



Human Rights & Social Responsibility

Key Stage 4

Learning for Life & Work

Human Rights & Social Responsibility

Aim: To understand the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly.

Session 1

What are human rights?

Session 2

Categorising human rights

Session 3

Poverty: a human rights issue?

Session 4

The Human Rights Act – the weird and the wonderful



Teaching Plan Outline

Title	Human Rights and Social Responsibility		
Aim	To understand the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly.		
Duration	4 class periods	Resources	<i>Resource 1 'Human Rights – The Key Institutions'</i> <i>Resource 2 'Poverty Survey Results'</i> <i>Resource 3 'Scenario Cards'</i> <i>Internet access</i>
Learning intentions (KS4 statements of requirement) Learning for Life & Work – Local & Global Citizenship Personal Development	<ul style="list-style-type: none"> • Present opportunities to understand that a globally accepted values-base exists, within international charters, which outline the rights and responsibilities of individuals & groups in democratic societies. • Help young people consider how to handle clashes of rights & values in society through democratic process. • Show how individuals & groups can influence the decision making process in society. 		
Skills & capabilities	<ul style="list-style-type: none"> • Problem Solving • Self-management • Working with Others 		
Cross-curricular skills	<ul style="list-style-type: none"> • Communication • Using Maths • Using ICT 		
Links to other curricular areas	<ul style="list-style-type: none"> • GCSE English Language* <ul style="list-style-type: none"> - Expressing ideas & information clearly - Forming independent views & challenging what is heard or read on the grounds of reason, evidence or argument • GCSE Maths* <ul style="list-style-type: none"> - Select & apply mathematical techniques & methods in mathematical, everyday & real-world situations - Reason mathematically, make deductions & inferences, & draw conclusions - Interpret & communicate mathematical information in a variety of forms appropriate to the information & context. • GCSE History* 		
Assessment for Learning	<ul style="list-style-type: none"> • Sharing learning intentions • Sharing & negotiating success criteria • Giving feedback to pupils • Effective questioning to probe student knowledge • Opportunity for peer assessment 		



Session 1: What are human rights?

This lesson is the first of four sessions on human rights and social responsibility and introduces the key institutions that have enshrined human rights in law. It will outline the global context of human rights and provide an opportunity for students to consider individual and collective rights.

Once the key institutions have been introduced, pupils will also explore the different aspects of human rights, how these principles underpin civil society and how these are implemented with varying degrees of enthusiasm and success. Pupils will be able to debate examples of human rights.

Activity 1: Human Rights – what are my human rights?

(Small group activity and group feedback to whole class)

1. Ask the class to convene in small groups and ask them to list up to six human rights. Allow 5-10 minutes for this exercise. Each group should then be asked to contribute one human right and discuss briefly how they came to their decision. Provide opportunities for pupils to put forward common points of disagreement or discussion. Review the concept that human rights are important for a variety of reasons.

Activity 2: Background to human rights

(Teacher led introductory session on key institutions)

1. Divide the students into small groups of 4 or 5 for an 'each one, teach one' exercise. Distribute one resource card from Resource 1 'Human Rights – The Key Institutions' to each group. Students should be allocated 15 minutes to summarise the key points and present their institution using illustrative examples to the rest of the class. Students should be asked to reflect on the importance
 2. End session by stimulating some discussion around why different institutions have evolved/are necessary and ask students to consider to what extent human rights are met at a local, national and global level.
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Session 2: **Categorising human rights**

Activity 1: Participation – Protection – Survival and Development

Categorising human rights - Using UNCRC (child friendly version) [See Resource 1 – ‘Human Rights - The Key Institutions’] ask pupils to cluster rights under the headings of: ‘participation rights’, ‘protection rights’ and ‘survival and development rights’. This could be done by cutting up several articles from UNCRC and labelling the corners of the classroom: ‘participation rights’, ‘protection rights’ and ‘survival and development rights’. Pupils can then organise themselves in the most appropriate corner before the feedback.



Session 3: Poverty – a human rights issue?

(Teacher led introductory session)

1. Ask students to access the Young Life and Times website to examine 16 year olds views of poverty in Northern Ireland.

2. Students should investigate the questions listed in Resource 2 'Poverty Survey Results' using the statistics available and discuss their answers within their group. The results of the survey can be found at www.ark.ac.uk/ylt. Visit this site and look for the results of the Poverty survey. View the tables of results of the following questions:

- EATLIVE1: *Is someone in N Ireland in poverty if they don't have enough to eat and live?*
- EATLIVE2: *Is someone in N Ireland in poverty if they don't have enough to buy other essential items?*
- ESSENT1: *Is having three meals a day including fresh fruit and vegetables essential?*
- ESSENT2: *Is having a television essential?*
- ESSENT3: *Is having a warm, secure home essential?*
- ESSENT4: *Is being able to participate in social activities outside school essential?*
- ESSENT5: *Is having a week's holiday away from home once a year essential?*
- ESSENT6: *Is having new clothes when needed essential?*
- ESSENT7: *Is having educational items such as school books essential?*
- ESSENT8: *Is being able to have a birthday celebration essential?*
- ALOTPOV: *Is there real child poverty in N Ireland?*
- THINKPOV: *Do you think there are 100,000 children in poverty in N Ireland?*
- POVPRIQ: *Should child poverty be a priority for the Assembly?*
- PRIORNIA: *What other issues should be a priority for the Assembly?*
- POVLAW: *Should it be illegal to prevent discrimination against someone who is poor?*

Questions for discussion:

- What did people consider to be essential for living?
- To what extent do people believe families are living in poverty in Northern Ireland?
- Do you think the Assembly prioritises child poverty as an issue of importance?

3. End session with a couple of minutes of private reflection; offer the opportunity to make a journal entry on what they might have learned.



Session 4: **The Human Rights Act – the weird and the wonderful**

This lesson will encourage students to consider the implications of equality and human rights legislation from a variety of perspectives through role play and debate. This can be done in one of two ways: use the scenario cards (Resource 3 'Scenario Cards') to encourage discussion, or; the class could be split into three different sections: prosecution; defence; and jury. The teacher should select a scenario card and ask the prosecution and defence teams to present their arguments to the jury. The jury must discuss the issue and deliver their verdict, and reasons for it, to the judge (teacher or spokesman for the jury). The teams can be rotated so each class member has an opportunity to consider the arguments in detail. Arguments formulated for the defence and prosecution should take into account the principles of the Human Rights Act, namely the right to privacy and the right to freedom of speech and expression.



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Resource 1: Human Rights – the key institutions

Universal Declaration on Human Rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions in the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.



Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.



Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.



Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.



Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.



United Nations Charter on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. The UK signed the Convention on 19 April 1990, ratified it on 16 December 1991 and it came into force in the UK on 15 January 1992.

<p>Article 1 Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 2 The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.</p> <p>Article 3 All organisations concerned with children should work towards what is best for each child.</p> <p>Article 4 Governments should make these rights available to children.</p>	<p>Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.</p> <p>Article 11 Governments should take steps to stop children being taken out of their own country illegally.</p> <p>Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p>Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p>	<p>Article 17 Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.</p> <p>Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.</p> <p>Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<p>Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p>Article 25 Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.</p> <p>Article 26 The Government should provide extra money for the children of families in need.</p> <p>Article 27 Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.</p>
<p>Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p> <p>Article 6 All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 7 All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for by their parents.</p> <p>Article 8 Governments should respect children's right to a name, a nationality and family ties.</p> <p>Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.</p>	<p>Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p> <p>Article 15 Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>Article 16 Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.</p>	<p>Article 20 Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.</p> <p>Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.</p> <p>Article 22 Children who come into a country as refugees should have the same rights as children born in that country.</p> <p>Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.</p>	<p>Article 28 All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.</p> <p>Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.</p> <p>Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> <p>Article 31 All children have a right to relax and play, and to join in a wide range of activities.</p>



The Human Rights Act 1998

The Human Rights Act 1998 gives further legal effect in the UK to the fundamental rights and freedoms contained in the European Convention on Human Rights. These rights not only impact matters of life and death, they also affect the rights you have in your everyday life: what you can say and do, your beliefs, your right to a fair trial and other similar basic entitlements. Most rights have limits to ensure that they do not unfairly damage other people's rights. However, certain rights – such as the right not to be tortured – can never be limited by a court or anybody else. You have the responsibility to respect other people's rights, and they must respect yours.

