

Which electoral system

•Key FPTP

PR

First Past the Post

This is where the person with the most votes in each constituency wins a seat in parliament.

	Enfield North	Hertsmere	Barnet	Leeds West	Leeds East	Leeds North East	Kettering	Pudsey	Seats
Labour	12	6	10	1	8	9	7	7	
Conservative	4	3	4	13	5	2	3	6	
Lib Dem	2	9	1	4	5	7	6	6	
Green	2	2	5	2	2	2	4	1	
Winner									

How to work out the results:

- In the **winner** row, write down the name of the political party that gets the most number of votes in each constituency.
- Add up the number of winners for each political party and write these down in the **seats** column.

Questions about the results:

- Which political party has the most seats?
- Does this party have the majority of seats?
- If the party with the most seats has a majority, what does this mean they are able to do?
- Does this seem like a fair way of deciding an election?

Proportional Representation

This is where all the votes from each constituency are added up, and seats in the parliament are allocated on the percentage of votes each party receives. (% votes = % of seats)

	Enfield North	Hertsmere	Barnet	Leeds West	Leeds East	Leeds North East	Kettering	Pudsey	Total Votes	%	Seats
Labour	12	6	10	1	8	9	7	7			
Conservative	4	3	4	13	5	2	3	6			
Lib Dem	2	9	1	4	5	7	6	6			
Green	2	2	5	2	2	2	4	1			
Total									160		

How to work out the results:

- In the **total** row, add up the number of votes cast in each constituency.
- In the **total votes** column, add up the total number of votes for each political party, and the overall number of votes cast (shaded area).
- In the **%** column, work out the percentage of the vote for each political party. Use the following formula: total votes for the party / overall number of votes (shaded area) x 100.
- A political party needs 12.5% of the vote per seat. Using the percentages of each political party, work out how many seats each political party receives, write this in the **seats** column.

Questions about the results:

- Which political party has the most seats?
- Does this party have the majority of seats?
- If the party with the most seats does not have a majority, what does this mean?
- Does this seem like a fair way of deciding an election?

Lesson 2 Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 2

Who is in charge here anyway?

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can describe the different bodies that hold power in the UK.



I can explain what power these different bodies hold.

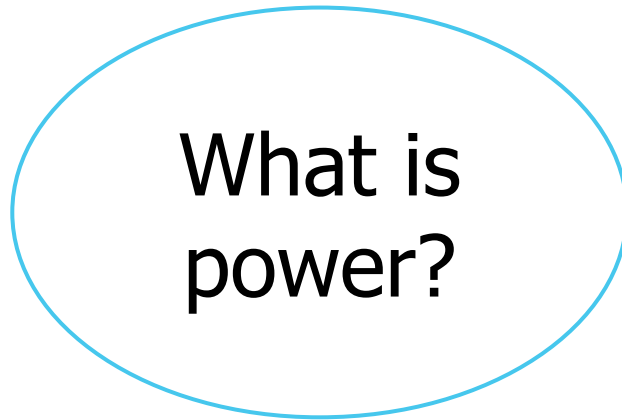


I can judge who holds the most power in the UK.



Key words: Parliament, monarch, democracy, election, political party, electorate

Task: Mindmap any ideas that you have about what is power.

