

**KS3 Key Question - 8.3 Does the criminal justice system serve everyone fairly?**

**NC: 4 The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals**  
Through this sequence, students explore the concept of equality before the law, the diversity of those who work within the legal system and the extent to which the justice system treats everyone fairly.

Lessons	<p><b>1. What roles are there in the criminal justice system?</b></p>	<p><b>2. Does the criminal justice system treat all crimes in the same way?</b></p>	<p><b>3. Why is it important that courts are fair?</b></p>	<p><b>4. Is the law accessible to all?</b></p>	<p><b>5. How can injustice in the criminal justice system be challenged?</b></p>	<p><b>6. Is the justice system operating fairly?</b></p>
Overview	<p>To underpin their learning throughout this scheme of work, students begin by investigating the criminal justice system's role in maintaining law and order in England and Wales. Students examine roles of the legal professionals involved in the system and how these roles work together to achieve justice. Through the analysis of a video and statistics, students discuss and debate diversity within these roles. This lesson introduces the themes of equality and diversity, which will be focused on throughout this scheme of work.</p>	<p>In this lesson, students investigate the distinctions between civil and criminal law, exploring their purposes and applications. Students are introduced to the diverse court system in England and analyse the principles guiding their operations. Through video, scenario and statistical evidence, students evaluate the complexities of crime and justice, focusing on ethnicity and fairness. The lesson concludes with students considering the necessity for tailored approaches in the legal system.</p>	<p>Building on what they have learnt about the criminal justice system, students explore the pivotal role of juries in criminal trials and examine their purpose in ensuring fair verdicts. They investigate legal measures guaranteeing jury independence and the potential for biases or errors. Students assess the implications of these dynamics through a case study and decide what impact this has on an equal judiciary.</p>	<p>In this lesson, students examine the significance of universal access to the law, exploring its implications for justice and equality. They investigate support mechanisms that provide accessibility to all. Through the study of case studies, video analysis and exploration of the 2012 LASPO Act, students understand that although the criminal justice system strives for equality, there are often barriers to creating an inclusive and accessible legal system for all members of society.</p>	<p>Continuing their work on equality in the criminal justice system, students explore the case study of the murder of Stephen Lawrence. The miscarriage of justice, strategies used to campaign for justice and the change in the law that followed are examined. Students investigate the role of inquiries in challenging injustices and advocating for change. They design potential reforms to promote fairness, accessibility, and mitigate injustice within the criminal justice system.</p>	<p>To conclude this scheme of work, students explore strategies to advocate and promote change and equality within the criminal justice system. Through collaborative working, students plan and present a campaign to advocate for change within the legal system, promoting inclusivity and justice for all involved. This is a peer-assessed presentation, which will help improve students' Citizenship skills in advocacy and continue their journey towards active participation. Students end this scheme of work with a discussion and vote, centred on the main enquiry question for this scheme of work: 'Does the criminal justice system serve everyone fairly?'</p>
Learning objectives	<ol style="list-style-type: none"> <li>1. What is the criminal justice system?</li> <li>2. What roles do professionals play in the criminal justice system?</li> <li>3. Are diversity and equality shown in these roles?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do civil and criminal law compare?</li> <li>2. What are the different types of court in England?</li> <li>3. Should all crimes be dealt with in the same way?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are juries and why are they used in the criminal justice system (CJS)?</li> <li>2. How does the law ensure the independence of the judiciary?</li> <li>3. What injustices may arise in a court trial?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why is it important for everyone to be able to access the law?</li> <li>2. What measures support those who struggle to access the law?</li> <li>3. What are the barriers that prevent people from accessing justice?</li> <li>4. How can we ensure accessibility for all?</li> </ol>	<ol style="list-style-type: none"> <li>1. Is it possible to prevent injustices in the criminal justice system?</li> <li>2. How can these injustices be challenged through different campaign strategies, e.g. inquiries?</li> <li>3. What would you change about the criminal justice system to prevent injustice?</li> </ol>	<ol style="list-style-type: none"> <li>1. How does the criminal justice system treat different groups?</li> <li>2. Does the criminal justice system ensure equity and fairness?</li> <li>3. How do people advocate for change?</li> </ol>
Concepts and skills	<p>Concepts: justice, fairness, rights, equal opportunities, identity, ethics, discrimination, diversity Skills: political literacy, collaborative working, investigation, tolerance, investigation, analysis</p>	<p>Concepts: justice, fairness, rights, equal opportunities, democracy, ethics, discrimination, diversity including race and ethnicity Skills: political literacy, decision-making, analysis, investigation, debate</p>	<p>Concepts: justice, democracy, fairness, rights, responsibilities, equal opportunities, identity, ethics, discrimination, diversity, race, ethnicity, gender Skills: political literacy, collaborative working, investigation, tolerance, analysis</p>	<p>Concepts: justice, fairness, rights, equal opportunities, democracy, ethics, discrimination, diversity, race, gender, disability, ethnicity Skills: political literacy, decision-making, analysis, investigation, raising awareness, advocacy</p>	<p>Concepts: justice, equal opportunities, fairness, identity, rights, democracy, ethics, discrimination, diversity, change, race, ethnicity Skills: political literacy, active participation, analysis, investigation, raising awareness, debate, advocacy</p>	<p>Concepts: justice, equal opportunities, fairness, identity, rights, democracy, ethics, discrimination, diversity, race, ethnicity, disability, change Skills: political literacy, active participation, analysis, investigation, raising awareness, debate, advocacy</p>
Activities	<p>Discussing 'odd one out' starter Reading about the judiciary Exploring the CJS and CPS Researching and investigating roles to complete chart Analysing statistics Watching video about diversity in these roles and completing quiz Watching magistrates video and completing quiz Reviewing multiple-choice quiz</p>	<p>Ordering Diamond 9 crimes Card-sorting criminal or civil scenarios Analysing video about courts and linking scenarios to different courts; Ministry of Justice <a href="http://www.youtube.com/watch?v=0_Z5W2hdO_s">www.youtube.com/watch?v=0_Z5W2hdO_s</a> Matching up courts and scenarios Analysing ethnicity in CJS statistics Discussing whether crimes should be dealt with in same way</p>	<p>Labelling court picture starter Reading facts: definition, reason, jury service Analysing video about juries in court <a href="http://www.youtube.com/watch?v=EFiil2Ku7k">www.youtube.com/watch?v=EFiil2Ku7k</a> Completing a T/F quiz on juries Evaluating advantages and disadvantages of juries Matching up three 'I's that ensure fairness in a court Discussing unconscious bias Analysing case study via hotseating and designing a mind-map Reviewing continuum</p>	<p>Discussing accessibility in the law Reading about the availability of legal aid Evaluating statistics about the LASPO Act 2012 Analysing video clips about the accessibility of the legal system <a href="http://www.youtube.com/watch?v=M8r8VWUjCp0&amp;t=1s">www.youtube.com/watch?v=M8r8VWUjCp0&amp;t=1s</a> Creating a mind-map from case studies about barriers to justice Analysing video about fighting for equal accessibility <a href="http://www.youtube.com/watch?v=omIE1hCeOnr&amp;t=2s">www.youtube.com/watch?v=omIE1hCeOnr&amp;t=2s</a> Discussing how to ensure accessibility for all</p>	<p>Analysing quote Voting and creating spider diagram about whether it is possible to prevent injustice Voting about preventing injustice Prioritising why inquiries happen Discussion about infamous public inquiries Highlighting key elements of Stephen Lawrence's family's fight for justice Researching advocacy strategies Exploring changes to Race Relations Act Creating a slogan for advocacy of change within the CJS 'Two things' plenary</p>	<p>Decision continuum Discussing treatment of different groups Creating a spider diagram of advocacy strategies Reading assessment criteria Planning and performing presentation Peer assessment Discussing and voting on key enquiry question</p>
