Is the National Curriculum really achieving its intented objectives, or, is it actually being used to "indoctrinate" children through the back door with "pseudo science" teachings that are not proven as true yet treated as fact and contrary to the Education Act 1996? This critical analysis of the education system attempts to point out how pseudo-science is being pushed as science and passively indoctrinating the adults of tomorrow unlawfully. The question is, how and why is the law being omitted/ignored and why is this issue not being talked about?

Introduced in 1988, the National Curriculum was formed by Conservative Kenneth Baker MP with the intention of standardising education so that all state taught students were delivered the same education. All schools would have a predictable outcome and then expectations would be assumed because of this standardised approach. Despite being portrayed as a slug on the satirical comedy 'Spitting Image', the consequence of his work is still practised in schools in 2018, thirty years on and Kenneth Baker is now a Lord. This paper will question whether the National Curriculum is being used as it was intended, or, is it actually indoctrinating children passively by teaching psuedo science as fact and people are not aware of the issue of passive indoctrination.

As regards the law, government has an appointed minister for education. The role at the time of writing is the



Secretary of State for Education and is currently occupied by Rt Hon Gavin Williamson MP. He only has two principle statutory duties found in s.10 & 11 of the Education Act 1996. Section 10 is a very general "promote the education of the people" and section 11 is not any more narrow: "promoting primary, secondary and further education". The lack of any accountability will be addressed later in this document.

With regards to the actual education being taught, in this context, the important law is found in s.406 & s.407 Education Act 1996. S.406 provides the statutory duty to Local Authorities, Boards of Govenors (of schools) and Headteachers personally to prohibit the promotion of partisan politics but, conversely, s.407 requires the balanced presentation of opposing views. These two provisions will be critically analysed to see if the National Curriculum is actually a force for good or has it gone too far and become a vehicle for indoctrination of our youth of today and actually teaching them stories rather than facts for life as an aware adult in a modern world. Truth. Real world.

Comment [D1]: A bold claim, especially as the national curriculum is not mandatory. Academies (which are the majority of secondary schools in the UK) are not obliged to adhere to the national curriculum as long as Ofsted deem the school's curriculum to be appropriate. Only a maintained school needs to adhere rigidly to the national curriculum. https://www.gov.uk/types-of-school/academies

Comment [D2]: This does not seem to be addressed in this work.

Comment [D3]: In what way is this fact relevant to the quality of the national curriculum? Personal and subjective comments regarding an individual have no place in a post graduate piece of written work Anthony. It's unprofessional and not a good example of academic writing.

Comment [D4]: This should be included in your bibliography as a link or published document reference.

Comment [D5]: Assuming that even pseudo-science can be verified, in what way is this an example of partisan political activity?

Comment [D6]: No, it states that they only do so with respect to political views. Science is not a political subject.

Comment [D7]: Sentence fragments, please proof read your drafts before submitting.

9925014

There are a few legal avenues open to challenge the way the National Curriculum is taught if it was felt to be allowing pseudo science to be taught as real science. Judicial review is available but it largely acts as a deterrent because of the costs associated with following it and due to the time it takes to conclude issues, it can be argued to be a control to slow all progression of issues right down to the point where that in itself acts to put off litigation.

The tort of Negligence is worth considering as there can be no doubt that the profession of teaching owes its students a Duty of Care. Furthermore, the duty is fiducary in that it is so imbalanced against the children that the highest duty exists. The issue with Negligence is that you have to show a fiscal loss. How on earth might you quantify a fiscal loss if you were able to argue successfully that there was a breach of duty? A possible breach of duty here is not likely to prove a loss, as the loss would almost certainly be deemed as too remote on a case by case basis but perhaps there could be a difference if a class action of a generation ever tested a point if it was argued that they were taught falsehoolds.

Comment [D8]: How is the negligence of a child's education measured fiscally? Citation required.

There may also be other avenues open to possible litigants but the main purpose of this paper is to identify an issue that is simply unknown and unaware at the time of writing. Are children actually being indoctrinated by the very system that is meant to teach them?

Comment [D9]: As this is the second time you ask this question, I hope there's an answer coming soon.

For the purpose of this paper, the standard of evidence considered is whether or not the evidence is *science* or *pseudo-science* and if it is not science, how and why it is even being taught at all...or at least taught with reference to opposing views, evidence or models that do not agree with that which is being taught.

Comment [D10]: Science is under no obligation to teach alternate views, as science is not subjective. This is why sections 406 and 407 only apply to issues of a political nature, and have no relevance to the teaching of science.

Some understanding of physics, Laws of Nature, Scientific Method and Newtons Laws of Motion is needed (not forgetting evidence in the context of verification, reliability and credibility of evidence in law) to appreciate the points raised in this paper.

Attention now turns to the provisions of s.406 & s.407 Education Act 1996.

9925014

s.406, Education Act 1996 reads;

> **406 Political indoctrination.**
>
> (1) The [F1 local authority], governing body and head teacher shall forbid—
>
> (a) the pursuit of partisan political activities by any of those registered pupils at a maintained school who are junior pupils, and
>
> (b) the promotion of partisan political views in the teaching of any subject in the school.

s.407 reads;

> **407 Duty to secure balanced treatment of political issues.**
>
> (1) The [F1 local authority], governing body and head teacher shall take such steps as are reasonably practicable to secure that where political issues are brought to the attention of pupils while they are—
>
> (a) in attendance at a maintained school, or
>
> (b) taking part in extra-curricular activities which are provided or organised for registered pupils at the school by or on behalf of the school,
>
> they are offered a balanced presentation of opposing views.

s.406 expressly states that the promotion of partisan politics MUST be forbiden by the Local Authority, Govening Body and Head teachers personally. This is the focus in the context of the current teachings of the Copernican model commonly described as heliocentricity. Helio being "of the sun" and centric being being "in the middle".

s.407 deems that a balanced presentation of opposing views must be offered where political issues are brought to the attention of the pupils.

In the context of how partisan politics might be taught in schools under s.406, this is the outline of the law and the attention can now turn to what partisan politics is actually defined as.

In laymans terms, partisan simply means holding strong views of a particular position. A similar adjective is protagonist. For some reason, partisan sounds somewhat more sinister than protagonist but essentially they are of the same meaning. One that is partisan is basically an active supporter of a topic, for example, football fans are partisan in the same way that Labour supporters are partisan and also those that promote the interests in space are also partisan. Whether there is life beyond our world or not is a moot point, those that argue that there is would be partisan to the ordinary lay person.

Comment [D11]: Science is not, by any measure, a political subject.

Comment [D12]: Only in a maintained school. Academies do not adhere to this policy, and instead rely on the efficacy of Ofsted inspections.

Comment [D13]: Again, how is teaching science a political issue?

Comment [D14]: Subjective opinion.

Comment [D15]: I have two issues with this. 1. It's not political so not relevant to sections 406 and 407, and 2. Science does not promote opinion, but presents the best available evidence we have to explain phenomena in the real world. As a result, it is constantly revised as new information becomes available. The clashes of opinion and debate that happen in order to verify scientific facts are not part of the scientific canon that would form part of a curriculum at compulsory education levels. Only the facts as agreed by consensus would be. Any other opinion, unless backed with evidence would not be teaching science.

9925014

Until there is a test case, it is actually difficult to think what a court might interpret "partisan politics" in law to be. Everybody could have a view and nobody would be wrong until there was a test case. However, where would a test case come from? Where would partisan politics actually end up being tested in court? What situations in school might partisan politics arise? It all depends on how you would apply the phrase "partisan poltics".

In **R (on the application of Dimmock) v Secretary of State for Education and Skills - [2008]**[1] the matter was finally tested in a court. Ten years after royal assent, no test case had made it to court. This is a worthy moment to consider how many matters could have, but for whatever reason did not, actually make. It raises the question of what might have been happening during this ten year period? Was it perfect compliance with the law or was it simply that nobody wants to engage in lengthy legal battles that nobody really ever wins because of the costs outweighing the benefit of a deciding case? Conjecture aside, ten years on and the courts have a test case to allow the critical writing you are now currently reading.

The matter related to the once infamous video of Al Gore, the ex Vice President of the USA, and his contentious views relating to the matter of global warming. In short, a parent questioned why such strong views were being allowed to be shown in school. Regardless of the merits of the claim that global warming is or is not a real issue, the issue in law was how should the school deal with this and if there was accountability, where should the axe fall.

The case of Dimmock established that, in law, partisan simply meant "one sided". Regardless of how you or I interpret the word partisan, it simply means "one-sided". In the All England Law Reports recite of the Judges actual words[2],

> *"Although there was some earlier suggestion on behalf of the defendant that 'partisan' might relate to 'party political', it soon became clear that it could not be and is not so limited. Mr Downes pointed to dictionary definitions suggesting the relevance of commitment, or adherence to a cause. In my judgment, the best simile for it might be "one sided".* Judge Burton

Comment [D16]: But it would have to be pertaining to a political issue, not science.

Comment [D17]: This case actually does highlight the potential for political bias though. Climate change clearly is being denied by those with a vested interest in fossil fuel generation, and conversely, those who are against it are equally vociferous in their clams and both sides lobby parliament based on those claims. The teaching of the heliocentric model of the solar system has no political agenda attached to it, so what is the parallel between this case, and your claim about scientific education?

Comment [D18]: The only similarities seem to be that both invoke section 406 of the act. Science is not a political subject.

[1] [2008] **1 All ER 367**
[2] Ibid, at 372

This is a major definition because the point of education is to teach the right thing, the truth and the basic skills for adult life that we all need. There will always be one sided teaching for most issues because most issues are not contentious. There may be some elements that are contentious within most topics and espcially in areas of history, religion, science and one can easily see that a one sided "education" is going to fall foul of the courts definition of partisan politics at this early point. To illustrate, Britain finally defeated Hitler in 1945 to mark the end of the second world war. That is the taught history lesson. It is only if the matter becomes contentious that the original teaching then comes under the spotlight retrospectively. If the contentious nature never arises, then the teaching could not be deemed one sided as there would be no opposing view to argue that it was! Although immediately unfair (as the teachings were fine until objection arose), it does mean that any issue that *becomes* contentious requires that unfortunate restrospective reflection of what was done about it *before* it became contentious. For example, Christopher Columbus is cited in school as "the founder of America" and this reference is easily found by anybody with a rudimentary search on a search engine online. However, it is well accepted that native indians were actually already there and this is why there is an ongoing red indian legal issue in America to this day and their rights. So was Christopher Columbus actually the founder of America? Of course he wasn't, he is just identified as being so to the western world. To teach that he was the founder is *potentially* one sided *but it relies on that other side being known*, or found. Then retrosepctively speaking, the one sidedness of Christopher Columbus can then be established and then the Dimmock case deems that the teaching originally then becomes subject to the law. It depends totally on whether or not an opposing view is found after the event of the teaching so this means the teaching must be pre-emptive to some degree. Most areas of education have some element of possible contentiousness to them which raises the question, should education safeguard against them all? At the expense of time with the children teaching the rest of the syllabus? Or should it risk that it gets through the education without being challenged? Should it also be the case that retrospective consideration of how issues were taught is challenged? For this paper, of course it should. Educating the nation should not be indoctrination and critical analysis of current thinking of how we are educated has to appreciate the importance of the Dimmock case because in deeming the "one sided" teachings as caught by the Act, it means that the nation as a whole can actually challenge how they were taught certain topics. If one took issue with being taught that Christopher Columbus was taught incorrectly to them and that they should have been aware that there were red indians there before Christopher Columbus, Dimmock would deem, at least on the face of it, that one sided teachings were indeed

Comment [D19]: This implies that the heliocentric model of our solar system IS contentious. Wouldn't any potential contention need to achieve a certain weight of public opinion, or do you suggest than any amount of contention, no matter how small, from a minority should be enough to warrant a rewrite of a national curriculum?

