

**Title: Crime and Punishment**

Titles	The Solution to Religious Hate Crime?	Dealing with offenders - past and present	Personal experience
<p><b>Logic</b></p>	<p><b>DISCLAIMER:</b> The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p><b>The four purposes of 'Curriculum for Wales - A curriculum for life'</b>  <b>By learning about Crime and Punishment in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</b></p> <ul style="list-style-type: none"> <li>• Ambitious, capable learners who can explain the ideas and concepts they are learning about;</li> <li>• Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs;</li> <li>• Enterprising, creative contributors who give of their energy and skills so that other people will benefit;</li> <li>• Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values.</li> </ul> <p><b>RVE in The Curriculum for Wales</b>  <b>By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</b></p> <ul style="list-style-type: none"> <li>• Engage with and explore ultimate and philosophical questions</li> <li>• Undertake enquiries and engage with sources of wisdom and philosophies</li> <li>• Develop and express their own informed viewpoints</li> <li>• Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values</li> <li>• Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history</li> <li>• Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues</li> <li>• Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them</li> <li>• Develop secure values and establish their own ethical beliefs and spirituality</li> <li>• Discuss and reflect on their own perspectives and those of others</li> </ul>		

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	<p><b>The RVE lens</b>  <b>By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</b></p> <ul style="list-style-type: none"> <li>• Search for meaning and purpose;</li> <li>• The natural world and living things;</li> <li>• Identity and belonging;</li> <li>• Authority and influence;</li> <li>• Relationships and responsibility;</li> <li>• Values and ethics;</li> <li>• The journey of life;</li> </ul> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p><b>Useful Links:</b>  <b>The RVE Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</a>  <b>Hwb Humanities Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities">https://hwb.gov.wales/curriculum-for-wales/humanities</a>  <b>Statements of What Matters</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/">https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</a>  <b>Cross-cutting Themes</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</a></p>		
<b>Key vocabulary</b>	<p>JUSTICE - treating people fairly.</p> <p>RECONCILIATION – making up with someone after a row.</p> <p>METTA - kindness full of love.</p> <p>KARUNA - compassion.</p>	<p>CRIME – an act which is wrong and punishable by law.</p> <p>PUNISHMENT - the sentence imposed on someone for some offence or wrongdoing they committed.</p>	<p>CHAPLAIN - A person who works in the name of a particular religion in an organisation, e.g. in the army, prison, school, hospital -</p> <p>MINISTRY - work that a person does for God</p> <p>CATEGORY B - offenders are categorised when they are sent to prison, depending on the seriousness of the offense, or the need</p>

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	<p>RACIST AND RELIGIOUS HATE ACT - a law to stop hatred against people because of their race or religion.</p> <p>FAITH COMMUNITIES - a group of people who follow a particular religion or beliefs.</p> <p>COMPASSION - putting yourself in someone else's shoes to see their situation and sympathise.</p> <p>HUMILITY - not to praise or push yourself at the expense of others.</p> <p>ISLAMOPHOBIA - hatred against the beliefs and followers of Islam.</p> <p>PREJUDICE - judge without knowledge or experience.</p> <p>STEREOTYPE - use one description for everyone who belongs to a particular group.</p> <p>GOLDEN RULE - the rule in all major religions of the world to treat others the way you would like to be treated yourself.</p> <p>JOHN LENNON - one of the Beatles' founders.</p>	<p>FORGIVENESS - be prepared to forget about the past evil and move forward.</p> <p>JUSTICE - ensure what is right and fair.</p> <p>REFORM - change for the better.</p> <p>REHABILITATION - changing a person who has been bad to be good.</p> <p>EXECUTING – punish somebody by killing them</p> <p>THE DEATH PENALTY – the most extreme punishment possible, e.g. hanging or an electric chair, to punish a murderer.</p> <p>MARTYR - a person who chooses to die for what he believes.</p>	<p>for custody. Category B offenders do not need intensive security units but the prison must be enclosed so that he / she cannot escape.</p> <p>VIOLENCE / RAPE - an act of causing bodily harm / forcing another person to have sex</p> <p>HOLY SCRIPTURE - books presenting information about God or a particular religion.</p> <p>VULNERABLE - a person who is likely to be harmed or suffer in some way</p> <p>WITNESS - speaking in person about an event / experience</p> <p>CLAIM/ASSERT</p> <p>REPENTANT - feeling sorry for doing something</p> <p>TO REPENT - feeling sorry for doing something</p> <p>REHABILITATION - when a person is re-established in society after a period of crime or ill-health.</p> <p>JUSTICE - fairness, what is right</p>

