

BINGHAM  
CENTRE FOR  
**THE  
RULE  
OF  
LAW**

# The Rule of Law for Citizenship Education

## RESOURCE PACK

Second edition



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The Bingham Centre for the Rule of Law is devoted to the study and promotion of the rule of law in the UK and around the world. The Centre's focus is on considering the challenges the rule of law faces; providing an intellectual framework within which it can operate; and fashioning the practical tools to support it. The Bingham Centre was launched in 2010. Its Director is Professor Sir Jeffrey Jowell QC, KCMG. It is part of the British Institute for International and Comparative Law (BIICL) which is an independent research institute established in 1958 and a registered charity.

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# The Rule of Law for Citizenship Education

## – Resource Pack

This introduction explains:

- How these resources enable teachers to use the rule of law as a vehicle for teaching the KS3 citizenship curriculum
- What the lessons and resources contain, including:
  - Lesson map
  - Materials for teachers
  - Materials for students
  - PowerPoint slides
  - Video and multimedia resources
- Options for delivering lessons in different ways or adapting them for different schools

### I. Foreword

#### I.1 About the resources: The rule of law for citizenship education

This resource pack introduces 'the rule of law' within the context of the Citizenship curriculum. It is intended for use in Key Stage 3 classrooms and beyond. The resources are appropriate for addressing the legal aspects of the Key Stage 3 Citizenship curriculum, and as an introduction to the law and justice content of the Key Stage 4 and GCSE Citizenship curriculums. The resources also provide an opportunity for schools to demonstrate fulfilment of the Department for Education's requirement to teach the rule of law as part of promoting 'British values' for spiritual, moral, social and cultural development (SMSC) as expressed in the Department's November 2014 guidance.

The materials aim to teach and encourage students to discuss, understand and question the key concepts and principles that underpin law and citizenship through rule of law principles that are explained step-by-step.

Our project responds to the 2013 government review of the citizenship curriculum which resulted in a stronger focus on understanding law and democracy. Against this backdrop, our materials guide students through topical, curriculum-relevant issues where democracy, justice, and individual rights arise in contexts such as immigration, criminal justice, diversity at work, right to a fair trial, access to justice, equality before the law and the abuse of power. Our materials move away from teaching only the procedural elements of the law and what the law is, towards teaching the core values and concepts that underlie our justice system.

The materials have also been designed to develop students' functional skills and personal learning and thinking skills in line with the broader national curriculum for Key Stages 3 and 4. The lessons provoke thought, generate discussion, develop critical thinking skills, and invite students to form opinions and communicate their points of view to others. They encourage independent enquiry, team-work, effective participation, creative thinking and reflective learning.

Aware that many teachers teaching Citizenship do not have a legal background, we aim to provide comprehensive guidance and support to teachers in order that they feel comfortable and confident teaching legal concepts and leading discussions about law and justice. To that end, all activities come

with structured guidance for teachers on how to introduce legal concepts, lesson plans and detailed background information for teachers written by rule of law experts to enhance both teacher and student understanding, and supplementary audio-visual materials that bring legal expertise directly into the classroom.

Drawing on the legal expertise of the Bingham Centre for Rule of Law, our materials deliver rule of law principles through accessible and interesting examples and activities. They encourage students to critique and apply these principles to everyday life and to issues that are relevant to them.

## 1.2 Opportunities for Citizenship Action

The resources aim to provide a starting point for students to identify their own views on law and justice issues by exposing them to a range of viewpoints and by equipping them with the skills to consider and evaluate our justice system for themselves. Part of this process includes taking advantage of valuable opportunities for students to be involved with causes of particular interest to them.

There are hundreds of organisations throughout the UK that work on law and justice issues. Some operate on a national level with branches in different regions, while others are local/community-based. These organisations provide the chance for students to find out more and to engage further with particular causes that they care about.

Throughout the course, students should be encouraged where appropriate to their ability to research issues of interest covered in the materials and to explore opportunities to engage with work being done on the issue. A quick Google search is a good place to start. You may wish to explain that different organisations may have a variety of different views on any particular topic, or may address slightly different points on the same issue in their campaigns. It is valuable for students to be able to consider a variety of stances and issues and to make their own minds up on which they agree with and want to be involved with.