Comment [D20]: This needs a citation. This is post graduate study, and making any such claim as fact requires a citation or reference. Is it actually taught in the UK's National curriculum? The National curriculum only lists the subjects to be taught. The exact wording of lessons is not covered in its remit.

Comment [D21]: So does the National Curriculum actually say he was? The national Curriculum is not a lesson plan. It lists what subjects should be covered. It does not provide off the shelf lessons that teachers dictate to classrooms.

Comment [D22]: Only if A) You can demonstrate that the national curriculum teaches what you say it does, and B) only if it is a political issue under section 406.

Comment [D23]: This suggests that if no opposing view is currently popular, one should be found?

Comment [D24]: Confusing. Needs clarification.

partisan and if the issue was political, then that person may in law be able to challenge the Christopher Columbus teachings if they felt so strongly (the law does also state it must be promoted, not just taught but this is merely for example only).

The Dimmock case gave us the factors to be considered with regards how to decide if there was actually something to pay more attention to the way it might be taught in the National Curriculum.

(i) a superficial treatment of the subject matter typified by portraying factual or philosophical premises as being self-evident or trite with insufficient explanation or justification and without any indication that they might be the subject of legitimate controversy; the misleading use of scientific data; misrepresentations and half-truths; andone-sidedness;

(ii) the deployment of material in such a way as to prevent pupils meaningfully testing the veracity of the material and forming an independent understanding as to how reliable it was;

(iii) the exaltation of protagonists and their motives coupled with the demonisation of opponents and their motives; and

(iv) the derivation of a moral expedient from assumed consequences requiring the viewer to adopt a particular view and course of action in order to do 'right' as opposed to 'wrong'.[3]

These factors are the focus of this paper and the context of how they are applied.

Nicolaus Copernicus's Heliocentric model is the current taught *model* in the National Curriculum. The sun is 93 million miles away. It is the centre of our solar system and all planets revolve around it. Earths circumference is 24,900 miles and it sits third closest to the sun and we rotate once every day, thus giving us sunrise and sun set. We have an axial tilt and this tilt gives us the seasons and the moon causes the tides of the earth. This is the familiar position we should all be aware of if you went to state schooling after 1988. This is what you were taught.

Comment [D25]: Stop randomly italicising words. It infers an emphasis for some reason, but no explanation as to why is given.

Comment [D26]: This implies that prior to 1988, you were taught that the earth does not orbit the sun. Patently not true. Please proof read before submission.

In Dimmock, the court decided that a one sided view was deemed partisan. This allows retrospective consideration of the issue. We also see the factors that help us decide if the Copernican model being taught might fall foul of the law.

Comment [D27]: Only for a political issue, surely.

The Copernican model satisfies, arguably, all 4 factors in determining whether or not it falls within the ambit of s.406 and if it does, it would have to be prohibited from being "promoted" because it is the promotion of partisan politics that is forbidden.

[3] **[2007] All ER (D) 117 (Oct)**

The issue remaining is whether or not the factors above are satisfied. If the teachings of the Copernican model satisfy the factors, it would be consistent with Dimmock and a court would likely rule that it is caught by s.406 and should be forbidden teachings by that law. If the factors are not satisfied, the law would not apply.

The 4 factors will now be addressed in turn and applied to the Copernican teachings of the National Curriculum.

i) a superficial treatment of the subject matter typified by portraying factual or philosophical premises as being self-evident or trite with insufficient explanation or justification and without any indication that they might be the subject of legitimate controversy; the misleading use of scientific data; misrepresentations and half-truths; and one-sidedness

It's hard to simply this first factor in relation to the Copernican teachings because the reader would have to be aware that the Copernican model is actually subject to legitimate controversy. It is. To the unaware, it cannot be explained in this document with much comprehension because of the depth of the controversy itself but it needs to be realised that the Copernican model is not accepted by all. People that accept Copernicus and his model are known as heliocentrists but there are others that do not accept Copernicus. For example, Aristotolian supporters believe the universe revolves around us and are known as "Geocentrists", there are people that see the Earth as flat and they are known as "Flat Earthers" and there are also people that support that we were created as a construct by some devine intervention, God or otherwise and known as "Creationists". The point to take here is that it is certainly not just accepted to be true by all. There is legitimate controversy and this simply is not told when children learn about the solar system in school. It really is taught as fact but it should be taught that there are opposing views because there *are* actually opposing views. Teaching the Copernican model as fact is wrong. It should be taught as a widely accepted position only.

"The misleading use of scientific data" is mentioned. Does the Copernican model use misleading data? Well the sun is considered to be around 93,000,000 miles away and the scientific data that supports this assertion comes from two sources; Eratosthenes and his sticks in the ground "measurements" and radio signal reflections from Jodrel Bank observatory (now owned by University of Manchester). In short, Eratosthenes is credited as the first person to accurately cite the circumference of the earth. However, the maths he applied assumed the earth was a sphere based on his interpretations of shadows on a particular day around the Mediterranian Sea. He did not *know* it was a sphere and if he did, no evidence of this knowledge is presented. Regarding his interpretation, it has two interpretations, not one. It can be interpreted that the earth is

Comment [D28]: Is it? Citation needed. What controversy, and in what way is it legitimate?

Comment [D29]: Then the inclusion of this serves no purpose.

Comment [D30]: As there is no scientific evidence for this, and you provide none, nor a citation, how is this relevant to the teaching of a science subject?

Comment [D31]: This would be covered under religious education – again, how is this relevant to section 406 and the teaching of science?

Comment [D32]: Are there opposing scientific views? If not, how does this relate to section 406 regarding the teaching of a science subject?

Comment [D33]: Only two sources? There are at least 13 documented measurements of the astronomical unit in history. Does the National Curriculum only specify that the two you mention be taught? This is why citations are required.

Comment [D34]: Citation needed

Comment [D35]: Citation needed.

spherical in shape with a distant sun but it can also be interpreted as a plane with a local sun circling over head. However, it is taught as there only being one possible interpretation. This is wrong. There are two and for that reason, it is satisfying the criteria of "misleading use of scientific data" because it can be interpreted two ways, not just one.

The modern way of measuring the distance to the sun is cited from Jodrel Bank. Basically, a radio wave (part of the light frequency) bouncing back from Venus is cited as being the current science[4] and the problem is that there are valid questions about the verification of the claim. The claim is that a pulse of light was sent to and from Venus, through a vacuum, and the time taken for the ping to return back to earth was waited for and then the noise was then interpretted for the anticipated reflected 'ping'. *There was no scientific consensus as to what the interpretation of what they were looking at was* until someone from Jet Propulsion Labroratories in America looked at the data and interpreted it for them and once JPL put their name to it, then it became accepted. The level of detail for how it was proven is, on the face of it, impressive and one can easily accept it as proving the point but there are two issues. Firstly, the lack of scientific consensus. If it was in fact a reflected ping from Venus, why wasnt the interpretation agreed by almost everybody? Secondly, the time they based the expected return ping data on is based on the speed of light travelling through space without any other factors influcing the time it takes for light to travese the distance. Secondly, the time duration is based on Keplars Third Law on Interplanatery Motion. Astrophysics knows the way the lights in the sky interact with each other. Astronomy can tell you when you will see certain lights and for how long...but that does not mean they know the distances to any of these lights. To get a distance, you need to either measure it directly (obviously impossible) or find a credible way to calculate it so that there is no doubt to its accuracy. Neither exist.

The distance to the sun mathematically is based on the application of Christiaan Huygens[5] "determination that is ingenious and accurate and deserves to be better known"[6]. Ordinarily, a citation would be correctly placed in the footnotes but this ingenious and accurate determination needs place in the main body of text because of how weak in law the citation reads.

Comment [D36]: Citation needed. Is there sufficient reason to suggest we teach flat earth in schools? If so, why is it not included in this dissertation, or at least referenced.

Comment [D37]: Citation needed. What questions?

Comment [D38]: Radar is not light. While being part of the EM Spectrum, light and RF behave very differently.

Comment [D39]: Irrelevant, as a vacuum would have no effect upon a radio signal. If you disagree, a citation is required to suggest that it is.

Comment [D40]: Citation required.

Comment [D41]: You've yet to include who disagreed with it. Citation needed.

Comment [D42]: What else can affect the speed of a radio wave travelling through space? Citation needed.

Comment [D43]: Vague comment. Please explain. Citation required.

Comment [D44]: You haven't presented anything to suggest the way it is already measured is not credible. Citation please.

Comment [D45]: Citation required. You've not yet presented anything to suggest the current methods are not credible.

Comment [D46]: Citation required. Is this how it is currently measured?

[4] https://history.nasa.gov/SP-4218/ch2.htm
[5] http://adsabs.harvard.edu/full/1985Obs...105...32G
[6] ibid

parts was more than a decade in the future.) Huygens wanted to give the sizes of these objects relative to the size of the Earth. He knew the relative distances of the planets, but in order to convert his angular measurements into Earth diameters, he needed to find the distance from the Earth to the Sun in Earth diameters. Huygens solved this problem with an assumption. If he supposed that the planet Venus had the same size as Earth, he could calculate the distance in Earth diameters from his measurement of its angular size. Then with the Copernican theory he could calculate for the time of the observation a theoretical distance to the planet in terms of the radius of the Earth's orbital circle (the astronomical unit in our terms). Knowing the same distance in astronomical units and in Earth diameters, he might then calculate the length of an astronomical unit in Earth diameters. Then he might repeat the assumption and the calculation for Mars.

The problem here is that the assumption Huygens made has been taken as fact that his mathematics is right. In law, this is literally the same as assuming that the perpetrator killed the victim by assuming the police did their job right in the first place and the evidence was good. In law, an assumption is rebuttable and the distance to the sun, although accepted, is contentious. The issue from Dimmock is that the National Curriculum does *not* state that this distance to the sun is contentious. It is expressed as fact and the problem really is that the data is misleading. The conclusion we evidentially arrive at in law is that the ping reflections from Venus were not universally accepted by the scientists themselves, which were based on a time duration calculated by the accepted science from Christian Huygens, who assumed that venus was the same size as earth but then the earth was an assumed sphere by Eratosthenes who based his mathematics on just an interpretation. This was deemed "the only one possible" but it is not. If Eratosthenes was wrong in his calculations, then it means that the scientists at Jodrel Bank were looking in the wrong time duration for their ping reflection and this would explain why there was such disagreement. Perhaps their maths was erroneous and this would explain their position. To contextualise this whole point neatly, Eratosthenes is said to have lived 276 years Before Christ and died 194 years Before Christ. There is more than enough religious debate over whether Jesus Christ even existed and despite numerous claims of empirical evidence to support that there was someone by that name, there is debate over whether he was just a person claiming to be the son of God or not. Christ is the lynch pin for Christianity but not for Catholisim or Islam. So the point of Christ's existence, at least in religion, is important to Christianity and the fact that such an important figure existing at all being questioned by people generally puts Eratosthenes into context. There are no empirical evidences, of a primary souce OR a secondary source, to even indicate the existence of this person creditied with establishing the circumference of the earth to be 24,000 miles actually lived at all. Yet this is where the evidence for the distance to the sun takes you back to, Eratosthenes.

