



PSHE Scheme of Learning

7.4: Living in the wider world – Citizenship & British Values

Criminal Justice

<p>Sequencing – what prior learning does this topic build upon?</p>	<p>Sequencing – what subsequent learning does this topic feed into?</p>
<ul style="list-style-type: none"> Assemblies on democracy in September Personal development on elections in September Personal development on the Rule of Law 	<ul style="list-style-type: none"> Personal development in year 8 – elections, parliament PSHE Y8 T1 Illegal drugs PSHE Y8 T5 and T6 Politics and extremist Year 9 Stay Safe day PSHE Year 10 T6 Crime and Punishment
<p>What are the links with other subjects in the curriculum?</p>	<p>What are the links to SMSC, British Values and Careers?</p>
<ul style="list-style-type: none"> Personal development – Rule of Law, Democracy, Individual Liberty 	<p>SMSC – Moral development. Recognising right and wrong according to criminal and civil law</p> <p>Careers – GB 4</p>
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p>	<p>What are the opportunities for developing mathematical skills?</p>
<ul style="list-style-type: none"> Possibility to share age-appropriate articles from the media 	<p>Use of statistics and information relating to forensics</p>



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u></p> <ul style="list-style-type: none"> - Students will know what the criminal justice system aims to do - Students will know how the police use evidence - Students will know how our criminal justice system links to our British Values <p><u>Apply</u></p> <ul style="list-style-type: none"> - Students will be able to evaluate different types of police evidence - Students will be able to describe the consequences of obtaining a criminal record - Students will be able to describe a modern day prison <p><u>Extend</u></p> <ul style="list-style-type: none"> - Evaluate how fair the criminal justice system in the UK is - Evaluate potential problems with police evidence 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Criminal Justice • The rule of law • Democracy • Fairness • CCRC • Evidence • Forensics • Appeal • Consequences 	<ul style="list-style-type: none"> • Each lesson typically begins with a baseline assessment that is then returned to during the lesson which allows misconceptions to be identified and addressed. • Opportunities for staff to monitor progress through booklet use



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
7.4.16 – Criminal Justice and British Values	To demonstrate an understanding of different organisations in the Criminal Justice System	To link the Criminal Justice System to our British Values	Lesson on Staff Drive – 7.4.16
7.4.17 – Criminal Cases Review Commission	To know what the CCRC is and what it does	To be able to evaluate evidence and conclude whether a crime has been committed	Lesson on Staff Drive – 7.4.17
7.4.18 – Police Evidence	To know the different ways that police evidence is gathered	To be able to evaluate different types of evidence and potential problems with memory and forensics	Lesson on Staff Drive – 7.4.18
7.4.19 – The Courtroom	To know the different roles in a courtroom	To confidently play a key courtroom role in a re-enactment	Lesson on Staff Drive – 7.4.19
7.4.20 – Prison and Appeals	To know the consequences of having a criminal record To know what life in a modern prison is like	To analyse whether the consequences of having a criminal record are too harsh, according to our British Values	Lesson on Staff Drive – 7.4.20
7.4.21 – Fairness	To identify the way that new evidence can be used by the CCRC	To be able to evaluate parts of the Criminal Justice System according to our British Values and the concept of fairness	Lesson on Staff Drive – 7.4.21