



Activity: Animals and the law

Resource: A day in the life of an inspector

Overview

Video footage of a typical day in the life of an RSPCA inspector.

Links with other activities

- RSPCA people - Animals in question

Learning outcomes

- Children appreciate that owners are responsible for providing their pet with everything it needs.
- Children know that it is against the law to mistreat an animal.
- Children are able to describe some of the ways in which the new Animal Welfare Act protects animals.
- Children can identify some of the consequences if people break these laws.
- Children are able to identify how they can help animals.

Discussion points

- What do you think the term “responsible pet owner” means?
- What evidence would an inspector need to collect to prepare for a prosecution?
- Sometimes cruelty to animals is the result of ignorance and neglect, other times it is deliberate. Do you think it is fair that the law will prosecute you if you don’t know how to look after your animal properly?
- What should you do if you think someone is being cruel to an animal?
- What can be done to prevent cruelty as a result of ignorance and neglect? Is there anything you can do?
- What would be the consequences for animals if the RSPCA no longer existed?

Did you know?

- Both cruelty as the result of a deliberate act or as the result of ignorance and neglect result in an animal suffering.
- Anyone who thinks that someone is being cruel to an animal should report this to the RSCPA by phoning the **national cruelty and advice line** on 0870 55 55 999.
- The **symbols** that accompany the video footage and narration of the five freedoms are part of the “Know your pet” campaign. The role of this is to inform people of their responsibilities once the Animal Welfare Act becomes law in England and Wales in 2007.
- In 2007 the law relating to the welfare of pets will change. Under the Animal Welfare Act anyone who is responsible for a pet will have a legal responsibility to meet the five basic welfare needs of pets (the five freedoms). These are:



A proper diet (including fresh water)



Somewhere suitable to live



Any need to be housed with, or apart from, other animals



Allowing animals to express normal behaviour



Protection from, and treatment of, illness and injury.

- The new Animal Welfare Act will provide much greater protection for animals. Under current law, people responsible for pets can only be prosecuted for cruelty once suffering has occurred, and when it is often too late to save the animal from death or lasting injury.
- The majority of pet owners will not need to change the way they care for their animals to comply with the new law when it comes into force in 2007 - most people already provide for their pet's needs. But the new law will help to tackle cases of ongoing neglect. For example in 2005 RSPCA inspectors found that 25,784 animals did not have access to water, 34,337 were not given suitable veterinary treatment and 33,308 did not have a clean environment.
- Prosecution is a last resort for inspectors, who prefer to educate rather than take people to court.
- In preparation for a prosecution, inspectors would collect statements from any witnesses, a report from a vet, a statement from the animal's owners and photographic evidence.
- Prosecutions related to animal cruelty are heard in the magistrates court.
- Visit www.rspca.org.uk for more information on:
 - the needs of specific pets
 - statistics on, and examples of, animal welfare prosecution cases
 - the new Animal Welfare Act
 - how young people can make a difference to the welfare of animals (see the UNDER 8TEENZ section).

QCA Unit 3 Animals and us

Key Stage 1

We all have basic needs

How do we look after animals?

Key Stage 2

Who else looks after animals?

Taking responsibility – what can we do?

English curriculum links

	Key Stage 1	Key Stage 2
PSHE and Citizenship	Preparing to play an active role as citizens Pupils should be taught: 2a to take part in discussions with one other person and the whole class 2c to recognise choices they can make and the difference between right and wrong 2e to realise that people and other living things have needs, and that they have responsibilities to meet them	Preparing to play an active role as citizens Pupils should be taught: 2a to research, discuss and debate topical issues, problems and events 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other 2h to recognise the role of voluntary, community and pressure groups
Science	Sc2 Life processes and living things Life processes Pupils should be taught: 1b that animals, including humans,	Sc2 Life processes and living things Life processes Pupils should be taught: 1a that the life processes common to

	<p>move feed, grow, use their senses and reproduce</p> <p>Humans and other animals</p> <p>Pupils should be taught:</p> <p>2b that humans and other animals need food and water to stay alive</p> <p>2e how to treat animals with care and sensitivity</p>	<p>humans and other animals include nutrition, movement, growth and reproduction</p> <p>Living things in their environment</p> <p>Pupils should be taught:</p> <p>5a about ways in which living things and the environment need protection</p>
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Welsh curriculum links

	Key Stage 1	Key Stage 2
PSE	<p>Attitudes and Values</p> <ul style="list-style-type: none"> • Show care and consideration for others • Begin to take responsibility for their actions • Be concerned about their environment <p>Skills</p> <ul style="list-style-type: none"> • Begin to express their own views and ideas <p>Knowledge</p> <ul style="list-style-type: none"> • Know what is fair and unfair and what they believe to be right and wrong • Know about the different jobs and workplaces within the community • Understand how the environment can be made better or worse to live in and how they can make a difference 	<p>Attitudes and Values</p> <ul style="list-style-type: none"> • Show care and consideration for others and be sensitive towards their feelings • Take increasing responsibility for their actions • Be honest and fair and have respect for rules, the law and authority • Take an active interest in the life of the community and be concerned about the wider environment <p>Skills</p> <ul style="list-style-type: none"> • Listen carefully, question and respond to others • Express their views and ideas confidently, and take part in a debate • Empathise with others' experiences and feelings <p>Knowledge</p> <ul style="list-style-type: none"> • Understand that their actions have consequences • Know that people differ in what they believe is right and wrong • Know how the environment can be affected by human activity
Science	<p>Life Processes and Living Things</p> <p>1. Life Processes</p> <ol style="list-style-type: none"> 2. that humans and other animals have senses which enable them to be aware of the world around them 3. that animals, including humans, move, need food and water, grow and reproduce 	<p>Life Processes and Living Things</p> <p>1. Life Processes</p> <ol style="list-style-type: none"> 1. that there are life processes, including nutrition, movement, growth and reproduction, common to animals, including humans