Your human rights are:

- The right to life
- Freedom from torture and degrading treatment
- Freedom from slavery and forced labour
- The right to liberty
- The right to a fair trial
- The right not to be punished for something that wasn't a crime when you did it
- the right to respect for private and family life
- freedom of thought, conscience and religion, and freedom to express your beliefs
- freedom of expression
- freedom of assembly and association
- the right to marry and to start a family
- the right not to be discriminated against in respect of these rights and freedoms
- the right to peaceful enjoyment of your property
- the right to an education
- the right to participate in free elections
- the right not to be subjected to the death penalty

If any of these rights and freedoms are breached, you have a right to an effective solution in law, even if the breach was by someone in authority, such as, for example, a police officer.



European Court of Human Rights

The European Court of Human Rights is an international court set up in 1959. It rules on individual or State applications alleging violations of the civil and political rights set out in the European Convention on Human Rights. Since 1998 it has sat as a full-time court and individuals can apply to it directly.

In almost fifty years the Court has delivered more than 10,000 judgments. These are binding on the countries concerned and have led governments to alter their legislation and administrative practice in a wide range of areas. The Court's case-law makes the Convention a powerful living instrument for meeting new challenges and consolidating the rule of law and democracy in Europe.

The Court is based in Strasbourg, in the Human Rights Building designed by the British architect Richard Rogers in 1994 – a building whose image is known worldwide. From here, the Court monitors respect for the human rights of 800 million Europeans in the 47 Council of Europe member States that have ratified the Convention.

international treaty under which the member States of the Council of Europe promise to secure fundamental civil and political rights, not only to their own citizens but also to everyone within their jurisdiction. The Convention, which was signed on 4 November 1950 in Rome, entered into force in 1953.

The guarantees and prohibitions

The Convention secures in particular:

- the right to life,
- the right to a fair hearing,
- the right to respect for private and family life,
- freedom of expression,
- freedom of thought, conscience and religion and,
- the protection of property.

The Convention prohibits in particular:

- torture and inhuman or degrading treatment or punishment,
- slavery and forced labour,
- arbitrary and unlawful detention, and
- discrimination in the enjoyment of the rights and freedoms set out in the Convention.



Resource 2: Millennium Development Goals

End poverty by 2015. This is the historic promise 189 world leaders made at the United Nations Millennium Summit in 2000 when they signed onto the [Millennium Declaration](#) and agreed to meet the Millennium Development Goals (MDGs). The MDGs are an eight-point road map with measurable targets and clear deadlines for improving the lives of the world's poorest people. World leaders have agreed to achieve the MDGs by 2015.

Goal 1: *Eradicate extreme poverty and hunger.*

- Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than a \$1 a day.
- Target 2: Achieve full and productive employment and decent work for all, including women and young people.
- Target 3: Halve, between 1990 and 2015, the proportion who suffer from hunger.

Goal 2: *Achieve universal primary education.*

- Target 1: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3: *Promote gender equality and empower women*

- Target 1: Eliminate gender disparity in primary and secondary education, preferable by 2005, and in all levels of education no later than 2015.

Goal 4: Reduce child mortality

- Target 1: Reduce by two thirds, between 1990 and 2015, the under-5 mortality rate.

Goal 5: Improve maternal health

- Target 1: Reduce by three quarters the maternal mortality rate.
- Target 2: Achieve universal access to reproductive health.

Goal 6: Combat HIV/AIDS, malaria and other diseases

- Target 1: Have halted by 2015 and begun to reverse the spread of HIV/AIDS.
- Target 2: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it.
- Target 3: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases.



Goal 7: Ensure environmental sustainability

- Target 1: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.
- Target 2: Reduce biodiversity loss, by 2010, a significant reduction in the rate of loss.
- Target 3: Halve, by 2010, the proportion of the population without sustainable access to safe drinking water and basic sanitation.
- Target 4: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers.