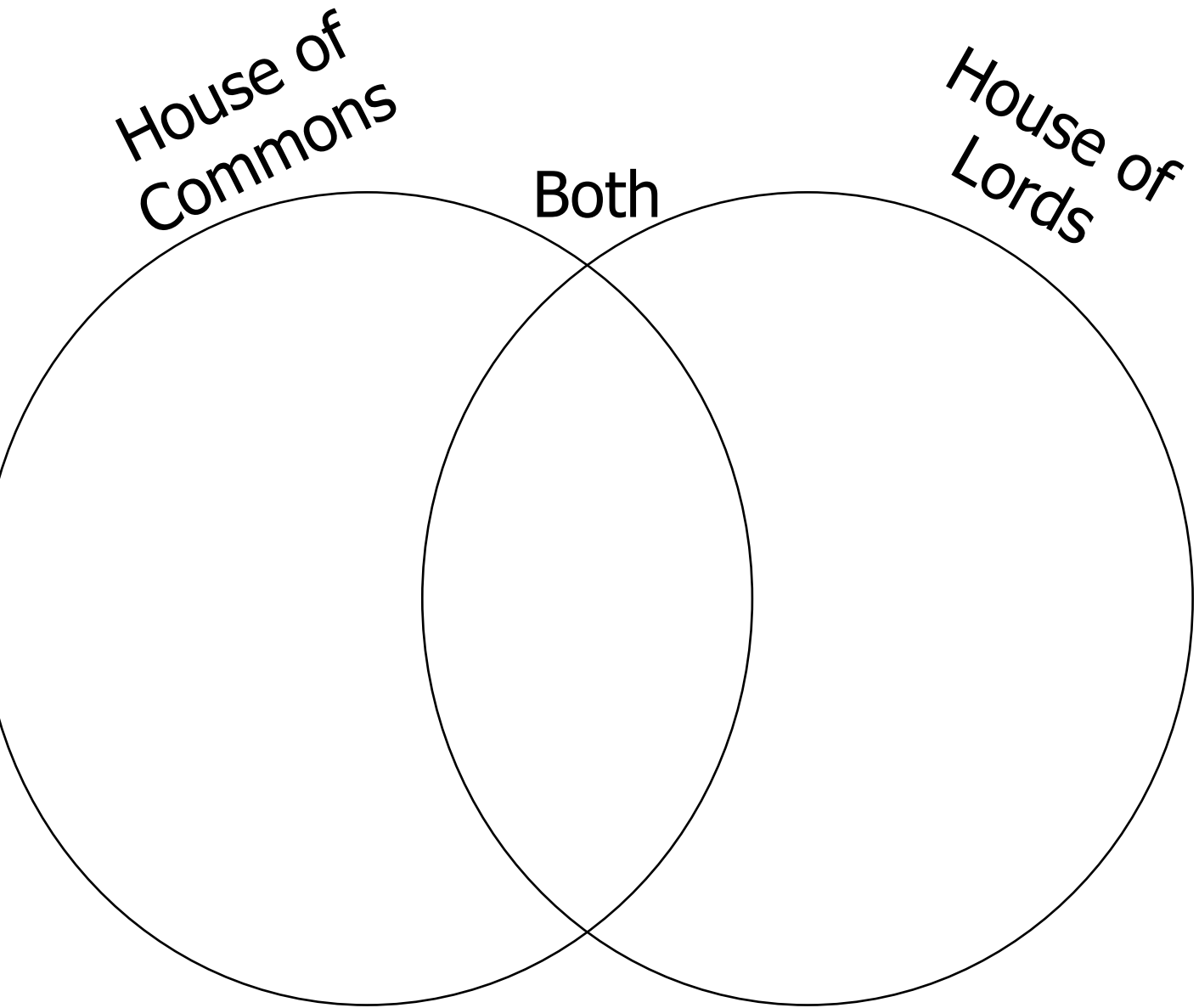


Task: Using the pictures in your booklet, describe the role of the monarch.



The monarch role is to...

Task: Add each statement to the correct Houses' circle.
If something goes in both, add it to the overlap.



1) Members are chosen by the public in a general **election**.

2) Members represent specific **constituencies** in the country.

3) Members are aligned to a political **party**.

4) Members can hold positions in **government**.

5) Members get a new title in their **name**.

6) Members are **chosen** by the government, or **inherit** their title.

7) Members have the opportunity to **vote** on laws.

8) Members can become the **Prime Minister**.

9) Members have that role for **life**.

Task: As we look at what each party promised in 2019 for each policy area, fill out your grid on who you agree with the most and why.

