Pre-visit lesson: Protecting Human Rights (60-90 minutes)

Learning outcomes

Students will have the opportunity to:

- Learn which human rights are legally protected in the UK, and how they have developed over time.
- Understand how our human rights are protected by the courts.
- Understand that the UKSC is the highest domestic court of appeal, in most instances.
- Gain an awareness of recent UKSC cases and what a technical ‘point of law’ is.

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<th>Learning Aims</th>
<th>Activity (&amp; approx times)</th>
<th>Resources</th>
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<tr>
<td>Get students thinking about the concept of human rights</td>
<td>Distribute S1 and ask selected students to read each of the definitions to the rest of the class (10 mins)</td>
<td>List of definitions and quotations about human rights (S1)</td>
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<td>Putting human rights in a personal context</td>
<td>Each student writes down what they think their own human rights are (up to 14 examples). If necessary, prompt by asking what things they feel they are entitled to, which should be protected by law (10 mins)</td>
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<td>Listen to others, explore what rights they are passionate about</td>
<td>Invite feedback from class to compare responses, including why students think these rights are important to them (10 mins)</td>
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<td>Students understand their statutory human rights</td>
<td>Distribute S2 handout of human rights, taken from the Human Rights Act 2000</td>
<td>List of Human Rights (S2)</td>
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<td>Encouraging students to compare statutory position with their own understanding of which rights are important</td>
<td>Prompt class discussion about which rights are surprising, which rights students think should be included but are not (10 mins)</td>
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<td>Understanding European framework for protecting Human Rights and how the UKSC fits in; how the appeal courts act as guardians of human rights</td>
<td>Prompt secondary discussion by asking which rights might conflict with others on the list – can students think of examples of high profile court cases where there has been a tension between two or more rights? Do students think that everyone is entitled to these rights, or should we lose some of those rights if we commit a serious crime? What about if we fail to pay our taxes? <strong>(10 mins)</strong></td>
<td>You may find it helpful to prepare copies of a recent media story about a human rights case (e.g. disputed deportation of a foreign criminal)</td>
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<td>Understanding what a point of law is through looking at various cases and seeing how they relate to human rights issues.</td>
<td>Distribute information sheets on The Supreme Court and the European Convention on Human Rights, for students to read in their own study time (<strong>S3, S4</strong>).</td>
<td>The Supreme Court and the European Convention on Human Rights (<strong>S3</strong>); Why is it important we have a Supreme Court? (<strong>S4</strong>).</td>
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<td>Distribute the case details sheet (<strong>S5</strong>) on the ban on hunting with foxes; the Naomi Cambell privacy case; cultural dress in schools; and the homosexual asylum seekers. The UKSC discusses ‘points of law’ - what <strong>human rights points of law</strong> are these cases looking at? <strong>(15 mins)</strong></td>
<td>Set of case details (<strong>S5</strong>)</td>
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<td>Feedback answers <strong>(5 mins)</strong></td>
<td>Answers can be found on T2</td>
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<td>[Explain practical details of forthcoming visit, if appropriate]</td>
<td>[Preparing for your visit (<strong>T3</strong>)]</td>
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Post-visit follow up lesson: Interpreting judgments (60-90 minutes)

Learning outcomes

Students will have the opportunity to:

- Reflect upon their visit to the UKSC.
- Understand how judgments made at the UKSC influence and affect the public.
- Interpret the main arguments and issues raised by the appeal as set out in the Court’s press summary.
- Use creative writing skills to adopt an editorial stance on the judgment by producing their own newspaper article.
- Take part in a final quiz to test memory recall.

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<td>Recalling key learning points from UKSC visit on its core function</td>
<td>Prompt class discussion: “What is a judgment?” and “What does ‘precedent’ mean?” (5 mins)</td>
<td>Interpreting judgments (S6)</td>
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<td>Understanding why cases are controversial and emotive. Analysis, argumentation and writing skills.</td>
<td>Distribute S6 and read introductory paragraphs to class</td>
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<td>Memory recall of key facts about UKSC and its role</td>
<td>Ask students to decide which case judgment they will write up as a newspaper article, as well as answering the other questions on the final page (up to 70 mins)</td>
<td>Quiz sheet (S7)</td>
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<td>If students complete tasks above: Distribute quiz sheet, to be completed individually (10 mins)</td>
<td>Answer sheet (T4)</td>
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<td>Feedback correct answers (5 mins)</td>
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Cases heard by the highest court in the land: Identifying significant ‘points of law’

1) Naomi Campbell sued *The Mirror* newspaper, which had printed photographs of her, without permission, coming out of a drugs rehabilitation centre. Her lawyers took the case all the way to the Appellate Committee of the House of Lords after *The Mirror* won its case in the (lower) Court of Appeal that publishing such a story was in the public interest.