Comment [D47]: No, because we have more accurate information available today However, should we not teach about Huygens and his methods, just because we have more detailed information available now?

Comment [D48]: The exact figure Huygens arrived at maybe, yes, but Huygens made his measurements in the 17th century. NO one is teaching that Huygens was accurate. He was close though.

Comment [D49]: As of yet, you've presented nothing to suggest that it is. Citation needed.

Comment [D50]: Misleading how? Citation needed.

Comment [D51]: Citation needed.

Comment [D52]: Citation needed. This implies that all modern measurements are based on 2000 year old data, which they are not Furthermore; a radar return arrives when it arrives. When you expect it to arrive is irrelevant.

Comment [D53]: The timing of a radar return pulse is not something that requires any complex maths. If you insist it could be erroneous, you need to cite something that explain why you think that.

Comment [D54]: None of this is relevant to this work. We no longer rely on the data gathered by either Eratosthenes or Aristarchus. Their data was not necessary for modern methods of these sizes and distances to be measured.

Comment [D55]: Which is why we no longer consider his findings accurate. We do not rely on his data to know how large the world is.

Comment [D56]: Being the first people to calculate these things is not relevant. Their data is archaic and not used in any scientific context where accuracy is required.

Is it possible that Eratosthenes did not even exist and he is just a figure that history teaches us gave us the distance to the sun in the same way that history teaches us that Christopher Columbus discovered America or that Jesus Christ himself existed? The fundamental basis of the scientific data on which the distance to the sun is based on is based on two assumptions, that Venus is the same size as Earth and that Earth is spherical and measuring 24,900 miles in circumference. There is no current science that proves this and the foundations for the Copernican model are disputed currently ipso facto, yet the National Curriculum teaches this as fact without any proof that it is actually true. There only exists the assumptions that misrepresent scientific data. It is not taught that Eratosthenes mathematics works two ways, it is taught that it is only possible one way. This is untrue.



Carl Sagan is the equivalent of either Neil deGrass Tyson or Brian Cox of today. He is deceased now but in his working life, he taught the children of the 1970's and 1980's what Brian Cox and Neil DeGrass Tyson currently teach the children of today. His teachings have not changed. This can be seen in two ways, either that the teachings generally were accurate and reliable or that they were failing to realise that Eratosthenes maths had two interpretations and actually indoctrination.

Carl Sagan cited the Eratsthenes observation in a video that is now archived on YouTube in which he said "the only answer is that the surface of the earth is curved"[7]. We do know that Carl Sagan existed and we do know that he did promote the mathematics that Eratosthenes also used because we can actually see him doing it with the advent of archive footage so we know the children of the 1970's and 1980's were taught this mathematical model. The National Curriculum was introduced in 1988 and that same distant sun appears in it at 93,000,000 miles so it is at least consistent and reliable to assert that since its inception, that value for the sun is consistently taught and also verifiable. The question is, is it "misleading use of scientific data" following the decision in Dimmock? The answer is that it has to be misleading because of the fact that the maths does work out both ways, with a distant sun on a curve but also a close sun on a plane. The maths does work out. Was this opposing view ever discussed or disclosed? No but did it have to be? Well, "one sided" is the criteria following Dimmock so it is clear that one sided was how it was taught but now it is contentious. The retrospective nature of the Dimmock decision means we can question whether it was right or not. This part

[7] https://www.youtube.com/watch?v=G8cbIWMv0rI at 04:55

Comment [D57]: I don't know. Why are you asking questions speculatively in a post graduate work? Citation required. Even if he didn't, how is this relevant to the data we have today?

Comment [D58]: Citation needed. Claiming that there is no current science in a post graduate work without any citation to verify that fact is a serious breach of academic rigour.

Comment [D59]: Can't be ipso facto, as you've not verified the claim that underlies that.

Comment [D60]: Citation(s) needed.

Comment [D61]: Citation needed.

Comment [D62]: It is unclear what this means.

Comment [D63]: Citation needed. You've yet to explain the two ways in which Eratosthenes' maths can be interpreted, and also, why Eratosthemes is so relevant to the data we have today.

Comment [D64]: Promote it, or explain it?

Comment [D65]: Has any new data become available to counter this claim since 1988? If so, citation needed.

Comment [D66]: What could make it misleading? You've not presented any alternative data, or cited any. On what is your assertion that there is alternative data based upon, and can you reference it please?

Comment [D67]: Why would you expect it to? Do we live on a plane? Citation needed.

Comment [D68]: Citation needed. You've presented no reason why what is taught is contentious, other than a minority of people think the earth is flat, and more importantly, why this is a POLITICAL issue. Explain please.

concerned the misrepresentation of scientifc data and we clearly see this present with the mathematics that is taught because of the fact that the maths works both ways. This element is clearly satisfied at this point.

So with regards to the first point of the Dimmock decision, it is clear that the teaching of the Copernican model would most definitely be considered satisfied. The remaining 3 elements will now be considered.

ii) the deployment of material in such a way as to prevent pupils meaningfully testing the veracity of the material and forming an independent understanding as to how reliable it was;

This strikes at the heart of the teachings of the National Curiculum because the material is deployed so that nobody is *able* to test astronomical claims when it comes to reliability. NASA basically have so much financial support and so many resources to make anything they want, if they claim something based on the application of the biggest of telescopes nobody is able to verify anything to do with this. Even though it is state owned (University of Manchester) now, Jodrel Bank failed to help the writer of this article verify the ping data. The writer attempted to get an open dialogue to verify the ping data, however, when it was revealed what was trying to be verified, literally, Jodrel Bank ceased communicating and despite chasing the lead, the writer failed to obtain any evidence to verify the claim. How difficult can it be to see the evidence of the actual ping? It is their pinnicle moment and they are cited as being the proof but it seems that verifiying this information would actually require an application from the Civil Procedure Rules to actually get this information. It appears everybody is too busy to help or perhaps they just dont want to or maybe they dont have it to show? Who knows but with regards to verifying the claim of the ping data from Jodrel Bank, you will not be able to.

Changing the focus a little, how can you verify other issues to do with Astronomy. For example, how would you verify the evidence for gravity? There is no scientific evidence to prove gravity because it is currently defined by Albert Einsteins 'Theory of General Relativity' in 1915 as the effect of the curvature of spacetime, a mathematical construct that has no scientific and/or experimental application. It was literally formulated in his mind, how can this ever be tested within Scientific Method? The answer is that it cannot! Before 1915, gravity was thought of 'a force' and since 1915, it is not a force it is the EFFECT of the curvature of Spacetime. The Cavendish Experiment, performed by Henry Cavendish, was the best experimental science to demonstrate 'mass attracting mass' but this was superseeded by Einsteins Theory of Relativity. Without going into any detail of the experiment, the Cavenish Experiment did not manipulate any Independant Variable to prove causation, an intrinsic and fundamental point of a scientific experiment. The Independent Variable is the presumed cause,

Comment [D69]: Citation needed. No one is able to test astronomical theories? How so?

Comment [D70]: NASA do not own all the telescopes. In fact, they don't even own all the SPACE telescopes. Can you please verify facts before writing them into a post graduate work without any citations?

Comment [D71]: Citation required. You refer to personal research – this needs verifying.

Comment [D72]: By what methods? Can you not include the correspondence in an appendix? You infer a great many things from this lack of success in your attempt, and an open, transparent review of the correspondence is the only objective way for any reader of this work to ascertain what really happened. There is no place for personal speculation in an academic work at even undergraduate level, let alone post.

Comment [D73]: Please keep personal speculation out of academic work.

Comment [D74]: Citation needed.

Comment [D75]: Was Einstein the only person to define gravity . Citation required for the claim that it has no scientific or experimental application please.

Comment [D76]: Regardless, can it not be measured? Do we not calculate all manner of things using the gravitational constant, and are these measurements not accurate?

Comment [D77]: Citation required.

in this case gravity, and this was not manipulated. Even if the Cavendish Experiment was credible science, to set up the Cavendish Experiment and execute it does not appear to be possible. It is criticised for being notorisiously difficult to "get it to work"[8]. It should not be a case of getting it to work. If the Cavendish Experiment is actually the proof for gravity, it should repeatable, another intrinsic and fundamental point for true science. Gravity is not considered to be the attractive force between masses any longer by science. It is now said to be "the bending of spacetime"[9] as per Albert Einstein but if this is the case, with regards to the verification of the claim of gravity, how would anybody get to bend any spacetime? One of the key factors from the Dimmock case is *"testing the veracity of the material and forming an independent understanding"* the data. How is bending of spacetime capable of verification? Secondly, even if gravity was as per Newtonian principles, gravity is said to derive from the centre of mass...the core of earth. To verify within the true meaning of science, you would need to manipulate that gravitational force of attraction by getting another planet and varying its proximity to earth to vary the force of gravity on earth. This obviously is nonsense but this is the problem with verification following Dimmock. Almost all of the science associated with "space" is basically unable to be verified independently so as to form an independant understanding of how reliable the information it is. It is simply the case that most science is effectively a cartel and seems to either not actually exist or not be available without a court order. It would be interesting to see what would happen if an application to court was made under the Civil Procedure Rules and see what evidence of the Venus reflected ping is actually available.

Comment [D78]: Being difficult does mean it's not repeatable, and you wrote this immediately after stating it was in fact impossible. Are you saying it is not repeatable, difficult, or impossible?

Comment [D79]: I thought the bending of spacetime WAS gravity according to Einstein?

Comment [D80]: Doesn't mass do that? Just having mass bends spacetime. If you disagree, it's your job to cite something contrary to this claim.

Comment [D81]: Is Einstein's bending spacetime even taught as part of the National Curriculum?

Comment [D82]: Citation required. Why would you? It states centre of mass... not centre of a planet.

Comment [D83]: Citation required.

Comment [D84]: Maybe, yes. Speculative though. You arrive at no conclusion, which should be possible if a case is valid. At least a POSSIBLE outcome should be discussed.

Turning to the third point,

iii) the exaltation of protagonists and their motives coupled with the demonisation of opponents and their motives; and

Carl Sagan, Neil deGrass Tyson and Brian Cox are most definitley exalted protagonists. The whole of science is generally exalted but the main protagonsists are elevated into superficial stardom. People look up to them with wonder at how fantasic they are. Literally, this is not exaggeration for the sake of demonstration. Certain people are promoted on television akin to, for example, Sir David Attenborough. Nobody would question that Attenborough is the modern "King of Nature" or that Michael Jackson is the "King of Pop" when it comes to music. Brian Cox, et al, are promoted by television in such a way that one cannot easily avoid being sucked in

Comment [D85]: This whole paragraph leads nowhere. You mention this, then move onto people demonizing anyone with alternating opinions. What is the point in this paragraph Are you suggesting such people shouldn't be on TV?