<u>Economy</u>	<u>Health & Social Care</u>	<u>Climate</u>
<u>Education</u>	<u>Law & Order</u>	<i>Overall...</i>

THE ASHES Smith frustrates England again as two Australian fans ejected for abusing Archer

The Daily Telegraph

'Hypocrite' Corbyn rejects election to break deadlock

By Gordon Roper and Henry Taylor
Labour leader Jeremy Corbyn has rejected a proposal to hold a general election to break the political deadlock in the country, saying the move would be "hypocrite" because the government would be asking voters to elect a government that would then be asked to hold a general election.



→ Labour leader demands no deal is ruled out before poll
→ PM says opposite number is 'chicken' and fears defeat
→ Remainers aim to delay election until after Oct 31

Corbyn said the Labour Party would not support a general election to break the political deadlock in the country, saying the move would be "hypocrite" because the government would be asking voters to elect a government that would then be asked to hold a general election.

The Opposition leader is now a puppet, and his strings may soon be cut

Corbyn's position as opposition leader is being questioned by some Tory MPs, who say he is a puppet of the Labour Party's leadership.

Some Tory MPs are questioning Corbyn's leadership, saying he is a puppet of the Labour Party's leadership.

Corbyn's position as opposition leader is being questioned by some Tory MPs, who say he is a puppet of the Labour Party's leadership.

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NEWS BRIEFING
Puzzles 22
Obituaries 29
TV listings 30
Weather 32

Rebel Tory spared withdrawal of whip
A Tory MP has been spared the withdrawal of the whip after voting against the government's Brexit deal.

Twins shocks of no deal Brexit and recession could swamp Europe
The combination of a no-deal Brexit and a recession could swamp Europe, according to a report.

Vote Labour
A graphic encouraging voters to vote Labour.

Allister Heath
A profile of Allister Heath, a Labour MP.

Chancellor declares an end to austerity
The Chancellor has declared an end to austerity.

Beaches Resorts
VOTED WORLD'S BEST FAMILY ALL-INCLUSIVE RESORTS
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'This PM is ready to destroy anything that threatens his ambition'
Polly Toynbee Journal

The Guardian

Thursday 29 August 2019
£2.20
£1.60 for subscribers

Outrage as Johnson suspends parliament

- Queen agrees to prime minister's request to prorogue parliament for critical five-week period
- Alliance of rebel MPs prepare last-ditch bid to avert no-deal Brexit as time runs out
- Speaker John Bercow condemns surprise decision as a 'constitutional outrage'



Heather Stewart
Jessica Elgot
Kate Proctor
Rebel MPs from across the spectrum are gearing up for a historic parliamentary clash next week after Boris Johnson announced plans to suspend parliament for a critical five-week period in the run-up to Brexit.



The **INDEPENDENT**

Q Did Cummings drive to Barnard Castle during lockdown?

Q When did Johnson find out about the trip?

Q Were the police or No 10 telling the truth?

Q Why can the PM's adviser follow instinct while the nation follows rules?



No answers

Tory MPs demand inquiry into Cummings' lockdown breach as the prime minister ducks and dodges the crucial questions that have left a party divided – and voters angry

FULL REPORTS & ANALYSIS INSIDE Jess Phillips | Andrew Grice | Kate Devlin | Andrew Woodcock | Tom Peck | Sean O'Grady | Shaun Lintern

Daily Mail



WEDNESDAY, JUNE 7, 2017

www.dailymail.co.uk

NEWSPAPER OF THE YEAR

65p

VOTE TO SAVE BRITAIN!

