

Scheme of work

Component 2: Religious, philosophical and ethical studies on the modern world: Theme E – Religion, crime and punishment

Introduction

This SOW offers a route through the GCSE Religious Studies Specification A (8062) course. This is a sample scheme of work and is only one suggestion for how the delivery of the GCSE Religious Studies specification might be planned. It is not intended to be prescriptive or definitive and can be edited to suit your delivery model and the particular needs of your learners.

Teachers can use the ideas below to develop schemes which suit the arrangements and time allocations of their own schools and colleges.

Please remember that assessment is always based on the content of the [specification](#). You can find past assessment materials on [Centre Services](#).

General timings

The scheme of work is based on a total of 120 teaching hours. Of these 120 hours, we suggest that:

- Each of the religions studied should be covered in approximately 30 hours.
- Teach alongside: The second religion studied for Component 1 and the four thematic studies from Component 2.

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Lesson 1

Topic title

Good and evil intentions and actions.

Specification content

Good and evil intentions and actions.

Learning outcomes

Students will be able to:

- recognise the difference between 'good' and 'evil'
- see both as relative terms
- explore the idea of intention and its shaping of our attitude to actions.

Possible teaching and learning activities

- Students might be asked to categorise given actions into good and bad; then to try to see times when bad actions might be believed to be done for good reasons (and vice versa). This makes the point of relativity.
- Students could be given information on key words: evil, intention, action. Then asked to explain each with examples in their own words.
- Working in small groups, students could discuss how known intention affects the attitude of onlookers to actions, and how it sometimes allows people to carry out negative actions for positive reasons. Students could think of examples where they or others have completed negative actions for positive reasons eg breaking someone's rib whilst performing CPR.
- Students could share their findings with whole class and then attempt a question on this topic eg 'There is never a good reason to carry out a bad action.'

Differentiation and extension

- Structure the debate by giving a series of questions to ask and also by giving 'points to consider' to help student's thinking.
- Provide a framework for answering the question on this topic.
- Research religious attitudes to the law, including support of it but possibly challenging it where it is perceived as being unjust. Present findings to a partner.

Resources

- Guided worksheets on good/bad, intention/thoughtless.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 2

Topic title

Reasons for crime.

Specification content

Reasons for crime, including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law.

Learning outcomes

Students will be able to:

- recognise some of the reasons for crime
- be able to explain these reasons and give examples.

Possible teaching and learning activities

- Students might be asked to create a large list of reasons as to why people commit crimes.
- Students might be asked to categorise these reasons eg worst to least bad, acceptable/not, nurture/nature, avoidable/not.
- Students could be given examples of crimes and asked to consider the reasons behind them.
- Working in small groups, students could debate the reasons:
 - what can be done to reduce the impact of each?
 - Which are the worst reasons in terms of doing the most damage?
 - Or in terms of most selfish?
 - Students could try to come up with solutions to these reasons or to come up with suitable punishments which tackle the root causes of crime.
- Students could share their findings with whole class and answer a question explaining some of the reasons why crimes are committed.

Differentiation and extension

- Differentiation: mix and match cards – reasons, explanations and examples.
- Extension: provide examples of several laws which contradict specific religious teachings. What should a religious person do? How much should they compromise? Explain why.

Resources

- Guided worksheets on reasons for crime.
- A suitable textbook on this topic.
- Access to the internet for research tasks on types of crime and reasons criminals gave for committing them.
- Suitable and relevant film clips.

Lesson 3

Topic title

Is crime ever evil?

Specification content

Good and evil intentions and actions.

Learning outcomes

Students will be able to:

- apply intention to crime
- assess the concept of evil in application to criminal acts
- understand the term evil.

Possible teaching and learning activities

- Students might be asked to categorise crimes into wrong/evil and consider why people commit these actions.
- They could be asked to define 'evil'.
- Students could be given information on crimes which have happened which have been claimed to be evil. They could then use these to exemplify an answer to the question of whether crime is evil?
- Working in small groups, students could try to work out what evil is and where it originates from. Is it something everyone is capable of, for example?
- Students could share their findings with whole class and then consider whether 'any person could commit an evil act.'