It may be helpful to highlight to students some of the different types of work that organisations working on issues relating to law and justice do. For example, organisations may do one or more of the following:

- Lobbying and campaigning to change government policy or practice on a particular issue. For example, many organisations run campaigns on law and justice issues that include legal aid and human rights (that are addressed in the resources) with specific opportunities for members of the public to be involved in trying to change policy by writing to their MPs among other actions. Before writing to their MP, students should be encouraged to research a subject of concern thoroughly and to identify their position on an issue and what change they hope to see. The parliamentary website provides instructions on writing to MPs: <http://www.parliament.uk/get-involved/contact-your-mp/contacting-your-mp/>
- Campaigning to spread awareness and educate the public generally on a particular issue, sometimes with the aim of changing their behaviour. For example, there is a wide variety of organisations working to educate the public on climate change (addressed in the resources) with some providing the opportunity for members of the public to make a difference on an individual and community level through changing their habits and encouraging others to change their habits.
- Strengthening capacity and providing direct help and advice to particular groups who may be disadvantaged for different reasons. For example, there are organisations that work with migrants and refugees, advising them and helping them to access their rights.
- Working directly with schools to engage young people. Some organisations are able to send representatives to schools to talk to students on a particular issue and to explain how they can be involved with a cause on an individual level. Among the campaigning organisations, Amnesty International

is perhaps the best known for its work in setting up school and youth groups to involve students with human rights issues. You may wish to refer students to Amnesty International's webpages for young people who are interested in starting school or youth groups as an example of the ways that students can help to spread awareness of any justice-related issue (including but not confined to human rights) and gather support for it: <http://www.amnesty.org.uk/groups#/youth>

## 2. Finding your way around the resource pack

2.1 The resource pack is available as a printed booklet with an accompanying CD-ROM.

It provides all the information needed for teachers to deliver six complete lessons on Citizenship and the Rule of Law to Key Stage 3 students and upwards. These six lessons are:

- 1) Thinking about law and justice
- 2) Equality before the law
- 3) Clarity, certainty and exercise of power
- 4) Access to justice and fair trial
- 5) Human rights
- 6) The international legal order

2.2 The resource pack contains:

### 2.2.1 A map of the lessons

This is an overview of the materials for easy reference and contains information at a glance on the concepts, skills and activities that are taught in each lesson.

### 2.2.2 Six sets of teachers' materials

These contain information on how to teach each of the components of the rule of law.

Each set of materials contains:

- **Guidance on how each lesson contributes to the developing students' functional skills and Personal Learning and Thinking Skills (PLTS)** as outlined in the wider national curriculum for Key Stage 3 students
- **Suggested starter and plenary activities**
- **Copies of the student printouts and activities** which can be photocopied for students
- **Instructions and guidance on how to use each activity** and suggestions of how to adapt the materials
- **Background information for the teacher on each teaching point, topic and activity** which is aimed at teachers without a legal background to develop their understanding and confidence in legal concepts
- **Guidance on timing** of the lesson
- **Glossary** which contains definitions on key legal terms and concepts used in the materials. It is intended to be used as an easy reference tool for teachers and students when required

### 2.2.3 Six sets of student materials

The student worksheets and hand-outs are clearly marked within the teaching materials. Worksheets and hand-outs may be printed out by the teacher as relevant to each lesson.

The teachers' materials contain instructions on how to use each set of student materials, background information for the teacher on the student activities and topics covered, and guidance about which

activities are optional.

#### 2.2.4 Six sets of PowerPoint presentations

PowerPoint presentations are available on the CD-ROM and are for optional use in class. They have

been designed specifically to be used with the materials in the resource pack. They are intended to be used as a visual aid to accompany the lessons to complement and enhance lesson delivery, but are not integral to the lessons. Wherever a PowerPoint slide is available to accompany a teaching point or activity in the lesson, the relevant section of the teachers' materials will be marked with a red 'P'.

Alternatives are provided for all PowerPoint slides, such as reading or writing examples on the board. The PowerPoint presentations, where applicable, also duplicate student activities to aid whole-class discussions or round-up discussions.

#### 2.2.5 A complete set of multimedia materials for use in the lessons

Multimedia materials are available on the accompanying CD-ROM. They have been developed to be used in conjunction with the teaching materials. The multimedia materials include videos, audio recordings and audio slideshows that have been developed to illustrate teaching points, improve understanding of topics, generate discussion and enhance student engagement generally.