[8] https://www.youtube.com/watch?v=2PdiUoKa9Nw&t=29s at 4:12
[9] https://www.scientificamerican.com/article/how-einstein-revealed-the-universe-s-strange-nonlocality/

by their warm, welcoming tone to their voice. Perhaps it is natural of the man or perhaps its taught with some form of ellocution? Either way, there is no doubt at all that the people that push the Copernican model are exalted protagonists. Are the motives of their opponents demonised though? That is the second part. Well, the Geocentric folk (that follow Aristotle) are ridiculed rather than demonised and creationists (that follow biblical texts perhaps) are also ridiculed. The Electric Universe followers are outright dismissed and not really treated as even opposition but the point is that none of the opposing views are treated fairly, regardless of their view. Is this enough to be "demonised"? Let us say that ridicule is not demonisation for the application of Dimmock, that does not stop it being challenged in court. The counter argument would be "ridicule is not demonisation" in this context but if you have ever engaged in the debate of "Creation v Evolution" and argue against evolution on the basis that there is no evidence to prove that a donkey fish evolved into a bison at some point, you will quickly be demonised for challenging Evolution on the grounds of evidence. Demonisation would come after the initial ridicule. Ridicule would become demonisation and any evidence of character assassination would support the view that opponants are demonised. Check the comments section of any Kent Hovind debate on the issue on YouTube and you will see evidence of demonisation so it can be argued that demonisation of the opposition is further down the line than merely ridiculing the opposition but any evidence of troll like tactics would then open the door to the demonisation element. The internet is full of demonisation of opponents and their views so it can be argued that demonisation is a harsh adjective and within a school environment, it isnt likely to see such views unless the issue was contentious and if the issue wasnt even pre-warned initially, there would not be any demonisation UNLESS it was identified as contentious initially. The Copernican solar system is not taught with a balanced view in the first place so it does not follow that demonisation can be demonstrated if it is one sided initially. It requires the opposing views to be posed initially to have any chance at all of the demonisation of opposing views or motives.

In light of this, the exhaltation is sufficient because to even have the demonisation of opposing views, there has to be that opposing view initially. In the Copernican teachings of the National Curriculum, this does not exist.

Let us now consider the final factor from the Dimmock case:

Comment [D86]: Are there any scientists that believe in another model? Citation required.

Comment [D87]: Which opponents? Again, are there scientists that think we don't live in a round planet that orbits the sun? Citation required.

Comment [D88]: Citation required.

Comment [D89]: You'd first have to establish anyone else as a legitimate "opponent" before you could go any further.

Comment [D90]: Because that would not have any basis in biological or genetic science… or even archeology. I'm not sure anyone is demonized for being a creationist though. Do you have a citation that has some proof of this happening?

Comment [D91]: Speculation. Citation required.

Comment [D92]: The comments of the public would not be a suitable metric here, as you are referring to a test case based on the opinions of established science. Do you have any evidence of established science demonising anyone who believes in alternative theories? The public will demonise anyone in a social media comments forum. Is that grounds for a case, or would you have to demonstrate that established science actually demonises any of these people… or does it just dismiss them?

Comment [D93]: So because you deem certain high profile scientists as exalted, their very existence proves that others are demonized? I'm not sure what you are saying here.

iv) the derivation of a moral expedient from assumed consequences requiring the viewer to adopt a particular view and course of action in order to do 'right' as opposed to 'wrong'.[10]

Put simply, you will not pass your exams if you dont cite that the sun is 93,000,000 miles and then cite the rest of the Copernican model when asked. In this context, this 4th factor is satisfied without any further discussion.

Comment [D94]: That because giving an incorrect answer will result in an incorrect grade, you have a case? This is science you are prosecuting here. Do you have any facts that suggest another distance figure to the sun that could be marked as correct if asked? You'd need to provide another distance, and then prove its veracity through peer reviewed science. Has anyone done this?

Back to the outcome of the Dimmock case, we have discussed the first point (of three) that Dimmock made. This first point gave the factors that would allow an issue to be deemed as "partisan politics" but there were two other points from the decision in Dimmock. We have only looked at the first one.

The second point of law Dimmock was clear on is the requirement of "promotion" . The material has to be promoted for the offence to be committed. Merely presenting a view is not what is caught. Merely presenting the Copernican/Heliocentric model is not promotion of partisan political material. What is forbidden is the "promotion" of the partisan politics. This is the point that Dimmock lost his point of law on so attention here is necessary.

Comment [D95]: You've yet to demonstrate how science is political.

The decision of Judge Burton, at paragraph 12, says the following;

> submissions of Mr Chamberlain. The statute cannot possibly mean that s 406 is breached whenever a partisan political film is shown to pupils in school time. Mr Downes has to assert that there is, depending on the context, an exception that can be made in respect of the teaching of history, but I cannot see how, on his interpretation of the statute, any such exception can be carved out. It must be as much of a breach of the statute, on his construction, for the school or a teacher to show in a history class a film for example of Nazi or Leninist/Stalinist propaganda, or for that matter to make available such literature in documentary form, or to show a racist or an anti-racialist film in a history or a citizenship class, as it is to show or distribute any other film or document which promotes partisan political views. Such an approach however construes the word "*promotion*" as if it meant nothing more than "presentation". What is forbidden by the statute is, as the side heading makes clear, "*political indoctrination*". If a teacher uses the platform of a classroom to *promote* partisan political views *in the teaching of* any subject, then that would offend against the statute. If on the other hand a teacher, in the course of a school day and as part of the syllabus, presents to his pupils, no doubt with the appropriate setting and with proper tuition and debate, a film or document which itself promotes in a partisan way some political view, that cannot possibly in my judgment be the mischief against which the statute was intended to protect pupils. It would not only lead to bland education, but to education which did not give the opportunity to pupils to learn about views with which they might, vehemently or otherwise, either agree or disagree. I conclude that the mere distribution by the Defendant to schools to facilitate their showing the film, and accompanied by guidance, to which I shall refer, is not per se, or irremediably, a promotion of those partisan political views.

(Emphasis is added in yellow). The Dimmock case failed because of this point. The Judge said merely presenting a view was not going far enough to fall foul of the law. There must be an active promotion. Judge Burton contrasts merely presenting the Al Gore documentary with presenting to the pupils "no doubt with the appropriate setting and with proper tuition and debate...".

Comment [D96]: If a child raised their hand, and said, "My Daddy said the earth is flat". Would that not promote a debate? Your case would fail for the same reason Dimmock's did: Lack of evidence that there would be no debate or tuition regarding any alternative views being raised.

[10] **[2007] All ER (D) 117 (Oct)**

This losing point cost Dimmock because the Judge expressly stated that he had no doubt that there did exist "proper tuition and debate" and the writer of this document agrees. The global warming debate has long been an issue worthy of discussion and it is very unlikely that any classroom would be actually able to get through the video of Al Gore *without* that debate. Are we melting the icecaps or are they melting by themselves and what exactly is the effect?

However, the losing point in Dimmock can be *contrasted* with the point questioning the teaching of the Copernican model. The National Curriculum is a structured framework and certain key principles must be taught. *There are no opposing views taught at all in the National Curriculum for any debate to arise in the first place!* The other point was "with proper tuition" and debate. Well, to know if the tuition is "proper", the children have to critically challenge that heliocentric model but there is no identified opposing view(s) to suggest that there is any need to critique the model, which is why one of the factors (as discussed at page 5)

"(i) A superficial treatment of the subject matter typified by portraying factual or philosophical premises as being self-evident or trite with insufficient explanation or justification and without any indication that they may be the subject of legitimate controversy; the misleading use of scientific data; misrepresentations and half-truths; and one-sidedness.

(ii) The deployment of material in such a way as to prevent pupils meaningfully testing the veracity of the material and forming an independent understanding as to how reliable it is.

(iii) The exaltation of protagonists and their motives coupled with the demonisation of opponents and their motives.

(iv) The derivation of a moral expedient from assumed consequences requiring the viewer to adopt a particular view and course of action in order to do 'right' as opposed to 'wrong'."

"that the deployment of material in such a way as to prevent pupils from meaningfully testing the veracity of the material and forming independent understanding to how reliable it is" is fouled. If it is not disclosed that there are opposing views and evidences, the children will not be aware that there is something worthy of forming that independent understanding. Some of the issues within the tuition are discussed in the second half of this document.

If the children are not being informed of opposing views initially, by that very fact, it would seem to both contrast with the losing reason from the Dimmock case and subsequently satisfy the term "political indoctrination" and although it is a point for a Judge to decide upon, one really could populate credible scientific evidence to support the assertion that children are not receiving "proper tuition", nor having "proper debate" in the context of the taught model.

Comment [D97]: Citation required. Such a statement requires evidence at this level… you should know this.

Comment [D98]: Is that not rendering this whole point redundant?

Comment [D99]: I'm still not seeing why this is *partisan political* indoctrination.

The third point that resulted from Dimmock was that the Secretary of State had to disclaim the Al Gore film as not being supported by him and that there were opposing views to the contrary. Applying this to the teachings of Copernican heliocentricity, it should be the case that the National Curriculum teaches the children that the issue of Copernicus is not accepted by everybody, that there *are* views to the contrary and that would then stimulate conversation about what the opposing views are. This works hand in hand with the previous point.

s.406 is a prohibition of the promotion of partisan politics, it is posed that Copernican teachings are precisely what is caught by s.406 because it *is* promoting partisan politics, by omission.

So moving on to s.407, this is the balancing of the scales in law. Let us reconsider the wording of the law again.

> **407** **Duty to secure balanced treatment of political issues.**
>
> (1) The **[**F1 local authority**]**, governing body and head teacher shall take such steps as are reasonably practicable to secure that where political issues are brought to the attention of pupils while they are—
>
> (a) in attendance at a maintained school, or
>
> (b) taking part in extra-curricular activities which are provided or organised for registered pupils at the school by or on behalf of the school,
>
> they are offered a balanced presentation of opposing views.

Let us provisionally accept that the Copernican model of the National Curriculum is actually partisan politics that are, in law, being promoted. This means heliocentrism must be prohibited by the Local Authority, Board of Govenors and the Headmaster. However, nobody has forbidden this teaching at the time of writing. There is not even a challenge to Copernican teachings currently in discussion until now.

s.407 allows for a balanced presentation of opposing views, not one in particular but opposing views in general. So for Aristotolian Geocentrism, there should be evidence demonstrating this. There is nothing in the National Curiculum to show this balance of opposing Geocentric views.

Let us now consider the Electric Universe supporters for one moment, are they given any balanced presentation for their opposing views? Of course they are not.

So what about creationists that believe that God created the world? Yes, they get a slice of the pie in religious education but what about in science? Does the creation teachings have any slice in science? The answer is no. Creation is taught in the context of Religious Education *as opposed* to science and in doing so, it seperates creation from science to the effect that it is a belief rather than science. By that segregation, science has its

Comment [D100]: Citation required.

Comment [D101]: Even if it is not a partisan political issue?

Comment [D102]: The science of our solar system is not a partisan political issue.

Comment [D103]: How is it politics at all? Citation needed.

Comment [D104]: No.. explain why it is instead of asking the reader to assume that it is. Citation needed.

Comment [D105]: Only in maintained schools. Academies are not obliged to teach the National Curriculum.

Comment [D106]: The National Curriculum is just a list of subjects to be taught. It does not contain lesson plans, or resources for schools. It is down to each maintained school to interpret how it teaches the national curriculum. This is then tested by Ofsted to maintain the school's efficacy with regard to the NC. Please research your subject more thoroughly.

Comment [D107]: Is there any evidence to suggest they should?

Comment [D108]: It's not a scientific subject. Creationism is a theological subject based on lack of evidence for the claims creationists have.

Comment [D109]: Not without evidence, no.

very own section that is partitioned off and if you give its protagonists a white coat, one can remember the effect of the Stanford Experiment by Philip Zimbardo that showed that there is a psychological effect with a perceived power and this effect significantly increases conformity to role. Without going into too much detail, the Stanford Experiment, Philip Zimbardo himself played the role of a superintendant and voluntary participants were split into the role of either a prison guard, or an inmate. Zimbardo showed that (rightly or wrongly) that you will conform to that role. If you were a prison guard, you will actually go as far as beating prisoners if you were encouraged to do so because that is what you were made to believe by the experiment. Conversley, if you were an inmate, you were more likely to accept the beating psychologically by virtue of your inmate status rather than stop the experiment and speak up aganst the assault in law. The subjects did play out their role and the experiment was stopped due to how adaptive the subjects became to their respective roles.

Let us affirm the position more by reminding ourselves of the Stanley Milgram Obedience Experiment where willing participants were instructed to complete the task of electrocuting people with ever increasing severity for providing a wrong answer. Even under protest, willing shock givers would still complete the punishment for the failings of a participant by administering what they thought was a shock, even when the participant stopped screaming and the inference was that he was dead!

In this context, it is clearly the case that Copernican teachings are taught as "science" with a perceived authoritarian stance and because the only opposing view (creation) that is taught is only done so in religious education, and no other opposing views are taught in science *as* the opposing view. Copernican teachings are taught in isolation as fact and this is unlawful without the pupils being presented a balanced opposing view, as found in s.407 of the ducation Act 1996.

So the next question to ask is pertinent. *If there has to be the presentation of opposing views to the pupils...what are these views that must be considered?* and let us be fair here, there will be a reluctance to any Headmaster that genuinely believes we live in a Copernican model unless science deems the model invalid. It is suggested that the Judiciary is better placed to contrast between the real science over pseudo-science because a Judge is better placed to accept the evidence that can prove things if science is being questioned over willingly accepting pseudo-science in place of Cause and Effect relations.

Comment [D110]: This is clearly showing bias based on a subjective opinion. This has no place in a post graduate piece of work. Personal opinion is useless at this level Anthony.

Comment [D111]: All of this suggests that these scientists are on TV to fulfil some conspiracy driven agenda, and mind control is the reason instead of them being scientists who also happen to be good in front of a camera. Citation needed.

Comment [D112]: Being a science subject, any opposing view would have to have some basis in science. For example, it would be perfectly acceptable to teach two opposing theories so long as both had a basis in science fact and were both actively being researched to arrive at a truth, but the Copernican model of the solar system is an observable fact. Why would an alternative view be required?

Comment [D113]: Citation required. Who says this, and why? Statements like this without a citation have no place in a piece of academic writing Anthony.

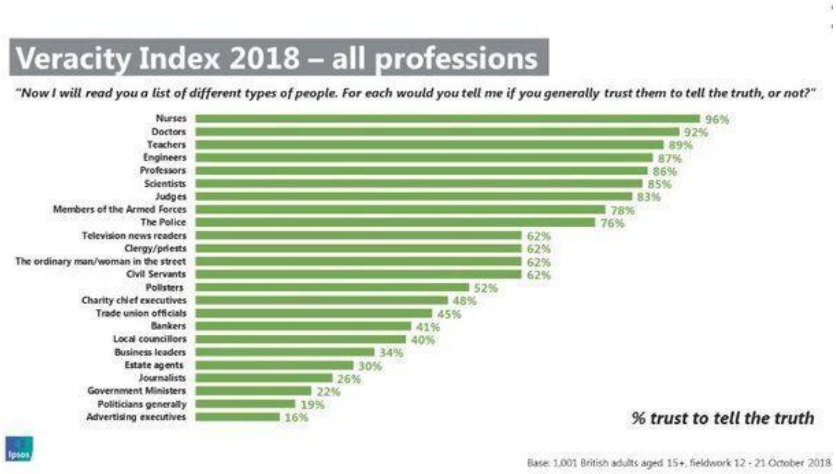
At this point, it can go one of two ways. To demonstrate opposing views, it could be itemised (like a Particulars of Claim perhaps), for example, the Geocentric position, or, perhaps we could argue the view of the Electric Universe supporters. Simply to raise some of the valid contentious points of the Copernican model, it will be demonstrated that there are some areas that raise more doubt than might be appreciated at this point of the article. The Copernican solar system has to be right, right? What are the issues for anybody to even question it?

Comment [D114]: At no point yet have you explained what this belief is to the readers, or even why it needs to be considered.

Before we address some of the problems of the Copernican teaching, according to a recent poll[11], teachers are considered one of the most trusted professions in the Uk whereas politicians are one of the least trusted.

Comment [D115]: Why reference this to a local newspaper? It's an Ipsos poll… always go to the source of the data. This is poor research as your link to a third hand reference offers no insight into the polls veracity or methodology.

https://www.ipsos.com/sites/default/files/ct/news/documents/2018-11/veracity_index_2018_v1_161118_public.pdf



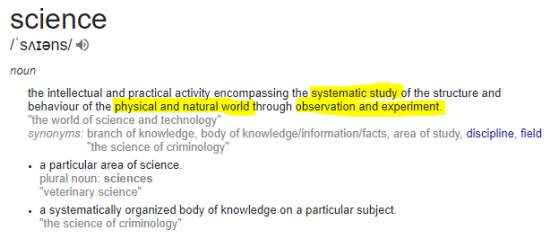
Let us suppose that a politician was able to control the narritive of what the children of today are taught about the world in which they live but then an otherwise trustworthy profession (teachers) are then spreading the indoctrination because they themselves have to pass the exams where a 93,000,000 mile sun was the correct answer, this then makes the possibility of indoctrination not only possible but probable.

So in light of the above, let us now consider some of the issues of Copernican issues. If these issues are allowed to be ignored by the National Curriculum, then otherwise trustworthy teachers can mislead children with regards to the teachings of the Copernican model.

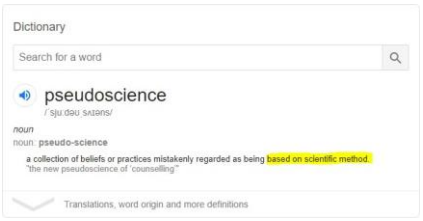
Comment [D116]: Citation needed. Your work has to yet offer a workable alternative, or at least reference one. You can't keep suggesting that schools need to teach an alternative without explaining the veracity of, and therefore the need to teach an alternative.

[11] https://www.chroniclelive.co.uk/news/uk-news/revealed-most-trusted-professions-uk-15441401

Firsty, the teaching of the Copernican model is a reification fallacy in that it treats a model as real world and in doing so, you are actually being taught that you live in a system or a concept. It is a model. It is not real world. To fail to realise this as reification fallacy means you are already victim to a pseudo science. Science is generally defined to be the observation and systematic experimentation of the natural world. Sounds easy initially but when you see some of the touted science, it becomes obvious to the intellectual that there is a real issue with what is taught as science..actually being science (rather than pseudo science).



In contrast, pseudo science can be defined as "the belief or practice mistakenly regarded as based on scientific method". For the purposes of this paper, unless the claimed science is based on scientific method, it has to be treated as pseudo science and devoid of the status of science. This is the standard that a court should really apply. Science should not be taught unless it is actually science. There must be a difference between science, pseudo science and pseudo science that sounds more credible than it actually is, theoretical science. There must be teachings to children of how to contrast real science from fake science otherwise they will happily believe anything they are taught in school because of the fiducuary relationship that exists between teacher and student: why would my teacher not tell me the truth?



Using pseudo science, a chart or a diagram or a graph or a model is not the physical or natural world. It is a model and by that fact, falls outside "science" and in doing so, cannot be taught *as* science. It should be contrasted with science because there is nothing physical or natural about seismology predictions about the core of the earth, for example. It is technology being touted as science but in fact it is not science at all. It is the use of technology mistaken as science.

> "One of the mistakes many people make in thinking about science is to confuse it with technology. As a result, science often either receives undue credit (for the "miracles of modern science" in one's kitchen) or undue blame (for everything from overly firm tomatoes to nuclear war). In fact, science doesn't make things. Scientists developed the understanding of radiation sufficient for the invention of the microwave oven, but neither making a microwave oven nor using it are SCIENCE . Scientists are in the business of generating knowledge, whereas engineers are in the business of generating technology...

Comment [D117]: Citation needed.

Comment [D118]: This dissertation is now becoming less of an academic work with an interesting driving question, and more of a conspiracy theory with no research or evidential referencing to give it any validity. I'm sure this would have been discussed in tutorial support. It's not that you can't broach interesting or challenging ideas in an academic work, but what you must do, is provide citations and references that give some credence to the points you make.

Comment [D119]: Did you not use a graph on the previous page Anthony?

Comment [D120]: Citation required. According to whom, and why? Stop making controversial statements as if they were fact unless you can establish that they are.

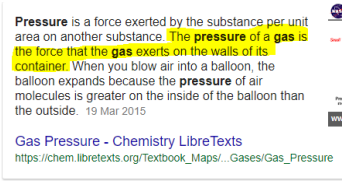
Comment [D121]: Measuring tools are not part of the science? Citation required. This implies that because using a microwave oven is not science that using any technology for any purpose is not science. Engineers may have developed the instruments, but they did so at the behest of scientists who required those instruments to prove their theories. This is why there are theoretical physicists and experimental physicists. The former requiring the latter to prove their theories.

Comment [D122]: While this is correct, it in no way suggests that any science that uses a device made by an engineers is not science.

> In short, science often leads to technology, and it often uses technology, but it isn't technology , and in fact it can operate quite independently of technology."[12]

As stated earlier in this paper, there is no scientific evidence to prove gravity, however it is actually defined. The distance to the sun is questioned on the basis of verifying the evidence to be true and also appreciating that the maths works out two ways, a distant sun on a curved surface and a close sun on a plane. Carl Sagan was wrong to assert there was only one interpretation.

Another issue is that the earth has a gas pressure that can me measured at 14.7psi at the coast. There is an issue with this. If you place a small helium balloon in a vacuum chamber and then remove the air you will see



the helium balloon will expand in size until it pops. This is because the internal pressure of the balloon is pushing out against the balloon and the atmospheric 14.7psi is pushing back stopping the balloon from bursting. If you remove the pressure pushing back and the balloon bursts, then the balloon is destroyed. A simple concept to visualise without any science needed. However, in science, the definition of gas pressure states that the pressure comes from the walls of its container. Think about this for a moment, the helium balloon is the container and by removing the surrounding air that it is in, the pressure inside the balloon is pushing out against the balloon. It makes perfect sense in the context of a balloon, but now let us consider the earth in the context of space. *How exactly can we have a gas pressure without a balloon to hold that pressure in again?* We are taught that we not only have a vacuum up there in space but we are told that we exist in a state of gas pressure...*but there is no balloon to contain this pressure*.