APOLOGISTS FOR TERROR



Jeremy Corbyn



John McDonnell



Diane Abbott

The Mail accuses this troika of befriending Britain's

Lesson 3 Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

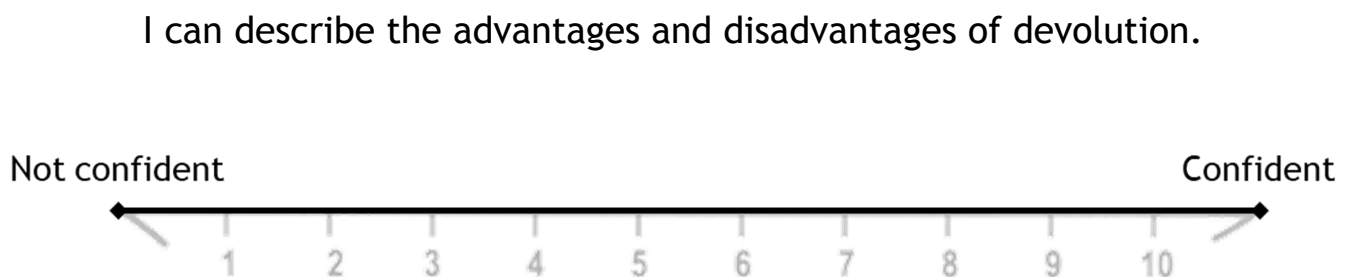
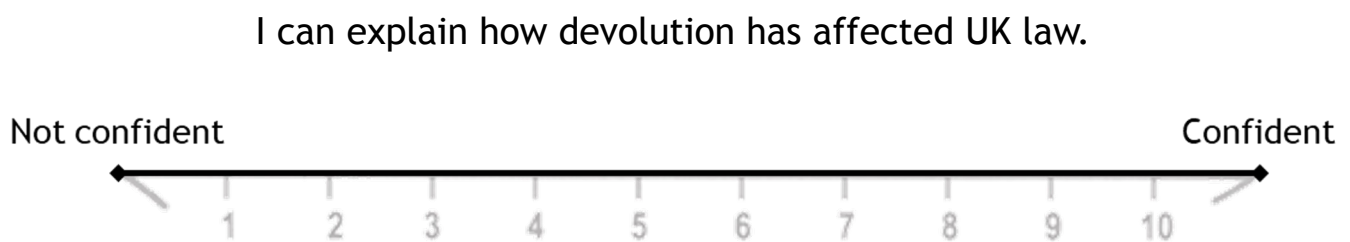
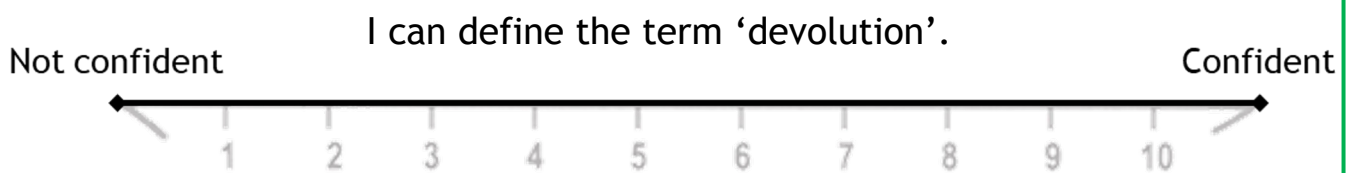
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Sliding Scale – Lesson 3