Facilities across classrooms vary, as do the teaching styles, learning styles and the skills of students. As such, most of the multimedia materials can be used on an optional basis by teachers and, where applicable, alternative suggestions to introducing or developing the teaching point or topic have been provided.

In one case, (the video on police 'stop and search' powers), the video link has been provided as an internet link. It is recognised that not all classrooms have easy access to the internet, so this activity is optional and alternative activities are provided.

### 3. Using the resource pack

#### 3.1 Delivering the materials as a course

**Standard – 6 lessons:** The materials have been divided into six lessons. It is expected that each lesson will take 50-60 minutes to deliver.

- Lesson 1, 'Thinking about law and justice', is intended to provide a broad introduction to all the subsequent lessons relating to the rule of law. It invites students to think about the key concepts of equality, fairness, liberty and justice that underpin the rule of law. These concepts are revisited in different contexts throughout the other lessons.
- Lessons 2-6 are accessible to students with or without the first introductory lesson. If teachers feel that their students are not ready to grapple with these broad concepts at the beginning of the course, teachers may prefer to use lesson 1 as the basis for a round-up lesson at the end of the course.

**Alternative – 8 lessons:** For teachers wishing to deliver more material and/or to deliver across eight lessons, each lesson also contains optional and additional materials. Lesson 5 ('Human rights') and Lesson 6 ('The international legal order') particularly lend themselves to being delivered over more than one class.

**Alternative – drop down day:** For teachers wishing to deliver the lessons across a 'drop down' day(s) it is recommended that they select the lessons most relevant to their students and deliver these lessons in their entirety so that students can develop their understanding of the relevant topics, rather than attempting to cover the full course.

### 3.2 Identifying different components in the materials

For ease of identification, all components in the materials have been marked with a different identifying icon as in the key below:



Student materials



Teachers' instructions



Teachers' background



Teacher-led introduction/  
discussion



Multimedia activity

### 3.3 Adapting materials

The materials can be delivered by teachers exactly as they appear in the resource pack. However, where teachers wish to adapt materials they can easily do so.

#### 3.3.1 Personalising materials and giving them local relevance

Possible adaptations include using examples that are local or regional, that are currently in the media, or that include the name of the school, students or familiar locations.

PowerPoint presentations on the CD-ROM are in an editable format that teachers can change and adapt.

#### 3.4 Adapting to learning/teaching styles and mixed ability classes

These materials have been developed with participatory and student-centred learning approaches in mind in order to develop personal learning and thinking skills. However, it is recognised that some classes may respond better to more directed and structured approaches to learning. For this reason some of the more participatory activities are provided as options.

Additionally structured lead-in questions, cues, closed questions, key- words and points have been provided in most activities to stimulate responses from less confident or forthcoming students. Teachers may choose to omit these cues and lead-ins and move straight on to broader activities and discussions depending on the knowledge-base, skill-base or preferred learning style of individual classes. Similarly, the presentation of teaching points may be adapted by the teachers to fit their teaching style and the students' interests and knowledge-base.

### **3.5 Optional Activities/Options for Activities**

Optional activities and different options for activities are labelled as such in the teachers' materials and in the map of the lessons.

#### **3.5.1 Optional Activities**

Different classes respond to and enjoy different activities. With this in mind additional and optional activities have been developed for each lesson. Activities have been marked as optional where they cover similar concepts to other activities, or where they develop understanding of single topics within the concepts that have been covered more broadly elsewhere in the lesson. For this reason, it is recommended that the activities not marked as optional take priority over the ones marked optional.

#### **3.5.2 Options for activities**

Some activities have alternative ways they can be presented or used. For example, the teacher may choose to read out a situation, have students act out a situation, or present the situation as an audio slideshow. The teacher may choose the options that are most appropriate to student interest, student ability and the facilities available in the class. Some of these options can be used as extension activities.

#### **3.5.3 Introduction and starter activities**

The 'Introduction' section in each lesson is intended to provide students with an idea of the topics that will be covered in that lesson. The starter activities are intended to generate initial interest in the concepts taught in the lesson and to allow the teacher to briefly assess the knowledge base of the students before the lesson. Both introduction and starter activities should be adapted to suit individual classes, and can be omitted if the teacher wishes.

### **3.6 Instructions for teachers**

In the teachers' materials, beneath each of the key teaching points and beneath the student activities, there are sections labelled 'Instructions for teachers'. These sections contain suggestions on how to present and organise activities to students and guidance on the aim of the activity.

