



<p><b>QFT/SEND Provision</b></p>	<p><b>By resource:</b> PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.  <b>By Intervention:</b> by providing different levels of supervision and support, revision drop ins, catch up sessions.  <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.  <b>By Grouping:</b> according to prior attainment, gender and behaviour  <b>By Task:</b> 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.  <b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>			
<p><b>Learning Outcomes (Knowledge)</b></p>	<p>#</p>	<p><b>Lesson Title, Lesson Objectives, Recommended retrieval:</b></p>	<p><b>Lesson builds upon:</b></p>	<p><b>This will be developed in:</b></p>
	<p>1</p>	<p><b>Intro lesson (Skills builder / Careers)</b>  To explain how the topic of Crime and Punishment links to modern societal issues.</p>	<p>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'</p>	<p>The starter lessons in all GCSE units.</p>
	<p>2</p>	<p><b>Crime, Punishment, Good and Evil.</b>  To explain the concepts of good and evil intention and actions.  To explain the legal position regarding crime and punishment.  Original sin</p> <ul style="list-style-type: none"> <li>To know that a crime is an offence decided by a country that is punishable by law.</li> <li>To know that crimes differ between countries because of this.</li> <li>To know that a sin is when you break Gods law.</li> <li>To know that sometimes sins are crimes – but not always.</li> <li>To know that the Bible warns against having evil intentions or thoughts.</li> <li>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.</li> </ul>	<p>This is the first lesson in this unit; it broadly draws upon previous learning on creation, sin, nature of God.</p>	<p>Once students have understood what a crime is they start to explore the reasons why people commit crimes.</p>
	<p>3</p>	<p><b>Reasons for crime</b>  To explain reasons why some people commit crimes and the Christian attitudes to why people commit crimes.  Problem of Evil</p> <ul style="list-style-type: none"> <li>To know that upbringing, poverty, mental illness, addiction, greed, hate and opposing an unjust law are all reasons for committing crimes.</li> <li>To know that Christians believe that the causes of crime should be addressed through Christian teachings.</li> <li>To know that the 10 commandments teach against greed, so this should not be a cause of crime.</li> <li>To know that Christians are taught the greatest commandment means that this cause of crime should be supported.</li> <li>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.</li> <li>To know that Christians might oppose an unjust law e.g. MLK / Quakers and conscription.</li> </ul>	<p>Students are starting to look at the issue of crime and developing their understanding of why it happens</p>	<p>Students will move onto look at what religious people think about the causes of crime and how crimes should be dealt with.</p>
	<p>4</p>	<p><b>Religious views on law breakers and types of crime</b>  To explain Christian attitudes to lawbreakers and the crimes they commit.  Role of the church in the local community</p> <ul style="list-style-type: none"> <li>To know that Christians are taught to focus on the sin and not hate the person.</li> <li>To know that the 10 commandments teach against murder and theft.</li> <li>To know that Christianity teaches against hate crime.</li> <li>To know that the greatest commandment teaches against hate crime.</li> </ul>	<p>Students look at religious attitudes to the causes of crime e.g. poverty hate etc.</p>	<p>Students look at the aim behind punishment and how this might fit with the different causes of crime.</p>
	<p>5</p>	<p><b>Aims of Punishment</b>  To explain the aims of punishment and the religious views on them.  Nature of God</p> <ul style="list-style-type: none"> <li>To know that the main aim of punishment is to stop reoffending.</li> <li>To know that this can be achieved through deterrence, retribution and reformation.</li> </ul>	<p>To understand how to stop people re offending, students need to understand why they are offending</p>	<p>Students look at types of punishments and how they can support the aims of punishments.</p>

		<ul style="list-style-type: none"> <li>To know that Christians are taught 'an eye for an eye' which can support retribution.</li> <li>To know that Jesus overturned an eye for an eye and many Christians support reformation – helping those who commit crimes and address. EXT: Romans 12:21 'Do not overcome evil with evil, but overcome evil with good.'</li> </ul>		
	6	<p><b>Aims of Punishment Evaluated</b></p> <p>To evaluate the best aim of punishment. <i>Rosh Hashannah and Yom Kippur</i></p> <ul style="list-style-type: none"> <li></li> </ul>	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	<p><b>Treatment of criminals</b></p> <p>To explain religious attitudes to the treatment of criminals (punishments given) <i>Jewish attitudes or two different Christian views.</i> <i>Afterlife and judgement</i></p> <ul style="list-style-type: none"> <li>To know that community service is a punishment given to pay back to society.</li> <li>To know that corporal punishment is where you are physically hurt as a punishment.</li> <li>To know that prison is a punishment where your freedoms are limited.</li> <li>To know that 'He who spares the rod spoils (hates) the child,' can be seen to support corporal punishment. EXT: 'I will punish transgressions with the rod.' Psalms</li> <li>To know the greatest commandment supports the use of community service.</li> <li>To know that Christians would be against inhumane or unfair punishments.</li> </ul>	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	<p><b>Prisons</b></p> <p>To evaluate if prisons are an effective punishment for criminals. <i>Sheep and Goats</i></p> <ul style="list-style-type: none"> <li>To know that Christians agree that prison should be used for serious crimes.</li> <li>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.</li> <li>To know that the prison reform trust was set up by Christians to make prison more effective.</li> </ul>	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. .
	9	<p><b>Suffering and forgiveness</b></p> <p>To explain religious attitudes to suffering and forgiveness. <i>Jewish attitudes or two different Christian views.</i> <i>Resurrection</i></p> <ul style="list-style-type: none"> <li>To know that Jesus taught forgiveness – on he cross, and 70x7.</li> <li>To know that we are taught to forgive in the lords prayer.</li> <li>To know that Christians should forgive people who commit crimes as we are all human.</li> <li>To know that Christians should avoid causing suffering to others.</li> <li>To know that good can sometimes come out of suffering.</li> <li>To know that suffering is a part of life.</li> </ul>	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.
	10	<p><b>Capital Punishment</b></p> <p>To evaluate if capital punishment should be used as a method of punishment. <i>Jewish attitudes or two different Christian views.</i> <i>Crucifixion</i></p> <ul style="list-style-type: none"> <li>To know that Capital punishment is the death penalty.</li> <li>To know that some Christians support Capital punishment because: eye for an eye / Whoever sheds the blood of man shall his blood be shed /</li> <li>To know that some Christians are against capital punishment because: Sanctity of life / forgiveness / Jesus overturned an eye for an eye / anyone who is without sin may cast the first stone. To know what the principle of utility is (greatest good for the greatest number – which could be used to justify the death penalty.)</li> </ul>	Students explore the death penalty as a type of punishment. It is evaluated with religious beliefs.	This is the last lesson on the specification. Students will revisit this content in revision lessons.

<b>Current learning to be developed in the future within:</b>	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. 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
<b>Assessment</b>	Students will be formatively assessed formatively with a 12 mark question This content will be summatively assessed in the final exams.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.