



What is SmartLaw?

A SmartLaw subscription brings the law to life by supporting teachers to deliver public legal education to all young people. You will gain access to high quality, tried and tested classroom resources which inspire young people to engage in the complex world of the law. The resources use the topic of the law to tackle a number of **SMSC**, **Citizenship**, **PSHE** and **RSE** themes. The resources also support schools in the **promotion of fundamental British values**. For more details please download our **curriculum mapping guidance**. No prior experience of law is needed to deliver the resources. Written with the support of our network of legal professional volunteers; they contain all the necessary information and examples that you need to engage your students in the rule of law.

Try before you buy:

We have a number of public legal education resources available as part of our free secondary school resource library, for example:

- [Citizenship: A Privilege or a Right?](#)
- [An Introduction to Human Rights](#)
- [The Migration of People](#)
- [Climate Action and the Law](#)
- [Ethics Innovation and the Law](#)
- [Mock Trials Classroom Pack](#)
- [Who Owns Your Data?](#)

What resources do you get in the subscription?

Resource Overview	Age Range	Learning Objectives
<p>An Introduction to Discrimination Law</p> <p>This lesson looks at the history of anti-discrimination law, the different types of discrimination (i.e. direct and indirect discrimination) and how the law deals with discrimination.</p>	11-18	<ul style="list-style-type: none">■ Explain what discrimination is and the difference between direct and indirect discrimination;■ Describe who equality law protects and how;■ Explore the need for equality law in society.
<p>Consumer Law</p> <p>Have your students ever purchased something online that didn't work, or wasn't as described? Did they know what to do about it? This lesson explores the law concerning buying and selling goods and services highlighting what their rights and responsibilities are as a consumer.</p>	11-18	<ul style="list-style-type: none">■ Explain what a contract is and how one is made;■ Describe their consumer rights;■ Explore what to do if they have a problem with consumer goods;



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<p><u>Cyberbullying</u></p> <p>Students explore the law in relation to cases of online bullying and examine the potential implications of their actions online.</p> <p>The focus of the lesson is on what might be considered inappropriate and the potential consequences of such behaviour. This lesson can be run as a standalone topic. Alternatively, it can be run as a series of lessons alongside Social Media and the Law and Sexting and the Law.</p>	11-18	<ul style="list-style-type: none"> ■ Explain what cyberbullying is; ■ Analyse the impact that cyberbullying may have on those involved; ■ Explore how the law protects people from cyberbullying; ■ Consider whether a number of real life scenarios broke the law.
<p><u>Employment Law</u></p> <p>Students explore the law that applies to young workers and what they can do if they believe their legal rights at work are not being upheld.</p>	15-18	<ul style="list-style-type: none"> ■ Describe different types of employment; ■ Describe some basic facts about apprenticeships; ■ Explain some of the rights part-time workers have; ■ Consider solutions to problems at work and apply them in different scenarios.
<p><u>Family Law</u></p> <p>During the course of the lesson students will learn the difference between marriage and cohabitation and consider which is most appropriate in a number of scenarios. Students will also explore the changing attitudes to marriage and cohabitation.</p>	11-18	<ul style="list-style-type: none"> ■ Explain the difference between cohabitation and marriage. ■ Analyse changing attitudes to marriage and cohabitation. ■ Describe the different legal principles covering marriage and cohabitation. ■ Analyse the advantages and disadvantages a couples marrying or cohabiting in a range of changing situations.
<p><u>Housing Law</u></p> <p>Housing law is a complicated issue that will affect almost everyone at some stage in their life. Students explore a range of different housing situations someone can find themselves in. They examine some of the common legal issues concerning housing including common landlord and tenant issues and how these can be resolved. Finally, they consider current social housing policy in England.</p>	15-18	<ul style="list-style-type: none"> ■ Describe a range of living arrangements; ■ Explain some of the legal rights of private tenants; ■ Explore some of the key elements of social housing policy.



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<p><u>The Impact of Crime</u></p> <p>Students to explore how the 'ripple effect' applies to crime and to think about who else, beyond the victim, might be negatively affected by a violent crime. Students explore the impact of crime on those surrounding the victim and the perpetrator and consider the financial, physical and emotional ripples that crime can have on a community.</p>	11-18	<ul style="list-style-type: none"> ■ Explain the differences between direct and indirect victims of crime; ■ Explore the wider impacts of crime on individuals and communities; ■ Demonstrate an empathetic approach to all of those impacted by crime.
<p><u>Law Makers</u></p> <p>Students examine what we mean by 'the rule of law'. They consider how and why laws are made in the UK and what the process is for getting laws changed.</p>	11-18	<ul style="list-style-type: none"> ■ Describe what the rule of law is and explain why it is necessary; ■ Explain who is involved in making laws and the process in which bills become laws in the UK; ■ Explore what role citizens can have in influencing the law.
<p><u>Learning About the Law</u></p> <p>This lesson will give your students an introduction to the legal system in the UK. During the lesson students will examine the roles of the various professionals involved in the law and explore the difference between criminal and civil law.</p>	11-18	<ul style="list-style-type: none"> ■ Share their existing knowledge of the law; ■ Explain the job descriptions of people involved in the law; ■ Describe the difference between civil and criminal law.
<p><u>Police Powers</u></p> <p>Students examine the powers that the police have to stop and search, arrest and detain individuals. Students also have the opportunity to create their own ideal police force.</p>	11-18	<ul style="list-style-type: none"> ■ Describe what powers the police have and the limits placed on them; ■ Explain the rules of stop and search; ■ Explain what rights they have if they are detained by the police; ■ Consider what skills, qualities and attributes the police should have.
<p><u>Rights and Responsibilities</u></p> <p>This lesson introduces students to the concepts of their legal rights and responsibilities and explores how the law impacts their daily lives. Students explore the different ages that various laws come into effect before being asked to consider at what age they believe young people become legally capable</p>	11-18	<ul style="list-style-type: none"> ■ Explain at what age young people have a variety of legal rights and responsibilities; ■ Identify ways in which laws affect their lives; ■ Consider whether they think a range of laws are fair.



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<p><u>Sentencing Guidelines</u></p> <p>This lesson asks students to consider the key findings of a harassment trial and conclude what sentence should be given to the guilty party.</p>	11-18	<ul style="list-style-type: none"> ■ Explain the different purposes of sentencing and explore how these are balanced against each other; ■ Explore the various factors that are taken into consideration when deciding on a sentence; ■ Analyse the fairness of current sentencing laws and guidelines.
<p><u>Sentencing Myths</u></p> <p>This activity challenges students' perceptions of current sentencing guidelines. It can be run as a standalone activity or as an extension activity as part of a mock trial competition.</p>	11-18	<ul style="list-style-type: none"> ■ Explain some of the key features of current sentencing guidelines; ■ Explore any potential misconceptions that they may have of sentencing guidelines.
<p><u>Sexting and the Law</u></p> <p>Students explore what the law says in relation to the sending of sexually explicit images by those aged under 18. The lesson examines two scenarios of young people involved in the sending of such messages and asks students to consider the potential consequences of their behaviour.</p>	15-18	<ul style="list-style-type: none"> ■ Describe what the term sexting means; ■ Explain what the law says in relation to sexting; ■ Examine the potential consequences of sexting for all involved; ■ Explain where they can go if they need help.
<p><u>Social Media and the Law</u></p> <p>Students explore the law in relation to social media posts, the types of offences that people are committing and the consequences of committing these offences. The lesson concludes by asking students to consider if the current laws and sentences are fair or not.</p> <p>Older students are also encouraged to explore what is meant by freedom of expression and analyse the advantages and disadvantages of freedom of expression online.</p>	Versions available for 11-14 and 15-18.	<ul style="list-style-type: none"> ■ Consider a series of online posts and decide if they were acceptable to post; ■ Describe a number of different offences that could be committed online; ■ Apply their knowledge of the law to a range of real-life scenarios to decide if any laws have been broken and what the consequences might be; ■ Explain whether or not they think the current laws are fair and why. <p>15-18 version only:</p> <ul style="list-style-type: none"> ■ Explain what is meant by 'freedom of expression' and how it is protected in law; ■ Examine the advantages and disadvantages of 'freedom of expression' on social media.



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<p><u>Tackling Discrimination</u></p> <p>Students explore whether or not we have a moral or legal obligation to tackle discrimination when we see it.</p>	11-18	<ul style="list-style-type: none">■ Explain whether or not they think we have a duty to tackle discrimination;■ List a number of different ways that they can tackle discrimination.
<p><u>Who's to Blame?</u></p> <p>This lesson is based on the case of R v. Dudley and Stephens (1884) – two sailors accused of murdering cabin boy Richard Parker, after being cast adrift on the high seas. The activity is used primarily to explore the question of whether we retain personal responsibility for our actions, even in the most acute circumstances.</p>	11-18	<ul style="list-style-type: none">■ Distinguish between legal and moral arguments.■ Evaluate the evidence in a case;■ Understand that laws and morals can sometimes come into conflict.
<p><u>Youth Justice</u></p> <p>Students explore the process a young person goes through when they commit, or are suspected of committing a crime. They will also examine different types of punishments that can be given to young offenders.</p>	11-18	<ul style="list-style-type: none">■ Explain the rights young people have within the criminal justice system;■ Analyse the advantages and disadvantages of a range of different punishments;■ Explain their thoughts and ideas about the criminal justice system.