### **3.7 Background for teachers**

In the teachers' materials, beneath each of the key teaching points and beneath the student activities, there are sections labelled 'Background for teachers'.

The information contained in these background sections is intended to provide information for teachers without a legal background on key concepts to ensure they feel familiar, comfortable and confident with presenting the student materials and answering questions students may have.

Reading these sections will enhance the teacher's understanding of the key concepts and it is recommended that they are read before presenting the lessons. However, it is not essential that teachers read all the background information. These sections are intended to provide reference and background. It is not intended that teachers present all this information to the class.

The footnotes contain references to legal sources and materials. They are included for the teacher's reference and for completeness, but it is not necessary to read all the footnotes in order to understand the principles.

### **3.8 Timing**

Next to the 'Instruction for teachers' for each teaching point and activity, there is an estimated time. These times will vary considerably depending on the interests, knowledge and skills of the students as well as how the teaching points and activities are presented and used. In considering which activities are optional within a lesson, we have considered the estimated time for each activity. Teachers should take estimated times into consideration when planning their lessons.

### **3.9 Teacher-led introductions to topics**

A script has been provided for teachers to use to present the key concepts and principles contained in the lessons. This script can either be read, paraphrased or adapted depending on the chosen teaching style and background knowledge of the teachers. In some lessons, alternatives in presenting these key concepts and principles are provided, including audio-visual materials.

### **3.10 Student activities**

The student activities and printouts are contained within the hard copy booklet of teachers' materials to be photocopied, and are also available within the teachers' materials as a PDF file on the CD-ROM.

Instructions on how to use the activities and background information can be found after the student materials in each set of teaching materials. Where the materials lead into whole-class discussions or whole-class feedback sessions, they have been included in the PowerPoint presentations as a visual aid.

### **3.11 Plenary and evaluation**

Each lesson has a plenary activity at the end. These activities are intended to allow the teacher and students to assess if the students have grasped the key concepts and how much they have learnt in each lesson.

They are intended as a tool to assist teachers and classes in evaluating the success of the materials in the classroom.

### **3.12 Using case-studies**

As part of the background for teachers, relevant and recent case-studies have been provided to illustrate key points within the lessons. The case-studies are primarily for the teacher's reference, but they are provided in a format that can be read out and presented to the students where the teacher feels the case-studies may develop student understanding or be of interest to the class.

#### **For further enquiries contact:**

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Lesson	Objectives	PLTS	Functional Skills	Activities	Type of activity
1: Thinking about law and justice	<p>Student will be introduced to the key concepts underpinning the Rule of Law: Equality, Fairness, Liberty and Justice.</p> <p>Students will explore how the concepts of Equality, Fairness, Liberty and Justice are applicable in their everyday lives at school</p> <p>Students will make connections between how these concepts come into play at school and how they come into play at the level of the national law.</p>	Creative thinkers, effective participators	Brainstorming ideas, organising thoughts and information, applying theory to relevant situations, orally presenting ideas, working as a team	<p>1.1.1 Starter activity: Imagine a World Without Laws</p> <p>1.3.2 Activity 1: Equality video (Optional can be used as alternative to teacher-led introduction)</p> <p>1.4.3 Activity 2: School Rules: Fair or Unfair?</p> <p>1.6.3 Activity 3: Justice at School (Includes two options)</p> <p>1.7.1 Activity 4: Round up on Law and Justice (Optional extension)</p>	<p>Brainstorming, mind mapping</p> <p>Audio-visual</p> <p>Group discussion</p> <p>Options: Video and class discussion, OR reading and class discussion, OR role play and class discussion.</p> <p>Options: Group discussion or written homework, optional assessment tool</p>
2: Equality before the law	<p>Students will understand the concept of equality before the law, broken down into equal benefit of the law and being equally subject to the law.</p> <p>Students will understand how these concepts are applicable in real life situations such as the work place and dispute resolution in court.</p>	Effective participators, reflective learners	Literacy: orally challenge other students' ideas	<p>2.1.2 Starter activity: Newsreaders and Equality</p> <p>2.2.2 Activity 1: Disability and Employment</p> <p>2.3.2 Activity 2: Crime, Civil Wrongs and Equality</p>	<p>Extract from media article – introductory activity</p> <p>Group role play and team work, class discussion</p> <p>Group discussion</p>