Resources	<p>Odd one out worksheet Roles chart Role cards to display around the room Two UK judiciary video clips True or false quiz Multiple-choice quiz</p>	<p>Diamond 9 Card sort - civil and criminal MoJ video clip and worksheet Scenarios and court match-up worksheet Ethnicity proportions graph worksheet</p>	<p>Court image worksheet Video clip and true and false quiz Advantages and disadvantages worksheet Case study: Heather Mind-map worksheet Mini whiteboards Review continuum worksheet</p>	<p>'DO NOW' questions worksheet LASPO worksheet Six case studies Mind-map Video clips</p>	<p>Stephen Lawrence case study Advocacy strategies - Stephen Lawrence worksheet Strategies of advocacy information station Guidance notes - inquiry examples</p>	<p>Decision continuum worksheet Advocacy diagram worksheet Presentation materials: mini whiteboards, paper, pens, etc. Peer-assessment grid</p>
Differentiation	<p>Consider suitable groupings Modelling and scaffolding of feedback Range of roles and diversity considered Suitable reading ages Differentiated support given Targeted questioning</p>	<p>Consider suitable groupings Targeted support given Video accessible to all - cartoon format Differentiated discussion Range of scenarios considered Appropriate reading age for scenarios</p>	<p>Consider suitable pairings Answer sheets provided for scaffolding Video accessible to all Targeted support given Differentiated discussion Case study - reading age 12</p>	<p>Consider suitable groupings and pairings 'DO NOW' scaffolded worksheet Modelling and scaffolding of feedback Range of case studies considered Suitable reading ages of case studies Differentiated support given Targeted questioning</p>	<p>Consider suitable groupings Suitable reading ages of case study Targeted questioning Differentiated support given Modelling of worksheet chart Answer sheets provided for scaffolding</p>	<p>Consider suitable groupings Examples shared Modelling of peer assessment Targeted questioning Differentiated support given</p>
Assessment opportunities	<p>Group discussion and differentiated questioning Assessment of role research Oral contribution to discussion tasks Oral assessment of reasoning skills Assessment of video analysis Assessment of quizzes throughout, including progress plenary</p>	<p>Group discussion and differentiated questioning Assessment of card-sort task Assessment of video analysis Assessment of scenario court task Assessment of statistical research discussion Oral assessment of reasoning in discussion</p>	<p>Group discussion and differentiated questioning Assessment of court image labelling Literacy assessment of reading skills Assessment of video analysis and peer assessment of true or false quiz Oral assessment of understanding during tasks, especially think-pair-share discussion Assessment of mind-map</p>	<p>Group discussion and differentiated questioning Assessment of case study mind-map Assessment of case study research Oral assessment of accessibility affecting justice Oral contribution to discussion tasks Assessment of LASPO activities Literacy assessment of reading skills</p>	<p>Group discussion and differentiated questioning Assessment of case study investigation Assessment of campaign slogan tasks Oral contribution to discussions of advocating for change and fighting injustice Assessment of quote analysis Literacy assessment of reading skills</p>	<p>Group discussion and differentiated questioning Peer assessment of presentation Assessment of mind-map Oral contribution to discussion about the key enquiry question</p>
Takeaway task	<p>Research in more detail the role of one legal professional we have looked at today. Pretend you are in that role and write a diary entry from their day at work. It should:</p> <ul style="list-style-type: none"> <li>• be at least 150 words</li> <li>• include some specific duties that no one else has to do</li> <li>• include some work that is done with at least one other legal professional that day</li> </ul>	<p>Watch the news every day this week and note down any examples of legal cases and whether they are civil or criminal. Watch Newsround: <a href="http://www.bbc.co.uk/newsround/news/watch_news_round">www.bbc.co.uk/newsround/news/watch_news_round</a> EXT: Do you think these were fair cases? What would you need to know to decide this?</p>	<p>Write at least two paragraphs explaining your answer to this question:  Should the criminal justice system use jurors to decide the guilt of defendants in all crimes?  Include examples and try to include arguments for and against as well as your own opinion.</p>	<p>Write a log for a diary for one day before the next lesson. Note down everything you notice in your community that shows that accessibility is limited and its consequence. Then write down what could be done to make it accessible to all.</p>	<p>Using your slogan, create a campaign poster for a solution to an injustice in the legal system.</p>	<p>Teach three people about what you have learned in this scheme of work about the criminal justice system.  Encourage them to join you in taking action and motivate them to become a changemaker!</p>