We have already discussed that science cannot prove gravity, so if gravity is the reason why the gas pressure exists (to negate the need for a balloon) then this would have to be demonstrated in science to prove that it is actually true but we have already seen that the Cavendish Experiment (that is not an experiment) did not (and could not) manipulate the gravity, nor be repeated to "get it to work". Further, it is a circular reference akin to how ageing rocks is achieved in geology. Ask an archeologist how they age a fossil they excavate and they pass it to a geologist to age the rock, but then ask the geologist how they age the rock and they pass it back to the historian for the age of the fossil. A circular reference.

Comment [D123]: Citation still required.

Comment [D124]: Citation required. It implies that something that can be observed requires no scientific explanation.

Comment [D125]: Citation required. The atmosphere exerts pressure. This does not imply it is a pressurized system surrounded by a balloon.

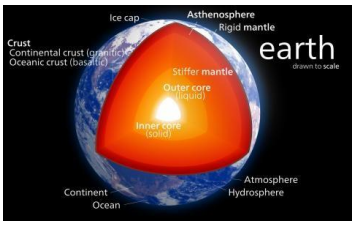
Comment [D126]: Citation required.

Comment [D127]: Citation required.

Comment [D128]: Citation required. Are there no other ways to age rocks and fossils?

[12] http://www.gly.uga.edu/railsback/1122science3.html

Another example of an issue with the Copernican model teaching in the National Curiculum is the claim that



the earth has a molten iron core. This is asserted the result of seismological predictions. Seismology is claimed to be a science but all it is is sonic radar waves which they fire into the ground and depending on what they reflect back is interpreted to be evidence to prove certain issues. The problem is, the deepest hole ever to be drilled into the Earth is the Kola Superdeep Borehole (at just 8 miles deep) in North West Russia in the early 90's. Seismology predictions predicted numerous things they should find when they drilled but they were wrong on all counts. For example, they predicted that the density of rock would increase with depth but this did not happen. The density *decreased* with depth. They also predicted that there would be a transition layer of rock from granite to basalt at a certain depth but there was not[13]. Also predicted by seismology was expected evidence of water only down to a certain depth but this also turned out to be incorrect[14] and even more bizarre was the emergence of boiling hydrogen mud[15]. Hydrogen is the lightest element and was not thought to exist at all on earth or below the surface. Hydrogen is too light! These are four good examples where seismology was wrong, there are more but the point is, the earths core is an issue because we are told that it has a molten iron core but the Curie temperature of iron and nickel are both exceeded ten times over. The curie temperature is the point where a magnetic metal will lose its permenant magnetic propeties. It fails to be a magnet anymore. Earths core cannot hold a magnetic charge when you realise the curie temperature is exceeded. The only way this is possible is if the earth core receives an induced (external) electric charge. The Electric Universe proposers argue that the core must have an electric source external to the earth but whether this is ture or not is not the point being highlighted here. The point is that the curie temperature is met and the Copernican/heliocentric model does not allow for an induced source. We are educated that the earth creates own charge by something called the Dynamo Theory which basically states that a molten magnetic liquid will create its own charge and sodium is used to demonstrate the point. Sodium does generate its own charge but there is no evidence for iron or nickel in molten form doing the same. Literally, there is no evidnece that nickel or iron do this, yet it is taught as fact in school. If there is no evidence to support the molten iron core self perpectuating its own charge,

Comment [D129]: Citation required. If you are going to challenge a scientific theory, you need to present something that suggest this is so.

Comment [D130]: Does this discount all seismology research as pseudo-science? Citation required.

Comment [D131]: Citation required.

Comment [D132]: Citation required.

[13] https://www.atlasobscura.com/places/kola-superdeep-borehole
[14] https://www.zmescience.com/science/geology/worlds-deepest-hole-lies-beneath-rusty-metal-cap-kola-superdeep-borehole/
[15] ibid

perhaps something else is going on? Whatever the position actually is, there are enough questions regarding the molten iron core for anybody to reasearch the possibility it generates its own magnetic charge that allows our compass to point to north the way we are told. Even if the molten iron core is actually true, the process of actually proving it to oneself is a journey in itself that should be promoted for the inquisitive journey it creates. The evidence to prove this molten iron core is so weak that no court would realistically accept that it is actually true and the National Curriculum does teach this doctrine. The question is, why is the evidence so hard to find to prove the point?

Comment [D133]: Citation required.

Comment [D134]: A)Is it? (Citation required) and B) Is this reason to suggest that it is doctrine as you suggest? What possible motivation could there be?

Another example of an issue with the Copernican model is that night and day is caused by earth rotation. An easy concept to understand, as the earth faces the sun, dawn breaks. As it leaves the sun, dusk and night follows. We all understand that. However, there is again no science to prove that we are spinning. Fifteen degrees an hour is the rate and this is measured and demonstrated with a simply gyroscope[16] connected to a 24 hour clock mechanism (rather than the usual 12 hour clock mechanism found usually). This rotates at the same pace as the earth spins on its axis, 15 degrees an hour. However, the test showed the gyroscope accurately detected the detected degrees of movement. The problem is, if the earth was actually rotating, the gyroscope should have actually showed the rotation of the earth *in addition to the rotation of the clock* so the net effect should be a 30 degrees rotation in one hour, not the stated 15 just from the clock. The only results

Comment [D135]: Citation required. There is in fact a great deal of evidence Anthony. Such a bold claim would require you to disprove this fact.

Comment [D136]: And also by much more accurate interference pattern based optical gyroscopes.

Comment [D137]: Such matters have since been resolved by using non mechanical gyroscopic measuring equipment.



evident were the clock was observed moving with the gyroscope. This strongly suggests that we are not spinning and therefore the rising sun is not the consequence of an earth rotating. So what is the evidence to support that the earth spins? The evidence is that the stars all rotate in concentric circles above our head. It is argued that there is another rotation point in the skies of the south, proving that the earth is turning yet there is no evidence that the stars seen in one over the other are actually antipode. Antipode is the opposing place on a sphere and if the southern stars are doing the same as the stars of the north, then 2 of the 3 southern continents would see the stars in the opposing, antipode position to the ones from the north. The problem is two-fold. You cannot see the stars from the north to be able to prove they are underneath your feet (as the earth is in the way) and that a compass has to be corrected for something called “magnetic declination” to assertain where “true south” really is. There is no evidence that

Comment [D138]: Citation required.

[16] https://www.youtube.com/watch?v=sC_aOAUfiWw

the southern star rotation can be seen from an observer, looking south, in the south of America and an observer in the south of Australia *at the same time*. On a sphere, in winter, the tilt of the earth points the northern hemisphere towards the sun but the southern hemisphere away from the sun so two observers in each continent should be able to look in the opposing place to north and see the same rotating point and the stars all going around it. This evidence does not exist. You can see rotating stars but *you cannot prove (to yourself) that they are being seen antipode for both observers at the same time*. This evidence is huge because without it, the fall back position is that the rotating stars are just rotation points in the sky like the blades of a chinook helicopter...just circling points in the sky of stars more akin to 2 vorticies. This evidence is needed to prove sphericity but it cannot be found. Instead, inferred causation is derived from pendulums that are claimed to sway back and forth and as the earth turns underneath the pendulum, this shows the earth is turning. There is enough critical evidence against this inferred cause to reject it as credible because it is not directly measuring earth turning (it is merely showing what that pendulum does) and there are issues with verification and credibility of the claim of pendulums in the first place as they are inconsistently behaving otherwise in accordence with any turning of earth below them.

Comment [D139]: Citation required.

Comment [D140]: Citation required.

Comment [D141]: Citation required.

Comment [D142]: Citation required. There is a great deal of evidence.

Comment [D143]: Citation required. This implies that this is the only evidence.

Comment [D144]: Citation required.

There is a claim that hurricanes behave differently in the north to the south, thus proving that earth is turning.



However, we can demonstrate how a vortex can exist next to another vortex with a paddle and a still pool of water[17]. This one was caused with a plate but it shows how two rotation points can exist next to each other in the natural world. Real physics. It is conceptual that the stars are spinning vortexes in the same way that this video shows how it might be done. This questioning of the evidence would not be necessary if the antipodal nature of the stars could be demonstrated but because it cannot, it has been researched.

Comment [D145]: Is this really an accurate model of complex weather systems generated by vast areas of ocean?

Comment [D146]: How does this counter any claims that hurricanes can, or indeed do behave differently in each hemisphere?

Another interesting fact is that the moonlight is actually cooling. If you measure the temperature in the shade of moonlight and then compare it to exposure to moonlight (do it on a full moon for best results) then you will see that it is significantly warmer in the shade. For whatever reason, this is not taught to children but it is fun science with a serious point to make. Moonlight is not the reflection of sunlight and if it is, there is no

Comment [D147]: Citation required.

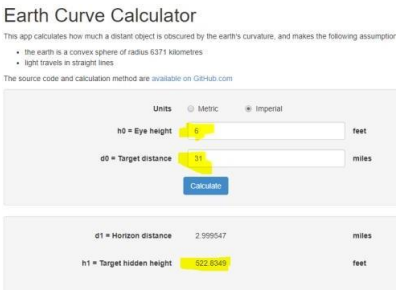
[17] https://www.youtube.com/watch?v=pnbJEg9r1o8

explantion by science for why it has a negative value to it. How is it possible that its warmer in the shade than it is in the moonlight. Whatever the cause for this, children are not told this and the National Curriculum only tells you that the moon is 250,000 miles away approximately.

Another issue to consider is that we see too far. The earths size is a set 24,900 miles in circumference. This crystalises the size to a set amount and with some mathematical equations, a 6ft observer at the beach can only see 3 miles according to the geometric rate that the land/sea falls away from you. It is geometric and not negotiable. Is the earths circumference is really 24,900 miles as the National curriculum states? A simple beach observation can demonstrate that the horizon is far further than just a few miles.

The basic formula for the rate of drop of the land/sea is for every mile, the earth curves away at the given rate of 8 inches per mile, squared. This means that at 30 miles away, tall towers should be swallowed up by a wall of water and that would show you the effects of the curvature of the earth. Blackpool Tower stands at 518ft tall and sits on the coast. Using the geometry, one can backwards calculate how far away you would need to be to see it swallowed up by the curvature of the earth by using popular Earth Curvature Calculators.

This particular Earth Curve Calculator is used to test the earths curve[18] and we can see that an object of 518ft



(in this case Blackpool Tower) should not be seen at the 31st mile but at the 30th mile we would only see the flag pole but from 30 miles, the flag pole is too thin, and small to be seen. It is just a flag pole! However, from 29 miles, the geometric curve dictates that we should see the walk around area that you pay to go up and see the scenary from. So if you find a point that is about 29 miles from the Tower, you can literally get a zoom camera and zoom into the Tower to prove to yourself that the earth is in fact curved. You can predict the outcome. You should see the Tower but only the ball shaped part at the top...but no more. The curve is geometric by default so it is limited to a set amount.

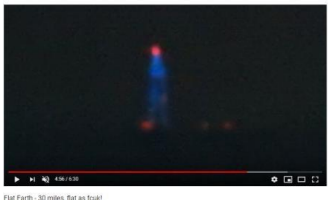
Comment [D148]: Because the area in shade was also shaded during the day so has a lower residual temperature? Should such an experiment have a null dataset? Should it not measure the temperature of moonlight equally on the same medium?