Lesson	Objectives	PLTS	Functional Skills	Activities	Type of activity
3: Clarity, certainty and exercise of power	<p>Students will understand the concepts of clarity, certainty and exercise of power in the context of the law.</p> <p>Students will understand the use of discretion within the law</p> <p>Students will make active connections between school rules and laws at the national level by drawing on the concepts of clarity, certainty and exercise of power</p> <p>Students will use the framework of the lesson to explore recent relevant situations</p>	Independent enquirers, effective participators	<p>Writing: Identifying key points and using accurate language to demonstrate and apply knowledge</p> <p>Communication: Identifying problems and resolving them</p> <p>Numeracy: Interpreting data and statistics</p>	<p>3.1.1 Starter Activity: Thinking about Power</p> <p>3.2.3 Activity 1: School Rules (Optional or optional length)</p> <p>3.3.3 Activity 2: Stop and Search (Options provided - (video and/or statistics))</p>	<p>Introductory class discussion</p> <p>Writing and pair work</p> <p>Options: Audio-visual and discussion, AND/OR interpreting data and statistics and discussion</p>
4: Access to justice and fair trial	<p>Students will explore the issues of access to justice and fair trial from different perspectives</p> <p>Students will analyse and evaluate different situations and identify information relevant to the concepts of access to justice and fair trial</p> <p>Students will understand how the concepts of access to justice and fair trial are applicable to contexts relevant to themselves as young people living in the UK.</p>	Independent enquirers, creative thinkers and reflective learners	<p>Aural comprehension, listening for gist, sorting information for relevance</p>	<p>4.1.1 Starter Activity: Arrested in Malta</p> <p>4.2.2 Activity 1: Caught Up in a Protest</p> <p>4.2.5 Activity 2: Legal Aid in the UK (Optional)</p> <p>4.3.2 Activity 3: Choosing a Judge (Optional)</p> <p>4.3.5 Activity 4: Video – Lord Justice Kay on the Role of Judges (Optional)</p> <p>4.3.6 Activity 5: The Maverick Judge</p>	<p>Audio-visual</p> <p>Collaborative discussion in pairs or small groups</p> <p>Audio and group discussion</p> <p>Collaborative discussion in small groups</p> <p>Audio-visual</p> <p>Writing in small groups</p>

Lesson	Objectives	PLTS	Functional Skills	Activities	Type of activity
5. Human Rights	<p>Students will explore what human rights are in the context of the UK, where they come from and how they are protected.</p> <p>Students will understand the difference between absolute and non-absolute human rights, and where some human rights may be limited.</p> <p>Students will learn to apply human rights treaties to relevant situations.</p>	Independent enquirers, team workers	Speed reading and skim reading, sorting information for relevance, introduction to working with legal documents, time management and working as a team	<p>5.1.1 Starter Activity: What are Human Rights?</p> <p>5.2.1 Activity 1: Video on Human Rights in the UK</p> <p>5.2.2 Activity 2: Brainstorming on Human Rights</p> <p>5.3.2 Activity 3: Absolute and Non-absolute Rights (Optional)</p> <p>5.4.3 Activity 4: Anglonia and the Rights of the Child</p>	<p>Writing and discussion</p> <p>Audio-visual</p> <p>Brainstorming, speed reading, class discussion</p> <p>Small group discussion</p> <p>Collaborative group activity, speed reading</p>
6: The international legal order	<p>Students will explore use and limitations of international law in the examples of use of force and climate change treaties.</p> <p>Students will consider how the concepts of equality, fairness, liberty and justice apply in the context of international law.</p>	Independent inquirers, creative thinkers, team workers and effective participators	<p>Literacy: listening to different perspectives and negotiating consensus</p> <p>IT: internet research skills</p>	<p>6.1.1 Starter Activity: What is International Law For?</p> <p>6.2.2 Activity 1: Protecting Suvania</p> <p>6.3.2 Activity 2: Video on Climate Change and International Law</p> <p>6.3.4 Activity 3: Climate Change Negotiations (Optional)</p> <p>6.3.5 Activity 4: Optional Homework Activity</p>	<p>Brainstorming</p> <p>Collaborative group activity, discussion and ranking</p> <p>Audio-visual and class discussion</p> <p>Negotiation, treaty drafting</p> <p>Internet research, writing</p>