Regional Government

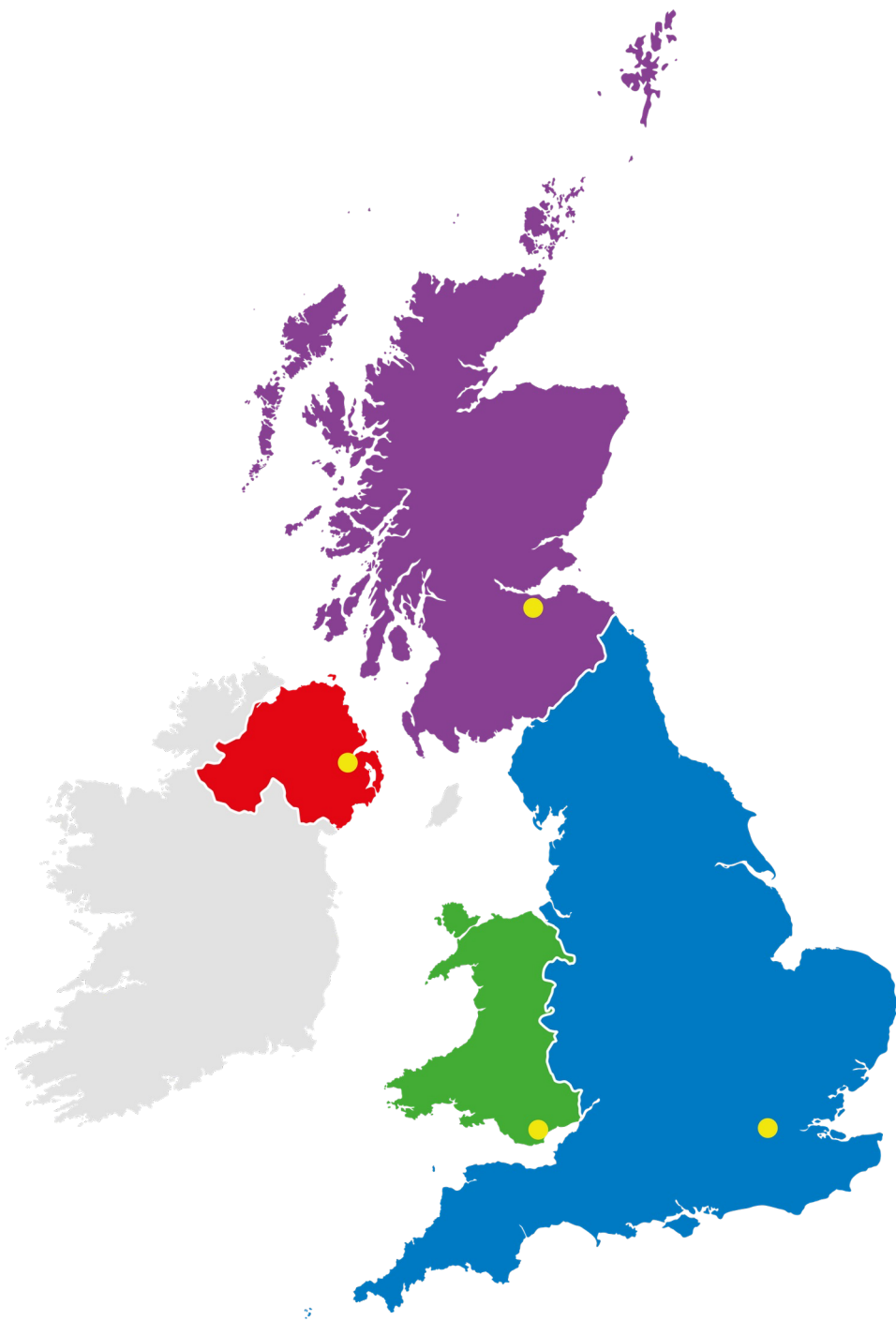
Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales



Key words: devolution, regional assemblies, Scottish Parliament, centralised power, proportional representation.

What is devolution?



Task: *Write down examples of devolved powers*



TASK: Complete the table by writing down 3/4 advantages and disadvantages of devolution....

Advantages – why it might be a good thing?	Disadvantages-why it might be a bad thing?
E.g. Frees up time for Parliament to focus on more urgent/important issues (E.g. terror threats/pandemics)	E.g It is undemocratic because unelected organisations should not be deciding and creating laws

Task: Decide which powers are reserved for Westminster and which powers have been devolved to the Welsh government.



The Welsh language



Sport and leisure



Media



The Internet



Education



Nuclear energy



Tourism



Environment



Health



Agriculture



Water



Post



Housing



Food

Lesson 4 Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 4

Local Government

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can describe the differences between local and national government.



I can outline the different roles of the local government.



I can explain where the local government's funding comes from.



Key words: Local government, councils, councillors, local residents, county councils, metropolitan councils.