Differentiation and extension

- Differentiation: give definition of evil along with examples of crimes (showing intent behind crime, as well as details of crime). Decide which, if any, are evil.
- Provide framework for answers about what evil is, when/which crimes would be seen as evil.
- Extension: research particular crimes previously labelled as evil acts. Explain what different interpretations might be put on these acts (other than evil). Prepare and give a presentation on the origination of evil.

Resources

- Guided worksheets on evil, its origination and the link between crime and evil.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 4

Topic title

Views about people who break the law.

Specification content

Views about people who break the law for the reasons given in lesson 2.

Learning outcomes

Students will be able to:

- explain attitudes to law breakers from a religious perspective
- explain attitudes to law breakers from a secular perspective
- appreciate that attitudes differ dependent on crime committed/law broken/reason for breaking.

Possible teaching and learning activities

- Students might be asked to explain their own attitude to law breakers. They could be given examples of law breakers and their punishments and give their opinion on whether the punishments are sufficient and why.
- Students could be given information on religious attitudes to breaking the law and law breakers and asked to make notes from it.
- Working in small groups, students could create a presentation which shows different attitudes to law breakers, including ones in support as well as against breaking the law. They should also include attitudes to religious believers who break the law.
- Students could share their findings with the whole class and then attempt an exam question on this topic, such as 'give two reasons why religious believers should never break the law', or a 12 mark evaluation question.

Differentiation and extension

- Differentiation: provide frameworks for written tasks. Give text to support the creation of the presentation. Provide a framework if a 12 mark question is to be attempted.
- Extension: have students read and make notes on attitudes to breaking the law for a specific reason. Students then discuss the merits of these attitudes/reasons.

Resources

- Guided worksheets on religious attitudes to breaking the law and law breakers, broken down into the causes listed in lesson 2.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 5

Topic title

Views about different types of crime.

Specification content

Views about different types of crime, including hate crimes, theft and murder.

Learning outcomes

Students will be able to:

- recognise different types of crime
- understand the key terms 'hate crime', 'theft' and 'murder'
- consider the relative 'badness' of the three names offences
- explain religious attitudes to each of these types of crime.

Possible teaching and learning activities

- Students might be asked to define the types of crime and consider which of the three specified types of crime are worst.
- Students could be given information on examples of each type of crime from which to make notes. They could also be given teachings relevant to the three types and be asked to work out what the religious attitude to each would be.
- Working in small groups, students could try to link examples of each of these crimes to the reasons for crime. They could also research examples of these crimes and research the law in specific respect to these crimes.
- Students could share their findings with whole class and then debate which they think is the worst type of crime.

Differentiation and extension

- Differentiation: cloze procedure about the types of crime and attitudes to each.
- Card sort: types of crimes and relevant teachings.
- Extension: write a speech to explain religious attitudes to crime, and specifically these three types of crime.

Resources

- Guided worksheets on the three types of crime, including examples of each.
- Guided worksheet on the religious attitudes to these crimes.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 6

Topic title

The aims of punishment.

Specification content

The aims of punishment, including retribution, deterrence and reformation.

Learning outcomes

Students will be able to:

- define the three aims of punishment on the course
- recognise that there are other aims of punishment
- be able to link punishment aims to punishment given
- be able to discuss the difference between different aims of punishment.

Possible teaching and learning activities

- Students might be asked to match crimes, punishments and the three aims.
- Students could be given information on the three aims and be asked to make notes. They could be asked to explain the difference between the different aims in pairs.
- Working in small groups, students could work out all the reasons why people are punished, covering a wider range of aims. Then, they could use their ideas to create a presentation on the aims of punishment and include examples to demonstrate the use of the aims.
- Students could share their findings with whole class and then consider which of the three aims of punishment should be most important to a religious believer.

Differentiation and extension

- Differentiation: cloze procedure covering the three aims.
- Extension: write three speeches, one for each aim of punishment to persuade the reader why that is the most important aim.

Resources

- Guided worksheets on the aims of punishment.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 7

Topic title

The aims of punishment.

Specification content

The aims of punishment, including retribution, deterrence and reformation, and religious attitudes to each.

Learning outcomes

Students will be able to:

- explain religious attitudes to why we punish people
- explain religious attitudes to the merits of the different aims stated in the course.

Possible teaching and learning activities

- Ask students to read information on religious attitudes to aims of punishment, highlighting key information and use this to write their own notes.
- Students could be given information on the religious attitudes to punishment to be able to select teachings on the aim of punishment.
- Working in small groups, students could research one aim each and present to others religious attitudes to that aim, as well as a clear definition.
- Students could also write short tests with mark schemes for other groups to practice.

Differentiation and extension

- Differentiation: reduced language worksheets with visual imagery to aid understanding. Cloze procedure to create basic notes. Match-up of religious teachings to the aims.
- Extension: find out about other aims of punishment, make notes on them eg protection, vindication, reparation etc.

Resources

- Guided worksheets on the religious attitudes to aims of punishment.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 8

Topic title

The treatment of criminals.

Specification content

The treatment of criminals, including religious attitudes.

Learning outcomes

Students will be able to:

- understand how criminals are treated in prisons in the UK
- know some aspects of prison reform; what it is and why it is called for?
- understand religious attitudes to the treatment of offenders.

Possible teaching and learning activities

- Students might be asked to explain how offenders are treated in the UK system and, also, to explain religious attitudes to the treatment of offenders.
- Students could be given information on offenders' rights and on religious attitudes to the treatment of offenders.
- Working in small groups, students could research prisoners' rights and use this to have a debate about whether the punishment is strong enough? They could also explore reoffending figures to see which types of punishment are most effective.
- Students could share their findings with the whole class and then attempt an exam question explaining contrasting views about whether prisoners should be given rights.

Differentiation and extension

- Differentiation: provide reduced wordage information sheets. Produce cloze procedure and comprehension-based worksheets.
- Extension: find out which human rights are reduced/curtailed by imprisonment. Explore whether this is appropriate, too little or too much, justifying each point.

Resources

- Guided worksheets on the treatment of offenders. Also, on religious attitudes to this.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 9

Topic title

Prison.

Specification content

Exploring this punishment and religious attitudes to it.

Learning outcomes

Students will be able to:

- know about prison as a punishment in the UK
- explore the impact of this punishment and how it meets the aims of punishment
- know religious attitudes to the use of prison as a punishment.

Possible teaching and learning activities

- Students might be asked to categorise prison sentences and crimes, to demonstrate their ideas on how long offenders should serve. They could be given religious teachings which can be applied to this form of punishment.
- Students could be given information on crimes and sentences to be able to discuss appropriateness. Also on religious attitudes to the use of prison and which aims it serves.
- Working in small groups, students could create a set of religious rules for the running of prison as a punishment, which would ensure the religious aims of punishment were delivered.
- Students could share their findings with the whole class and then attempt an exam question about whether or not prisons do enough to reform prisoners.

Differentiation and extension

- Differentiation: short questions based on a simplified text.
- Framework for answers any questions decided upon.
- Extension: create a worksheet for other students to use on this topic.

Resources

- Guided worksheets on prison and religious attitudes to it as a punishment.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 10

Topic title

Corporal punishment.

Specification content

Exploring this punishment and religious attitudes to it, including contrasting views.

Learning outcomes

- Students will be able to:
 - know about corporal punishment as a punishment
 - explore the impact of this punishment and how it meets the aims of punishment
 - understand contrasting religious attitudes to corporal punishment as a punishment.
- Remember that corporal punishment is one of the three topics which students need to study in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity need to be aware of Christian beliefs and provide some support for the beliefs held.

Possible teaching and learning activities

- Ask students to define this form of punishment. They could be given religious teachings which can be applied to this form of punishment, including Christian beliefs about corporal punishment. They should also be exposed to contrasting views on this form of punishment.
- Give students information on corporal punishment to be able to discuss appropriateness. Also on religious attitudes to the corporal punishment and which aims it serves.
- Working in small groups, students could find out where in the world corporal punishment is used, what form it takes, and what the impact is on crime. They could also research why corporal punishment is illegal in the UK. They could present these two contrasting views as part of a presentation or display.
- Students could share their findings with the whole class.

Differentiation and extension

- Differentiation: short questions based on a simplified text.
- Framework for answering any questions with 4/5/12 marks.
- Cloze procedure with basic information.
- Extension: present the two sides of a debate on corporal punishment. Should it be reintroduced into British law?

Resources

- Guided worksheets on corporal punishment, its use around the world and the aims it meets, as well as contrasting religious attitudes to it.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 11

Topic title

Community service.

Specification content

Explore the use of community service as a punishment and religious attitudes to it.

Learning outcomes

Students will be able to:

- know about community service as a punishment
- explore the impact of this punishment and how it meets the aims of punishment
- understand religious attitudes to community service as a punishment.

Possible teaching and learning activities

- Students might be asked to define this form of punishment They could be given religious teachings which can be applied to this form of punishment.
- Students could be given information on community service as a punishment in the UK: when it is used, what it involves, how effective it is in terms of recidivism rates? They could also be given information regarding religious teachings which would be applicable to this as a punishment (likely that these will be more applicable to the aims of community service rather than community service itself).
- Working in small groups, students could research different forms of community service to present to the class. The class can then debate which they feel would be most effective.
- Students could then answer a question based on the idea evaluating whether community service is a weak or soft form of punishment.

Differentiation and extension

- Differentiation: provide worksheets with information that is chunked with sets of questions per chunk.
- Provide cloze procedures on the basic information needed
- Provide visual stimuli to aid discussion of the forms community service takes
- Extension: explore issues with community service as a punishment. It is said to be the most effective because of lowest rates of recidivism, is this true?

Resources

- Guided worksheets on community service as a UK punishment and its impact, as well as religious attitudes to this as a form of punishment.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 12 and 13

Topic title

Forgiveness.

Specification content

Religious attitudes to this, including contrasting views.

Learning outcomes

- Students will be able to:
 - understand the term forgiveness in secular and religious contexts
 - understand the religious linking of forgiveness and crime
 - recognise contrasting views to forgiveness as an attitude and practice.
- Remember that forgiveness is one of the three topics which students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.

Possible teaching and learning activities

- Students might be asked to categorise crimes into how 'forgivable' they are. This should stimulate discussion about the attitude of victims and the nature of offences.
- Students could be given information on religious attitudes to forgiveness, including Christian beliefs about forgiveness, and be asked to apply this to the forgiveness of offenders for their crimes.
- Working in small groups, students could read examples of forgiveness, where religion has motivated this (Corrie Ten Boom, Eric Lomax, Bill Pelke, Immaculee Ilibagiza, Colin and Wendy Parry). They could then tell others in the class their examples and discuss how these people could forgive.
- Students could share their findings with the whole class and then attempt an exam question about whether or not it is right for religious believers to always forgive those who have done wrong to them.

Differentiation and extension

- Differentiation: chunked text worksheets.
- Visual worksheets.
- Templates for answering questions.
- Extension: Students can research 'extraordinary acts of forgiveness' to find their own examples.
- Students can be given teachings about forgiveness and asked to apply them to the concept of crime which allows them to write an essay on why religious believers should forgive.

Resources

- Guided worksheets on forgiveness and examples of extreme forgiveness.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.

Lesson 14

Topic title

The death penalty.

Specification content

- The death penalty.
- Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.
- Religious attitudes to the death penalty.

Learning outcomes

- Students will be able to:
 - understand the term 'death penalty'
 - have knowledge about the death penalty as used across the world
 - understand attitudes which support the death penalty including religious attitudes.
- Remember that the death penalty is one of the three topics which students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.

Possible teaching and learning activities

- Students might be asked to categorise crimes into 'worthy/not worthy' of the death penalty. They can then discuss their differing attitudes which serves as a good opener for this part of the topic.
- Students could be given information on the death penalty: which countries deploy it, numbers, forms of execution used. They could also be given information on why people support the death penalty, including religious arguments.
- Working in small groups, students could work out which aims of punishment the death penalty meets. They could be given a series of religious teachings, including Christian beliefs about the death penalty, to sort through for those supporting the death penalty and then create a display/series of posters to promote the use of the death penalty as a justifiable punishment.
- Students could share their findings with whole class.

Differentiation and extension

- Differentiation: chunked text worksheets.
- Cloze procedure of key details.
- Provide series of teachings for the to pick out which agree with the death penalty.
- Provide explanations in the first person of reasons to agree with death penalty for them to write as reasons in the third person.
- Extension: write a speech defending the death penalty.

Resources

- Guided worksheets on the use of the death penalty in the modern world. Also on the religious attitudes which support the death penalty.
- A suitable textbook on this topic.
- Access to the internet for research tasks.
- Suitable and relevant film clips.