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	ADL - ANTI DEFAMATION LEAGUE - an organisation that seeks to stop all forms of hatred against people.		CRIMINAL INVESTIGATION DEPARTMENT ARMED ROBBERY CRIME - when you break the law you commit a crime.
<b>Search words</b>	Forgiveness Penalty Offenders Justice Islam Christianity Buddhism 9/11 Peace Mala	Shari'ah Judgment Day Martyr Bible Old Testament New Testament Qur'an	Chaplain Offenders Commit an Offence Crime Prison Repentant Repentance Criminology Justice Forgiveness Punishment
<b>Classroom tasks</b>	<p>Extended tasks that require pupils to use the 3 articles, refer to religious beliefs / teachings and practices when responding to fundamental / religious questions.</p> <ul style="list-style-type: none"> <li>• Explain the difference between crime and sin.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• How does religion 'deal' with sins and sinners / offenders? Why are they acting like this?</li> <li>• What can I do to prevent religious hate incidents and crimes on my social media? Am I part of the solution or part of the problem?</li> <li>• Jesus mixed with and ate with sinners and told people who complained about this, " It is not the healthy who need a doctor, but the sick" (Matthew, Chapter 9). What does the verse mean? How could it be a catalyst for Christians to help prisoners (or how does this verse explain why some Christians help prisoners)?</li> </ul>		
<b>Extended tasks</b>	<ul style="list-style-type: none"> <li>• Is it possible for forgiveness and punishment to complement each other?</li> <li>• Is punishment the best way to deal with crime?</li> <li>• Further investigate the history of John Lennon. Listen and look at the words of 'Imagine' and try to add your own words trying to encourage love and reconciliation between people.</li> <li>• Explain the meaning of the story of the two wolves. Is it good advice?</li> <li>• Plan an event that would bring faith communities together?</li> <li>• Design a symbol to represent co-operation and understanding between multi-faith communities.</li> <li>• Investigate one multi-faith event in your area. Was it a success?</li> <li>• 'World religions never understand one another.' Discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw up two columns under the titles:</li> <li>• Past Punishment/ Present Punishment;</li> <li>• e.g. School Cane / Lunchtime Detention; carceration for a period of time / community work.</li> <li>• Britain imprisons a higher percentage of people than most European countries. To what extent is this successful? Find re-offending statistics.</li> <li>• 'Criminals must be punished harshly'. What are the arguments for and against this statement?</li> <li>• The Lord's Prayer contains the words 'forgive us our debts'. What message is there for dealing with offenders?</li> <li>• One organisation campaigning for the abolition of the death penalty worldwide is Amnesty International. Have a look at the <a href="#">website</a> - look for relevant videos to discuss with your classmates. Note information about some specific cases that they have covered.</li> </ul>	<ul style="list-style-type: none"> <li>• Imagine you are a young offender jailed for the first time. Imagine how you would feel during your first night in prison. Write a paragraph describing your feelings.</li> <li>• Make a list of the things you would miss most while being sent to prison.</li> <li>• A person who repents says sorry for doing something. Imagine you have broken the law in some way, and write a prayer that says sorry to God for doing so</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Imagine you broke into a house, and damaged it. Write a letter to say sorry to the owners.</li> <li>• Make a list of Pros / Cons of sending offenders to prison.</li> <li>• Make a poster that warns a young person to think before breaking the law.</li> <li>• How do their beliefs / teachings of Christianity influence NPD, JD, IS's views on crime and punishment?</li> </ul>

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		<ul style="list-style-type: none"> <li>• It is very difficult for ex-prisoners to settle back into society. Given the efforts of Eglwys Noddfa, Caernarfon and think of practical ways to help, e.g. home, work, socialising, reuniting with the community. Make points and concrete steps to help them. Why not create a leaflet or poster on the theme?</li> <li>• The reading material talks about Christianity and Islam. Find out more about the views of other religions in dealing with offenders. You can start with the website <a href="http://www.bbc.co.uk/education/subjects/zb48q6">www.bbc.co.uk/education/subjects/zb48q6</a> choosing 'Ethics' and then 'Crime and Punishment'.</li> <li>• Pupils research the major religions of the countries e.g. how Christian is Texas? How Muslim is Iran / Iraq? Is there a religious teaching behind China's decision to execute criminals?</li> </ul>	<ul style="list-style-type: none"> <li>• NPD said, "the chaplains are there to help everyone - faith or not." How do the chaplains help the criminals?</li> <li>• To what extent does religion help believers to understand the restoration of repentance and forgiveness? Refer to Christianity and research the teachings of one other religion. See also humanist views on crime and punishment. <a href="https://understandinghumanism.org.uk/perspectives/">https://understandinghumanism.org.uk/perspectives/</a></li> </ul>
<b>Further resources</b>	<p>Cardiff Prison: <a href="http://www.bbc.co.uk/news/uk-wales-18843576">http://www.bbc.co.uk/news/uk-wales-18843576</a></p> <p>Faith and Pastoral Care for Prisoners <a href="https://www.justice.gov.uk/search?collection=moj-matrix-dev-">https://www.justice.gov.uk/search?collection=moj-matrix-dev-</a></p>	<a href="https://www.christiantoday.com/article/new.christian.charity.to.help.exoffenders.start.over/22447.htm">https://www.christiantoday.com/article/new.christian.charity.to.help.exoffenders.start.over/22447.htm</a>	<p>The story of Zacchaeus and Matthew in the New Testament</p> <p><a href="http://www.northwales-pcc.gov.uk/cy/Cyngor/Trosedd-Casineb.aspx">http://www.northwales-pcc.gov.uk/cy/Cyngor/Trosedd-Casineb.aspx</a></p> <p>Home Office - statistics <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hat">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hat</a></p>

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	<p><a href="#">web&amp;form=simple&amp;profile=_default&amp;query=chaplaincy+wales</a></p> <p>Y Parc Prison  <a href="https://www.justice.gov.uk/contacts/prison-finder/parc/regime">https://www.justice.gov.uk/contacts/prison-finder/parc/regime</a></p> <p>Y Berwyn Prison -  <a href="http://www.justice.gov.uk/contacts/prison-finder/berwyn-prison-information/regime">http://www.justice.gov.uk/contacts/prison-finder/berwyn-prison-information/regime</a></p> <p><a href="http://www.itv.com/news/wales/2016-02-16/religious-hate-crime-is-on-the-rise-in-wales/">http://www.itv.com/news/wales/2016-02-16/religious-hate-crime-is-on-the-rise-in-wales/</a></p>		<p><a href="#">e-crime-1617-hosb1717.pdf</a></p> <p>SORI Project - Supporting Offenders through Restoration Inside  <a href="http://www.seeyousoon.me.uk/pdf/130331soriarticle.pdf">http://www.seeyousoon.me.uk/pdf/130331soriarticle.pdf</a></p>