Goal 8: *Develop a global partnership for development*

- Target 1: Address the special needs of least developed countries, landlocked countries and small island developing states.
- Target 2: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system.
- Target 3: Deal comprehensively with developing countries' debt.
- Target 4: In co-operation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.
- Target 5: In co-operation with the private sector, make available benefits of new technologies, especially information and communications.



Resource 3: Scenario Cards

The teacher should select a scenario card from Resource 3 ‘Scenario Cards’ and ask the prosecution and defence teams to present their arguments to the jury. The jury must discuss the issue and deliver their verdict, and reasons for it, to the judge (teacher or spokesman for the jury). The teams can be rotated so each class member has an opportunity to consider the arguments in detail. Each scenario card will hold brief details on:

- Issue under scrutiny
- Judgement made under the Human Rights Act

Arguments formulated for the defence and prosecution should take into account the principles of the Human Rights Act, namely the right to privacy and the right to freedom of speech and expression.

Scenario 1 – Wayne Rooney – kiss and tell exposé

The footballer, Wayne Rooney, instructed lawyers to try and obstruct two national newspapers from reporting a kiss and tell story about relations he allegedly had with a prostitute. His lawyers argued for his right to privacy, Article 8, everyone has the “rights to respect for his private and family life, his home and his correspondence” whilst the freedom of the press is also enshrined by Article 10 of the Convention, “the right to freedom of expression”.

Scenario 2 – ‘Naturist pensioner says council is breaching his human rights’ Daily Mirror Newspaper 11/09/2010

A pensioner who likes to do his gardening naked has claimed a council is breaching his human rights – by granting permission for three homes to be built overlooking the bottom of his garden.

Leslie Howard, 70, thinks potential new neighbours will be able to see him as he bares all.

And, after arranging his hedges so he is always out of sight even when trimming his privets in the buff, he insists he is willing to be arrested to protect his way of life.

The retired firefighter, a naturist for 50 years, has been told the occupants of the planned houses may call the police if they become offended by the view from their second-floor windows in Steeton, near Keighley, West Yorks.



But single Leslie said: "The 18-metre garden was the reason I bought the semi 17 years ago.

"Since then, I've spent thousands on fencing and hedging so my neighbours couldn't be offended. Now, I've been told by a Bradford Council officer that I could be charged with indecency if people complain."

Nudism in public is generally legal if it does not cause harassment, alarm or distress to others.

So Leslie added: "After all this time without upsetting anyone round here, I'm willing to be arrested and let a magistrate decide.

"While I'd never walk down the street with nothing on, I'm entitled to my privacy and beliefs." He believes the planners are ignoring sections of the Human Rights Act - including respect for private life, freedom of thought and being able to enjoy property without unnecessary interference.

But council casework manager Ian Wilson said: "The application for housing next to Mr Howard's property will see homes built 30 metres from his boundary - so it was considered there'd be no loss of privacy within habitable rooms.

"We are confident this complies with the Human Rights Act."

Scenario 3

Sikh student excluded from school because she wore a religious bracelet

Sarika Watkins-Singh won the right to wear the Sikh religious steel bracelet - the kara - to school, despite its ban on jewellery. The high court [ruled](#) today that Aberdare girls' school was guilty of indirect discrimination in excluding her for wearing the bracelet.

The school claimed Sarika had broken the school's "no jewellery" policy by wearing the bangle, which is one of the five symbols of Sikh identity. The 14-year-old is one of the rare winners of such cases. Earlier this year 16-year-old [Lydia Playfoot](#) unsuccessfully attempted to force her school to allow her to wear a "purity" ring.

In 2005 the court of appeal said Shabina Begum should be allowed to wear the [jilbab, a full-length shapeless robe](#), at school but it was subsequently [overturned](#) by the House of Lords. And a teacher, Aishah Azmi, lost her case for discrimination at a Leeds



employment tribunal after she was dismissed for refusing to remove her veil in a primary classroom. Headteachers are disappointed by the decision.

Was it the right judgment? Should schools allow pupils to wear all religious symbols?

Scenario 4

Family seeks judicial review of Operation Exposure

A Derry family is seeking a judicial review into the use of their teenage son's photograph as part of Operation Exposure. The PSNI initiative involves publishing images of young people suspected of being involved in crime in newspapers and leaflets.