Comment [D149]: Because there's no evidence to support it? Citation required. Anthony this is supposed to be a dissertation – an academic work. Making claims such as this without any verification is academically unacceptable.

Comment [D150]: Are you suggesting it is not? If so, Citation required. What is the evidence suggesting this is not so?

Comment [D151]: Citation required. That is not the formula for calculating the curve away from an observer due to being on a spherical planet. That formula would plot a parabolic curve. Please research your subject.

[18] https://dizzib.github.io/earth/curve-calc/?d0=31&h0=6&unit=imperial



According to this observer from Hoylake, Wirral, UK[19], at a distance of 29.25 miles, Blackpool Tower is seen and because it is illuminated by the night time illuminations, it can clearly be seen and you will see the light on the foot, to the left, is the love heart that sits just above its base that is on the promenade on the coast. Although the point being made here is not whether or not the earth is actually curving, the point is that there are people actively questioning the rate that earth curves. This is the type of repeatable, verifiable evidence that true science actually demands. By way of contrast, the given "science" found with, for example, the molten iron core model is just a diagram/picture. Nothing empirical at all about the evidence. With this Tower observation though, it is real world, repeatable and verifiable. This is real science. Whether or not this is accurate or not is not so much the point. Applying this observation to what is taught from the National Curriculum, it just does not get challenged and, if it did, there should be a balanced presentation of opposing views by virtue of s.407 as discussed above in this document.

At this point, you have just read 5 issues of interest within science regarding the Copernican model as taught in the National Curriculum. The point is to demonstrate with empirical evidence that there are real issues with what is taught as fact.

Thinking back to the prohibition of political indoctrination (found in s.406) and the balancing requirements (found in s.407) it is apparent that there are opposing views that do need to be discussed within a school environment for the National Curriculum to be compliant with the provisions discussed in this paper. There simply are not any opposing views presented by science. No discussion, no experimentation of the real world, no disagreements to the points of heliocentricity. It is effectively surpressed by omission and this is argued to foul the general prohibition of political indoctrination found in s.406. This makes it unlawful to indoctrinate children in receipt of state education with the Copernican model because there is no presentation of any opposing views. It is simply missing from the National Curriculum and it cannot be so lawfully. If the Copernican model is taught, then either the opposing views should also be presented fairly...or it should be prohibited under s.406 as it complies with the factors the resulted from the Dimmock case. There is no disclaimer in the National Curriculum that states that the Copernican model is not accepted by all if for no

[19] https://www.youtube.com/watch?v=QB72jkxfSKs&t=282s

Comment [D152]: This is the only piece of primary research in this whole work, and you don't credit yourself as the author?

Comment [D153]: So it does curve? As highlighted above, if you are calculating it using 8" per mile squared, then yes, it will be incorrect.

Comment [D154]: ..and it seems to indicate that the earth curves.

Comment [D155]: Citation required. How? You are using the wrong formula. Besides… it shows that the earth curves, which is what we teach in schools. How is this in conflict?

Comment [D156]: So real science doesn't need to be accurate?

Comment [D157]: But this observation is in agreement with what is taught, so why does it require challenging?

Comment [D158]: You argue for balance, but so far, this dissertation has offered no balance. It is heavily viased and makes no attempt to objectively review evidence from both sides of the argument. You may be arguing for a case that prosecutes the national curriculum, but this is a dissertation, and academically, it should be offering an unbiased view that presents evidence for the reader to arrive at an opinion. You draw the conclusion based on the arguments contained within. This dissertation IS one long 12000 word conclusion though, and offers nothing in the way of objectivity so far. It is turning into dogmatic argument in favour of a strongly held personal opinion, and that is not the remit of a piece of academic writing.

Comment [D159]: You have yet to demonstrate why these are "partisan political" views. What is political about this?

Comment [D160]: You've yet to demonstrate a case for their inclusion due to the lack of research and citable material to warrant that claim.

Comment [D161]: By this argument, literally anything that is not currently included in the National Curriculum is unlawful? A science curriculum can only include scientific fact, as we can best determine. Science may be in constant flux as we constantly endeavor to further our knowledge, but you've not yet presented anything tangible enough to suggest that we teach children that the earth is not spherical, or it doesn't orbit around the sun, and as that seems to be the alternative view you wish to include in the NC, it is incumbent upon you to provide a sufficiently robust set of evidence to suggest that it should.

other reason than to alert the children that its not a given fact of live that the sun is, in fact, 93,000,000 miles away.

If Blackpool Tower can clearly be seen from 29 miles away (but it should be basically swallowed up by the curve of the earth) then there is a topic to at least discuss there, applying the Judges words of "proper tuition and discussion".

By way of fairness, the counter argument to the fact that Blackpool Tower is seen is "refraction". It is argued that light will follow the curvature of the Earth to a given rate. This rate of curved light is claimed to be the result of light bending through the moisture in the air. Whether this is true or not is irrelevant for this paper, it is simply the case that the student would then be able to make an informed decision to which he accepts. Does light follow a curved path in the atmosphere, or, is the earth just not curving at the rate is is claimed? Either way, this ability to critically challenge opposing evidence is far more important to children than just being spoon fed figures taught as fact and not taught that they are not agreed by all of science.

Conclusions from the perspective of Law

It is clear that there are numerous opposing arguements against the Copernican model. One collage of proofs against the Copernican model argues "200 proofs the Earth Is Not a Spinning Ball"[20] and even if 199 of them are false, it only takes 1 to be right and we dont live in a Copernican model afterall.

If you were to actually watch all 200 proofs against the idea that we are spinning (at all), orbiting anything, spherical in shape and gravitationally attracted to the centre of mass as we are told, you will come out doubting everything you were taught unless you are so indoctrinated by Copernicism that you just dismiss it ignorantly. If a Judge were to be presented 200 proofs that the earth was not actually a spinning ball, The Judge would have to consider the merits of all 200 proofs and come to a conslusion. Aside from being time consuming, it is difficult to dismiss so many without good reason to do so.

As said previously, the point of this paper is not to actually question the shape of the earth and if it orbits the sun or not. The point is to point out that the National Curriculum does not alert children that the solar system, as taught currently, does seem to be indoctrinating children with partisan politics without any balanced

[20] https://www.youtube.com/watch?v=EiBJBVBez_w

Comment [D162]: Why is this a partisan political issue?

Comment [D163]: When using the wrong equation to calculate it, yes.

Comment [D164]: So any science that refutes your standpoint is irrelevant?

Comment [D165]: Yes.. and no, because you claim it curves according an equation that calculates a parabolic curve. This can only be accurate over a short distance. Please be diligent in your research. It was very easy for me to verify your claim of 8" per mile squared was not the correct formula. Other readers of this work will also be looking to verify your claims.

Comment [D166]: I don't think anyone would, or is disagreeing with you.

Comment [D167]: But you do little to evaluate their legitimacy. All opposing views cannot be included, and to be even taken seriously there needs to be peer reviewed science to suggest that they need to be included.

Comment [D168]: Are we to seriously take conspiracy theories as evidence of inclusion into the National Curriculum?

Comment [D169]: This is showing extreme bias Anthony. It has no place in academic writing. You suggest one source of information is just as indoctrinating as the other, yet one is right and one is wrong. Are you yourself now not displaying a partisan stance?

Comment [D170]: Supposition. Citation required. Why would a judge dismiss anything without good reason? Despite this, you seem to imply that a Judge would not dismiss any of them? How would a judge decide what is dismissible? Would he not be required to consult with experts in their respective fields? Judges only make judgements on matters of law, not the veracity of scientific claims. That is beyond their remit.

Comment [D171]: This link does not work. It appears the author of this proof no longer wishes to present it.

opposing views to the contrary being even discussed. There isnt even the disclaimer statement that Dimmock deemed necessary to the solar system. Children, for the past thirty, years have all been taught a Copernican model that is demonstrably questionable (by the evidences of just this paper) and the law requires this one sided indoctrination to be prohibited if indeed it finds it to be promoted and partisan. There is no mention of any opposing views. Whether we live in a Copernican model, or a geocentric Aristotolian model, created by a greater intelligence or living in some kind of electric universe, these are the opposing views that need to be presented to children so they are *not* indoctrinated by education and to ensure that the law is complied with. Changes are needed to ensure that the provisions of the Education Act are complied with.

Back at paragraph 2 of this article, it was stated that we would return to the Duty of the Secretary of State in terms of the missing accoutability. This is that time.

It has been shown how s.406 and s.407 catch Headmasters, Boards of Govenors and Local Authorities but let us now reconsider the duty of the Secretary of State for Education.

The Rt Hon Gavin Williamson is the current Secretary of State. His main duty is found in s.10. As discussed earlier, Section 10 is a very general "promote the education of the people". S.11 is basically the same. It appears that to be alerted to the issues against the current teachings of the Copernican model in the National Curriculum and to do nothing about changing it, this could easily breach the s.10 duty to promote "education" because the word "indoctrination" could be argued to be the antithesis. If Gavin Williamson MP was found to be actually allowing the promotion and indoctrination of education, this would surely cost the tax payer unnecessary legal costs. Failing to inform children of opposing views and allowing proper discussions to take place is a very simple alteration to the National Curriculum that would remove any risk under the provisions of s.406 and s.407.

Kenneth Baker introduced this National Curriculum and credit is given. His intentions at the time were clearly stated, to nationalise standards of education so children all received the same key points in life. However, this issue of the one sided Copernican indoctrination cannot surely be what was intended by Lord Baker back in 1988. A one sided presentation of Copernican views is only acceptable if there are no opposing views. However, there are opposing views and by virtue of that fact, the law dictates that the pupils are presented a balanced presentation for the opposing views. At the moment, this simply does not happen. The sun is

Comment [D172]: The lack of citable material presented in this work casts serious doubt upon your claims. There is no robust discourse on the veracity of current scientific claims.

Comment [D173]: Any opposing view would need to have equal scientific weight in order to be included.

Comment [D174]: This is why creationism isn't taught in schools. There's not sufficient evidence to suggest it is a viable alternative to evolution.

Comment [D175]: And not to actually write content for the NC.

Comment [D176]: If indoctrination was indeed taking place, yes. Although s.10 and 11 do not actually state this.

Comment [D177]: It would also be necessary to demonstrate that opposing views were not discussed if they were raised. I'm sure religious students raise objections to evolution constantly, and teachers are obliged to address those objections, and do so regularly.

Comment [D178]: Valid opposing views with scientific evidence that equals the current scientific consensus, yes. When this happens, opposing views are taught, as in the areas of quantum physics, where there are many views that currently seem to have equal scientific evidence supporting the theories. The facts surrounding the physical reality of the solar system do not have any equal and opposing scientific views supported by evidence though, so you have not demonstrated that this is indoctrination.

93,000,000 miles away and if you do not memorise that value, you will fail your exam if you do not recite it on demand.

In law, it is respectfully submitted that all four named parties (Secretary of State for Education, Local Authorities, Boards of Governers and Head Teachers) all over the country are breaching s.406 by failing to forbid the promotion of partisan political views *because* there are no opposing views or subsequent discussion, following the decision of the Judge in Dimmock.

