# YEAR 11 Spring 1

**'An ambitious curriculum that meets the needs of all'**

# Medium Term Planning - Topic: Crime and Punishment

| Curriculum Intent | |
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| **Skills/Assessment objective links** | **Why do we teach this to students?**<br>Students study this as part of their GCSE Religious Studies. This is the final of the 4 themes studied and it allows students to complete their GCSE Paper 2 – Thematic Studies. Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society<br><br>**Why do we teach this now?**<br>Students have just finished the Christian and Jewish Practices units of work, looking at the work of the church in the local community. Students have also studied both religious beliefs to included key moral principles. Students having this full knowledge of the religious teachings can explore this unit applying those ideas in full. We are teaching this now to complete the specification ahead of the final GCSE exams.<br><br>Students need to study 4 of 6 themes for the second RS GCSE paper. This is the fourth of the 4 themes, Theme E: Crime and Punishment<br><br>**Specification aims:**<br>• develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism<br>• develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying<br>• develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject<br>• reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life<br>• reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.<br><br>**Assessment Objectives:**<br>***AO1:*** Demonstrate a knowledge and understanding of religion and beliefs including:<br>- beliefs, practices and sources of authority<br>- influence on individuals, communities and societies<br>- similarities and differences within and/or between religions and beliefs.<br>***AO2:*** Analyse and evaluate aspects of religion and belief, including their significance and influence<br>The assessment objectives are weighted 50:50 in the exam. |
| **Spiritual, moral, social, and cultural development** | **SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.<br>**PSHE:** Tackling religious discrimination<br>**British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.<br>**Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork |
| **Numeracy** | There is opportunity for students to explore statistics on offending numbers, prison numbers, and reoffending rates. |
| **Literacy** | **Vocabulary Tier 2:** explain, similar, contrasting, contemporary, punishment,<br>**Vocabulary Tier 3:** crime, evil, poverty, mental illness, addiction, greed, retribution, deterrence, reformation, free will, prison, corporal punishment, community service, forgiveness, death penalty, sanctity of life, capital punishment.<br>**Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand.<br>**Writing:** RS GCSE is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on developing contrasting arguments to evaluate the ideas raised. This written work takes the form of 4,5- and 12-mark answers.<br>**Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny. |
| **Becoming future ready** | RS students develop:<br>- the ability to build and interrogate arguments and how to question and evaluate narratives<br>- critical thinking skills and the ability to interpret information, formulate questions and solve problems<br>- organisational and time management skills<br>- teamworking and communication skills<br>- writing skills, including accurate referencing and the ability to construct a reasoned argument<br>- empathy and the ability to understand people and their motivations<br>- the ability to appreciate different perspectives and take on board others' views<br>- the ability to work methodically and accurately<br>- independence of mind and the ability to think for yourself. |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:<br>**By product:** differential outcomes using must, could, should. |

| QFT/SEND Provision | **By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.<br>**By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions.<br>**By Progressive Questioning:** exploring pupils' understanding through interactive dialogue.<br>**By Grouping:** according to prior attainment, gender and behaviour<br>**By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability.<br>**By Offering Optional Activities:** In class or as homework, to extend learning. |
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**Learning Outcomes (Knowledge)**

| # | Lesson Title, Lesson Objectives, Recommended retrieval: | Lesson builds upon: | This will be developed in: |
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| 1 | **Intro lesson *(Skills builder / Careers)***<br>To explain how the topic of Crime and Punishment links to modern societal issues. | This is a series of lessons across all GCSE units where students explore the place in today's society for this study and links to 'future ready' | The starter lessons in all GCSE units. |
| 2 | **Crime, Punishment, Good and Evil.**<br>To explain the concepts of good and evil intention and actions.<br>To explain the legal position regarding crime and punishment.<br>Original sin<br>• To know that a crime is an offence decided by a country that is punishable by law.<br>• To know that crimes differ between countries because of this.<br>• To know that a sin is when you break Gods law.<br>• To know that sometimes sins are crimes – but not always.<br>• To know that the Bible warns against having evil intentions or thoughts.<br>• To know that for Christians the Bible teaches that both intention and actions are important as seen in Matthew 5 v28 and Matthew 5 v 22. | This is the first lesson in this unit; it broadly draws upon previous learning on creation, sin, nature of God. | Once students have understood what a crime is they start to explore the reasons why people commit crimes. |
| 3 | **Reasons for crime**<br>To explain reasons why some people commit crimes and the Christian attitudes to why people commit crimes.<br>Problem of Evil<br>• To know that upbringing, poverty, mental illness, addiction, greed, hate and opposing an unjust law are all reasons for committing crimes.<br>• To know that Christians believe that the causes of crime should be addressed through Christian teachings.<br>• To know that the 10 commandments teach against greed, so this should not be a cause of crime.<br>• To know that Christians are taught the greatest commandment means that this cause of crime should be supported.<br>• To know that Christians are taught to 'bring them up in the training and instruction of the Lord' so this should not be a cause of crime.<br>• To know that Christians might oppose an unjust law e.g. MLK / Quakers and conscription. | Students are starting to look at the issue of crime and developing their understanding of why it happens | Students will move onto look at what religious people think about the causes of crime and how crimes should be dealt with. |
| 4 | **Religious views on law breakers and types of crime**<br>To explain Christian attitudes to lawbreakers and the crimes they commit.<br>Role of the church in the local community<br>• To know that Christians are taught to focus on the sin and not hate the person.<br>• To know that the 10 commandments teach against murder and theft.<br>• To know that Christianity teaches against hate crime.<br>• To know that the greatest commandment teaches against hate crime. | Students look at religious attitudes to the causes of crime e.g. poverty hate etc. | Students look at the aim behind punishment and how this might fit with the different causes of crime. |
| 5 | **Aims of Punishment**<br>To explain the aims of punishment and the religious views on them.<br>Nature of God<br>• To know that the main aim of punishment is to stop reoffending.<br>• To know that this can be achieved through deterrence, retribution and reformation. | To understand how to stop people re offending, students need to understand why they are offending | Students look at types of punishments and how they can support the aims of punishments. |