Task: Write a list of policies that government may have to achieve in order to improve the lives for people. When writing the list, consider different groups in society, for example:

- Young people
- The elderly
- The disabled
- People who care for the environment
- People looking for work.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

Task: Comparing local and central government. Complete the table in your booklet as we talk through the next few slides.

	Local government	Central government
Geographical areas		
Roles		
Decision makers		

Task: Fill in the gaps thinking about the video to summarise what local councils do.

Our roads and _____ are maintained by local councils, so we can cross safely. Without local councils, there would be no _____, rubbish collection or bins in our towns and cities. Local councils are also responsible for the planning of new _____ and giving out licenses to cafes and pubs, to make sure that food _____ is a top priority. Street lights are also maintained by local councils. Councils issue _____ licenses, making sure that they are safe to operate on our streets. _____ and open spaces are also looked after by councils, as are _____. Local councils also spend a lot of time trying to encourage _____ and cultural activities into our towns and cities.

buildings	libraries	recycling	hygiene
events	street crossings	parks	taxi

Task: Use the story to list all the services that Shabana uses that are controlled by the council.

Shabana was woken up this morning by the rubbish truck. It is collecting the recycling from her road. She leaves the house and walks down the road to school. Whilst walking to school she visits the shop to buy a drink for her lunch. She notices that the air seems very polluted today. There seems to be a great deal of traffic on the road to school coming from the direction of the new estate that has just been built near her house.

Task: Sort the following responsibilities into the table to explain who should be in charge of what area of responsibility.

- 1 The Constitution
- 2 Health and social services
- 3 Education services provision
- 4 Housing provision
- 5 Education, training and skills
- 6 UK Parliament elections
- 7 Local government
- 8 International development
- 9 Social services provision
- 10 Foreign affairs
- 11 National defence and security
- 12 Economic development
- 13 Agriculture, forests and fisheries
- 14 The environment and planning
- 15 Travel
- 16 Employment law
- 17 Nationality, immigration and asylum
- 18 Tourism, sports, culture and heritage
- 19 Postal services
- 20 Financial and macroeconomic affairs
- 21 Water and flood defences
- 22 The Welsh language
- 23 Waste management
- 24 Leisure services provision
- 25 Financial services and pension regulation
- 26 International trade and financial markets
- 27 Housing
- 28 Roads and transport provision
- 29 Social security
- 30 Street signs and speed limits
- 31 Charity law
- 32 Abortion, genetics, medicine, embryology
- 33 Fire and rescue services
- 34 Justice and the police
- 35 Environmental health services
- 36 Construction planning
- 37 National minimum wage
- 38 Welsh Parliament and local government elections

Uk Parliament	Welsh Parliament	Local Government

- 1. Name one difference between local and national government.**
- 2. Explain the term government.**
- 3. Name five services provided by your local council.**

Lesson 5 Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 5

Human Rights

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can explain what human rights are and how they affect our lives.

Not confident

Confident



I can examine the human rights act and the role it plays in our society.

Not confident

Confident



I can analyse a range of situations where human rights may complete and conflict with each other.

Not confident

Confident



Key words: Human rights, European Convention on Human Rights, law, absolute rights, qualified rights

Task: Read each scenario and decide which human rights are involved.

Scenario	Which human rights apply?
<p>A baby is born with a very serious illness and is not expected to survive. Doctors recommend that they be allowed to die, but the parents disagree and believe that as much as possible should be done to keep the baby alive.</p>	
<p>A bank executive tells her manager that she is pregnant and will be taking maternity leave. The next day, she finds out that she has been removed from a number of key projects. She is told it is because the bank's clients will not want someone managing their projects who will be away for such a long period of time. Two months later she quits her job.</p>	
<p>A same-sex couple walking down a street are asked by a police officer "not to hold hands". After refusing to stop holding hands, both of them are arrested for 'public disturbance' and fined.</p>	
<p>A man is charged with armed robbery. At his trial, statements against him from two anonymous witnesses are read out in court. There is no chance for the man to question these witnesses or challenge their evidence.</p>	
<p>An environmental campaign group plan to hold a number of demonstrations across a city. The police find out about their plans and impose an outright ban on any protests in the city, no matter how large or small.</p>	
<p>A teacher, who has no religious beliefs, teaches maths at a Roman Catholic school. They apply for a promotion, but are immediately turned down because they are not a Roman Catholic.</p>	
<p>A blogger writes an article criticising the leader of their country and publishes it on their popular internet blog. A few days later they are arrested. They are detained by the police for three days without access to a solicitor. No-one explains what the charges against them are.</p>	
<p>A citizen of Zimbabwe who lives in the UK is placed under a deportation order for a serious criminal offence. They are HIV positive. The condition is kept under control through antiretroviral medication available in the UK. It is doubtful whether they would be able to access the necessary drugs in Zimbabwe.</p>	

Are some rights more important than others?

Task: Rank these rights from most to least important. Be prepared to share your answers.



The right to hold your own beliefs



The right to a family



The right to vote



The right to an education

Task: Consider a number of different scenarios where people’s human rights may conflict with each other. For each scenario discuss:

Q: What rights are involved?

Q: Are there any solutions so everyone’s rights can be upheld?

Q: If not, who’s rights should take priority?

Scenario	What rights are involved?	What solutions could be applied?
<p>A same-sex couple would like to have a civil partnership at their local town hall. The local registrar refuses to perform the ceremony as they feel that it would go against their religious beliefs.</p>		
<p>A 16-year old is excluded several times from a school for disruptive behaviour. Another incident takes place two months before they and others are due to take their GCSEs. The parents of some of the other students call for them to be permanently excluded.</p>		
<p>A 26 year old crashes their car after driving the wrong way down a slip road. They seriously injure two people travelling in a car in the opposite direction, including a young child. The 26 year old is taken to the local hospital where they remain, unconscious. The police suspect that they had been drinking before they crashed their car and want to take a blood sample whilst they are still unconscious, to test it for alcohol. If the officers wait too long, the sample will not be reliable.</p>		
<p>A transgender man, who is legally recognised as male, halted his hormone treatment and became pregnant using donor sperm, he later gave birth to a child. He wishes to be registered as the “father” on the child’s birth certificate. The Court ruled that as the person who gave birth to the child, he must be registered as the “mother” on the child’s birth certificate</p>		

The Human Rights Act 1998 – Information Sheet

In the early 1950s, the United Kingdom and a number of other countries signed the European Convention on Human Rights. This set out fundamental rights that everyone should have and was designed to protect people from excessive interference or control by the state. The Human Rights Act made these rights part of UK law and must be followed by all government and public bodies.

A few of these rights are absolute, this means they apply in every case. The majority depend, to some extent, on the situation or circumstances of the person concerned. The following rights apply in every case...

- Article 3 No one should be tortured or treated in a way that is cruel or humiliating
- Article 4 No one should be treated as a slave
- Article 7 No one should be punished for doing something that was not against the law when they did it

All the other rights contained within the Act are qualified, they can be restricted in certain circumstances.

- Article 2 Everyone has the right to life
- Article 4 Everyone has the right not to be required to perform forced or compulsory labour
- Article 5 Everyone has the right to liberty
- Article 6 Everyone has the right to a fair trial and within a reasonable time
- Article 8 Everyone has the right to respect for private and family life
- Article 9 Everyone has the right to hold whatever beliefs they wish
- Article 10 Everyone has the right to express their views and opinions
- Article 11 Everyone has the right to peaceful assembly and the freedom to associate with others
- Article 12 Everyone has the right to marry and have a family
- Article 13 If people's rights are violated they have the right to remedy (they can take their case to court)
- Article 14 There must be no discrimination in the application of human rights on any ground
- Protocol 1 Article 1 Everyone has the right to own property and enjoy their belongings
- Protocol 1 Article 2 Everyone has the right to an education
- Protocol 1 Article 3 Everyone has the right to vote in elections