Whether the sun is 93,000,000 miles away or not is not the issue. The issue is whether or not the way the Coperican model is taught within the National Curriculum could be deemed as promoting political indoctrination and, if so, has this issue been alerted to the right people and did those people make changes to allow for opposing views to be presented to children? If not, the law is being broken but the bigger issue is, there has been thirty years since the National Curriculum has been introduced and that is a whole generation that has missed out on the reality of our world perhaps not being Copernican after all.

This could be argued to have zero real value but also can also trigger people into the realisation that they have missed out on something that they should have been told years ago and had they actually been told, they would have had the ability to try and work out the nature of our world for themself with systematic experimentation, as per the definition of science (found above). Perhaps more interest on science would have resulted if the perception is that there might be more to our world and we could find out new and amazing discoveries. By teaching a one sided and dogmatic doctrine, thirty years of education may been compromised and people might not have been told the truth. Again, it may be the case that the sun really is 93,000,000 miles away but rather than being indoctrinated with that figure, the legally compliant way that the law demands education to behave is to allow the presentation of opposing views if some issues that are opposing the official narrative are presented to students. For the last thirty years this has not happened and it should not be the case that another 30 years passes.

For the benefit of science, education, the National Curriculum generally, for teachers teaching it, Headmasters responsible for ensuring that s.406/7 is complied with, Boards of Govenors everywhere and each Local Authorities up and down the country and of course the Secretary of State personally, this article should be considered to be raising the flag against the taught "fact" of the Copernican doctrine in school to now inform

Comment [D179]: If you provided a sound, verifiable set of evidences that it is not 93 million miles away, then there's no reason why you would fail. SO far, all you have done is question this fact, and suggested that the current measurement is inaccurate, but not offered any alternative evidence, and no alternative figure of distance. You would need to do this in order to demonstrate that what is currently taught is not acceptable.

Comment [D180]: Again, you've not yet demonstrated why this is a partisan political issue.

Comment [D181]: You've not explained why it is a political issue.

Comment [D182]: Are you suggesting that the Copernican model of the solar system has only been taught since 1988?

Comment [D183]: Does science education not already do this? Are new and exciting scientific discoveries not happening all the time already?

Comment [D184]: Again, are you suggesting that we have only taught that the earth is a sphere orbiting the sun for only 30 years?

others that the Copernican model simply is not accepted as truth and, ipso facto, this then means that all parties must ensure that s.407 and the duty to offer a balanced presentation of opposing views is triggered and complied with.

The curriculum should encourage and allow for opportunities for learning away from educational contraints rather than promote a one sided position that does have legitimate oppsing views and evidences. The reason for s.407 is to allow that child to come to their own decision about what evidences they accept.

Is this better than just being indoctrinated by a one sided, biased, pseudo science passed off as real science, story based on a character (Copernicus) that cannot even be verified to even exist? Remember, his views were based on another character (Eratsthenes) that it is doubtful if he even existed either.

Ultimately, the question for a court to decide is whether or not the teachings of the Copernican model are actually indoctrination following the decision of Dimmock and for the reasons outlined above in this article, it is almost certain that the National Curriculum teaching of the Copernican model is one sided and promoted indoctrination and the only way this would be lawful is to allow the presentation of opposing views to the contrary and genuinely challenging the views of the Copernican model. This would trigger significant nationwide academic discussion and reignite interest in real science amongst scholars and practitioners of science.

Word count : 12,049

Comment [D185]: What we currently teach is not based solely upon Copernicus though.

Comment [D186]: Citation required. Indoctrination is presentation of facts with no evidence. If the facts have evidence to support them, how is this indoctrination?

Comment [D187]: Assuming they had equally valid claims backed up by equally valid scientific evidence, yes.

9925014

Methodology

This was extremly difficult to research as there are many possible angles to attack but only one gave me the result I was hoping to find. I considered angles against the personal teacher, the personal HeadMaster, the board of goveners, the Local Education Authority and the Secretary of State and there was little or nothing directly for the groups listed above.

I have spent the last 4 years researching earth science and I have been a member of an organisation of independent scientific reasrch called “Field Engineer Core” and with the knowledge acquired from researching earth science, I already knew there were contradictions in what we are taught compared to what science can demonstrate within scientific method. I had to translate HOW the contradictions in science would manifest itself into the law and where the law would apply. This was not easy to formulate.

So I have background knowledge but also the ability to legally research for an angle to highlight how science seems to be acting like a law unto itself but there had to be a safeguard in the law to stop science being its own master and keeper.

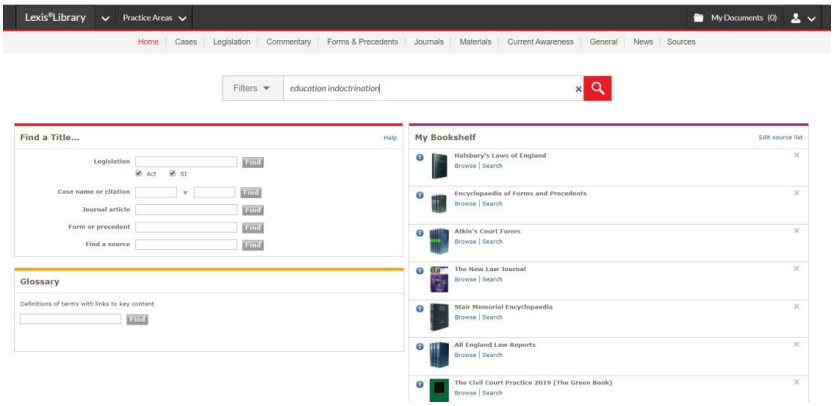
Because I had access to the legal database, I literaly had to trawl through Halsburys Laws looking up key terms such are “teaching false teachings”, “negligent teachings”, “fruadulent delivery of classroom teachings” and I was not finding anything to allow me to write this paper. It was not narrow enough.

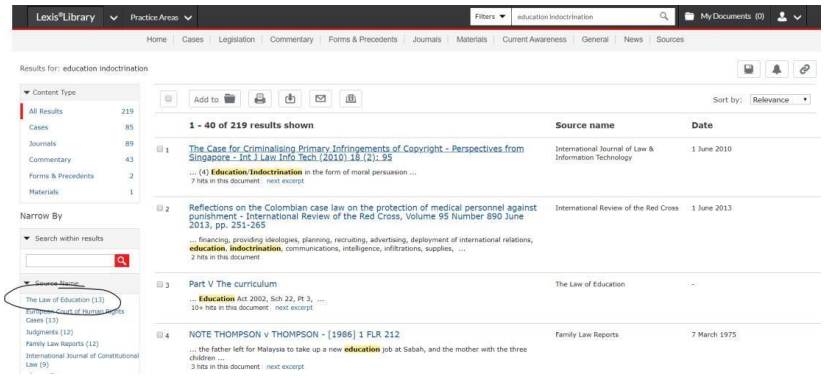
It was when I started reading around the issue of indoctrination within education, the word I needed to research was indeed “indoctrination”. Once this one word was a focal point, everything became available to me but knowing this one word, with hindsight, is obviously the right word but when I am looking for how false education might be being passed off as good education, the word “indoctrination” is somewhat conspiritorial so it was quite far down my vocabulary before I started to find results.

Comment [D188]: Are you suggesting that science should be regulated by law? How would that work? Are you saying the state can dictate what subjects can, and cannot be researched? Is this not a serious erosion of democracy? By what criteria do we judge what subjects are worthy or scientific endeavor?

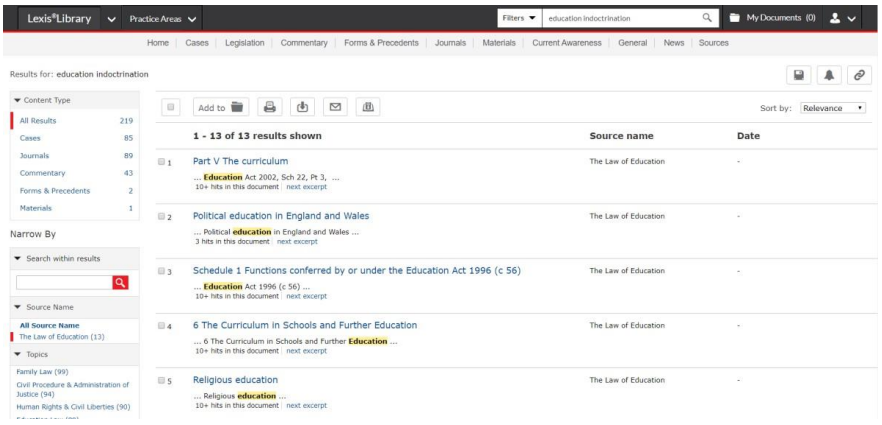
Comment [D189]: Should that not have perhaps caused you pause for consideration that this work would be highly problematic, contentious and almost impossible to quantify using evidence?

9925014



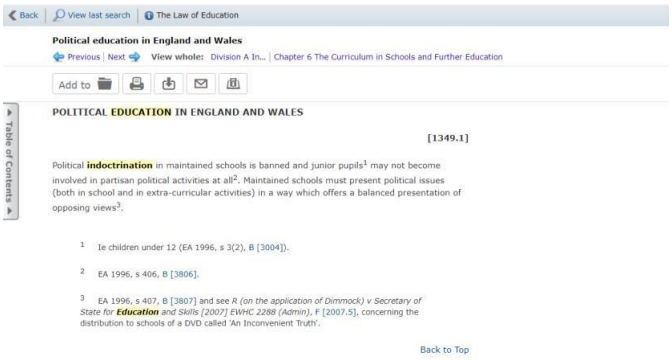


Once I spotted there were hits within the subject of Education, I had this result



Now the results were down from 219 results to just 13. I clicked number 2 as it was headed "Political education in England and Wales.

Comment [D190]: This dissertation is not discussing political education though.



Back | View last search | The Law of Education

Political education in England and Wales

Previous | Next View whole: Division A In... | Chapter 6 The Curriculum in Schools and Further Education

Add to

Table of Contents

POLITICAL EDUCATION IN ENGLAND AND WALES

[1349.1]

Political **indoctrination** in maintained schools is banned and junior pupils[1] may not become involved in partisan political activities at all[2]. Maintained schools must present political issues (both in school and in extra-curricular activities) in a way which offers a balanced presentation of opposing views[3].

[1] Ie children under 12 (EA 1996, s 3(2), B [3004]).

[2] EA 1996, s 406, B [3806].

[3] EA 1996, s 407, B [3807] and see *R (on the application of Dimmock) v Secretary of State for **Education** and Skills [2007] EWHC 2288 (Admin)*, F [2007.5], concerning the distribution to schools of a DVD called 'An Inconvenient Truth'.

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This is where I found the governing law. It clearly states the poisition in law. How this is applied in law became the subject of this paper and in applying this loaw to the "science" children are taught demonstrates clearly, in the writers opinion, that pseudo-science is being presented as actual science but this teaching is not actually science and should be banned or balanced with opposing views, currently not the position in schools.

Comment [D191]: Unfortunately, an academic work has no use for personal opinion, and this is the problem. You appear to be on a crusade predicated upon personal opinion. You offer no credible evidence that the opposing views you wish include in the national curriculum are valid scientific views we should be teaching our children. Plus, the entire dissertation hinges around the rules regarding partisan politics. You have not demonstrated how science is a partisan political issue.

9925014

Bibliography

Statutes

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Cases

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