

SMSC in Law

Spiritual development at North Liverpool Academy within Law involves students being encouraged to explore concepts such as sexism, racism and discrimination through the discussion of various different laws and legal cases. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. This also helps to develop the student's empathy and compassion skills and allows them to take into consideration other peoples' aims, values, principles and beliefs.

Moral development within Law involves students being required to evaluate, comment upon and discuss various moral issues relating to the law. Students are given the opportunity to consider a variety of information relating to real life legal scenarios in order to make valid judgments. Students spend time considering why we have laws and why a fair system of law is necessary in a free society. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of A Level Law, students have a willingness to express their views on ethical issues.

Social development within Law involves students being encouraged to develop their team working skills through collaborative work and research. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.

Cultural development within Law involves students being given the chance to see how legal developments operate within society. Students look at the changes within society and how they may also impact on the law. Students have the opportunity to look at how the law works in action by visiting both a Magistrates' and Crown Court. Students will also benefit from visits to school by legal professionals, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in AS Law include:

Year 13

Murder *Actus reus* (including causation), *mens rea* (malice aforethought).

Voluntary manslaughter Defences of loss of control and diminished responsibility.

Involuntary manslaughter Gross negligence manslaughter, unlawful act manslaughter.

Non-fatal offences against the person Assault, battery, actual bodily harm, wounding and grievous bodily harm, wounding and grievous bodily harm with intent.

Defences Insanity, automatism, intoxication, consent, self-defence/prevention of crime.

Evaluation Critical evaluation of all of the above (with the exception of involuntary manslaughter), including consideration of proposals for reform.

Theft and Robbery *Actus reus* (appropriation, property, belonging to another).
Mens rea (dishonesty, intention permanently to deprive)
(s1 Theft Act 1968).

Theft with use or threat of use of force (s8 Theft Act 1968).
Burglary Elements of s9(1)(a) and s9(1)(b) Theft Act 1968, burglary in dwellings and other buildings.

Blackmail Unwarranted demand with menaces (s21 Theft Act 1968).
Fraud Fraud by false representation (s2 Fraud Act 2006) and obtaining services dishonestly (s11 Fraud Act 2006).

Making off without payment Making off without payment (s3 Theft Act 1978).
Criminal Damage Basic (s1(1), Criminal Damage Act 1971) and aggravated (s1(2), Criminal Damage Act 1971) and by fire (arson s1(3), Criminal Damage Act 1971).

Defences Intoxication, duress, duress of circumstances, self-defence/prevention of crime

Concepts of Law

Law and Morals The distinction between law and morals; the diversity of moral views in a pluralist society; the relationship between law and morals and its importance. The legal enforcement of moral values.

Law and Justice The meaning of 'justice', theories of justice. The extent to which substantive legal rules, legal institutions and processes achieve justice or create barriers to justice.

Judicial Creativity The extent to which the judges are able to display creativity in the operation of the system of judicial precedent and in statutory interpretation. Consideration of the balance between the roles of Parliament and the judiciary.

Fault the meaning and importance of fault in civil and/or criminal law.

Balancing conflicting interests Identification of the different interests of parties to disputes. Public interests against private interests, the subordination of individual rights to community interests.