**Points of Law:** The right to respect for private life; the right to freedom of expression.

2) A man from Iran and a man from Cameroon, who were asylum seekers, wished to appeal against the decision which denied them asylum in the UK. They appealed on the grounds that they were both homosexual and would face persecution in their home countries if sent back to their home countries. Iran imposes the death penalty for homosexual practices and Cameroon punishes such practices with imprisonment.

**Point of Law:** The right not to be tortured or treated in an inhuman or degrading way; the right to freedom of expression.

3) A student took her case to the Appellate Committee of the House of Lords as she was denied the right to attend her school wearing a religious form of clothing known as a *Jilbab*. She wished to wear this form of clothing because she found the school uniform was too revealing and therefore went against her religious beliefs.

**Points of Law:** The right to education; the right to freedom of thought, conscience and religion.

4) The ‘Countryside Alliance’, a pro-hunting group, wanted to challenge the legality of the Hunting Bill 2005 which sought to outlaw hunting with dogs (particularly fox hunting, but also the hunting of deer, hares and mink and organised hare coursing) in England and Wales.

**Points of Law:** The right to peaceful enjoyment of possessions; the right to respect for private life.
Preparing for your visit

How to find us

The UK Supreme Court
Parliament Square
SW1P 3BD

Nearest Tubes: Westminster or St James’s Park
Nearest Train Station: London Victoria or London Charing Cross

From Victoria Station come out of the main entrance, turn right and follow Victoria Street for about 15 minutes (1 mile). When you see Westminster Abbey, cross the road, pass the Methodist Central Hall and the Queen Elizabeth II Conference Centre on your left, and the Supreme Court is the white building in front of you. The Supreme Court entrance is on Parliament square, opposite the Houses of Parliament.

From Charing Cross come out of the main entrance, turn left and follow the road round past Boots and Next, and cross two sets of traffic lights until you are on Whitehall. Turn left and walk down to the end of Whitehall for about 10 minutes until you see Parliament Square. Cross over the traffic lights outside the Parliamentary Bookshop and follow the square round to the right, until you see the Supreme Court.

Other Information

There will be an airport-style security check as you enter the building, so please do not bring any sharp or dangerous objects (including nail scissors etc).

You may bring cameras and take photos of any of the courts (as long as they are not in session) – your tour guide will give you the opportunity to take photos during the tour if you so wish.

Please remember this is a working public building and please respect all other visitors, legal teams and members of staff during your visit.

Please keep noise to a minimum when waiting in the foyer or moving around the building, so as not to disturb the courts in session.

The tour should last approximately 45 minutes. There are toilet facilities and a café for you to use as a customer. We also have an interactive educational exhibition on the lower ground floor.
How much do you remember?!
Post-visit UKSC quiz

1) How many Justices are there?

The precise number can vary due to retirements/vacancies, but the usual number is 12

2) What was their official title in the House of Lords?

Lords of Appeal in Ordinary or Law Lords

3) What is the name of our only female Justice, currently?

Lady Hale

4) Why is there no jury at the Supreme Court?

They are not retrying the facts of the case, just clarifying the correct interpretation of the law.

5) What is the maximum number of Justices that can sit on a case?

9

6) The ‘parties’ in UKSC case are not called the prosecution and defence, what are they called?

The appellant and the respondent

7) How many UKSC cases are heard a year?

Around 70

8) Who can wear wigs in the Supreme Court?

Barristers/Advocates/Solicitors (often called Counsel). They can dispense with traditional court dress, by agreement.
9) What UK country does not have its criminal cases heard at the UKSC?

Scotland

10) What is meant by a ‘separation of powers’?

Separating the judicial, executive and legislative branches of government to prevent abuse of power by one branch of government.

11) What does JCPC stand for?

Judicial Committee of the Privy Council

12) Name 5 countries which retain the right of appeal to the JCPC?

Anguilla, Antigua and Barbuda, Bahamas, Bermuda, British Virgin Island, Brunei, Cayman Islands, Cook Islands and Niue, Dominica, Falkland Islands, Gibraltar, Grenada, Guernsey, Isle of Man, Jamaica, Jersey, Kiribati, Mauritius, Montserrat, Pitcairn Islands, St Christopher and Nevis, St Helena, Saint Lucia, Saint Vincent and the Grenadines, the Republic of Trinidad and Tobago, Turks and Caicos Islands, Tuvalu.