Scenario 5

Bankers: We'll sue if we are denied our million-pound bonuses

Legal experts today warned that plans to stop bonuses may be a breach of bankers' human rights. A group of senior bankers cautioned they would sue if they are denied million-pound bonuses. The bankers, all at managing director level and some with more than £1 million bonuses, have taken on a leading lawyer to prepare for legal action if an attempt to clamp down on payouts is made.

Ronnie Fox, who specialises in employment law, has been contacted by managing directors who fear they could be denied their bonuses despite their departments making money. Mr Fox is preparing to launch a legal battle against the unnamed banking giants if the Government presses ahead with plans to impose a blanket ban on bonuses.

Scenario 6

Council of Europe raps UK on prisoner voting

The Council of Europe has expressed "profound regret" that the UK has failed to implement its 5-year-old European Court of Human Rights ruling against the policy which prevents prisoners from voting in elections.



In a [Committee of Ministers decision](#), the Council, which monitors compliance with European Court rulings, has:

“expressed profound regret that despite the repeated calls of the Committee, the United Kingdom general election was held on 6 May 2010 with the blanket ban on the right of convicted prisoners in custody to vote still in place”

It also appears to be giving the new Government a chance, expressing

“confidence that the new United Kingdom government will adopt general measures to implement the judgment ahead of elections scheduled for 2011 in Scotland, Wales and Northern Ireland, and thereby also prevent further, repetitive applications to the European Court;”

In the 2005 decision of *Hirst*, the European Court held that [Section 3 of the Representation of the People Act 1983](#), which prevents prisoners from voting, is in breach of the electoral right under [Article 1 of Protocol 3](#) of the European Convention on Human Rights.

Lord Pannick [suggested](#) shortly before the election that prisoners may be entitled to around £750 compensation if denied the vote. This figure then became [commonly touted](#) as the amount of compensation people may receive having been denied due to administrative incompetence during the election. Solicitor firms are [already launching claims](#), and in theory tens of thousands may follow.

The matter has been now put off until September 2010, where the Committee will *“resume consideration of this case at their 1092nd meeting (September 2010) (DH), in light of a draft interim resolution to be prepared by the Secretariat if necessary.”* In deciding what to do now, the Coalition government will be wary of the European Court of Human Rights’ [recently acquired new powers](#) to punish intransigent states.

Scenario 7

BBC facing human rights battle with Top Gear’s The Stig

On 17th August 2010 the BBC issued an application for an interim injunction seeking to restrain three Defendants from disclosing confidential information, including the identity of the Stig, the racing driving engaged by BBC in the programme Top Gear.



Scenario 8

Retention of suspects' DNA profiles

England's blanket retention of DNA profiles on criminal suspects was declared unlawful today. The European Court of Human Rights ruled that the human rights of two British men to enjoy respect for their private and family lives had been violated. The landmark ruling is expected to force a policy change in England, Wales and Northern Ireland where police retain indefinitely the fingerprints, cellular samples and DNA profiles of people suspected but not convicted of crimes.

Approximately 4.5 million samples are currently stored on the UK's DNA database. More than 850,000 of these samples are from people with no criminal record, according to reports. A more restricted policy applies in Scotland, an approach that may become a blueprint for UK policing after today's ruling.

The background

The case was brought by Michael Marper, 45, and a 19-year-old man identified only as S, both of whom live in Sheffield. In 2001, Marper was arrested and charged with harassing his partner. His fingerprints and DNA samples were also taken. The charges were dropped following reconciliation with his partner and, within three months, the case against him was discontinued. The same year, S was arrested and charged with attempted robbery. His fingerprints and DNA samples were taken. He was aged 11 at the time. S was acquitted five months later.

Marper and S requested that their fingerprints, DNA samples and profiles be destroyed. The police refused their requests and they went to court citing a breach of the Human Rights Act. The High Court, the Court of Appeal and the House of Lords found no such breach. Today the Grand Chamber of 17 judges of the European Court of Human Rights (ECHR) ruled in favour of S and Marper.