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| | • To know that Christians are taught ‘ an eye for an eye’ which can support retribution.<br>• To know that Jesus overturned an eye for an eye and many Christians support reformation – helping those who commit crimes and address.<br>EXT: Romans 12:21 ‘Do not overcome evil with evil, but overcome evil with good.’ | | |
| 6 | **Aims of Punishment Evaluated**<br>To evaluate the best aim of punishment.<br>Rosh Hashannah and Yom Kippur<br>• | Students use their knowledge on the aims of punishment to evaluate which aim is best | Students look at types of punishments and how they can support the aims of punishments. |
| 7 | **Treatment of criminals**<br>To explain religious attitudes to the treatment of criminals (punishments given)<br>***Jewish attitudes or two different Christian views.***<br>Afterlife and judgement<br>• To know that ‘He who spares the rod spoils (hates) the child,’ can be seen to support corporal punishment.<br>EXT: ‘I will punish transgressions with the rod.’ Psalms<br>• To know the greatest commandment supports the use of community service.<br>• To know that Christians would be against inhumane or unfair punishments. | Students look at the types of punishments and how they support the aims of punishment | This is further explored by looking at prisons as a type of punishment. |
| 8 | **Prisons**<br>To evaluate if prisons are an effective punishment for criminals.<br>Sheep and Goats<br>• To know that Christians agree that prison should be used for serious crimes.<br>• To know that prisoners should be treated well and be helped to reform so that when their sentence is over they can re join society.<br>• To know that the prison reform trust was set up by Christians to make prison more effective. | Students explore the treatment of prisoners and if prison works to stop people committing crimes. | Students look at the religious attitudes to forgiveness and how this fits with the types of punishments. Students will evaluate the effectiveness of prison. |
| 9 | **Prisons evaluated**<br>To evaluate the effectiveness of prison.<br>Key Moral principles | Students evaluate prison as a type of punishment and how effective it is in achieving the aim of preventing re-offending, | Students look at the religious attitudes to forgiveness and how this fit with the types of punishments. |
| 10 | **Suffering and forgiveness**<br>To explain religious attitudes to suffering and forgiveness.<br>***Jewish attitudes or two different Christian views.***<br>Resurrection<br>• To know that Jesus taught forgiveness – on he cross, and 70x7.<br>• To know that we are taught to forgive in the lords prayer.<br>• To know that Christians should forgive people who commit crimes as we are all human.<br>• To know that Christians should avoid causing suffering to others.<br>• To know that good can sometimes come out of suffering.<br>• To know that suffering is a part of life. | Forgiveness is explored to see if it is compatible with the types of punishment | This concept is used within the debate on the death penalty. |
| 11 | **Capital Punishment**<br>To evaluate if capital punishment should be used as a method of punishment.<br>***Jewish attitudes or two different Christian views.***<br>Crucifixion<br>• To know that Capital punishment is the death penalty.<br>• To know that some Christians support Capital punishment because: eye for an eye / Whoever sheds the blood of man shall his blood be shed /<br>• To know that some Christians are against capital punishment because:<br>Sanctity of life / forgiveness / Jesus overturned an eye for an eye / anyone who is without sin may cast the first stone.<br>To know what the principle of utility is (greatest good for the greatest number – which could be used to justify the death penalty.) | Students explore the death penalty as a type of punishment. It is evaluated with religious beliefs. | This is the last lesson on the specification.<br>Students will revisit this content in revision lessons. |

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| **Current learning to be developed in the future within:** | See the table above which explains the sequencing of lessons, detailing where the learning will be developed.<br>This will be revisited when students are revising the course ready for the exam. This is the last unit of study, so this will now only be revisited in revision lessons |
| **Assessment** | Students will be formatively assessed formatively with a 12 mark question<br>This content will be summatively assessed in the final exams. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |