

De Lisle College Curriculum

“Rooted and grounded in Love”.

Criminology



Intent: 'Rooted and grounded in Love

Intent – Rooted

At De Lisle College, our Criminology curriculum is designed to inspire students to become critical, compassionate, and justice-focused citizens. Through the WJEC Level 3 Diploma in Criminology, we aim to foster deep engagement with the causes, consequences, and responses to crime within our society. Guided by our Catholic ethos, we place emphasis not only on academic and vocational excellence, but also on forming young people who are motivated by truth, fairness, and a desire to uphold the dignity of all people.

This applied qualification allows students to explore and analyse real-world contexts across four key units. In Unit 1: Changing Awareness of Crime, students investigate the complexity of crime, examining why certain crimes go unreported and how public perceptions are influenced by media, stereotypes, and systemic inequality. Through this, learners are encouraged to reflect on human dignity, the common good, and the preferential option for the poor and vulnerable, recognising the importance of ensuring justice for all people regardless of background or status.

In Unit 2: Criminological Theories, students explore diverse perspectives on why people commit crime, critically analysing psychological, sociological and biological explanations. These theories allow learners to consider the role of social structures, poverty, inequality, and upbringing in influencing behaviour—developing empathy and an understanding of how we can work to change conditions that lead to offending. This directly supports the CST principle of solidarity: learning to see the criminal not as "other" but as a human being in need of support, reform, and reconciliation.

Year 13 begins with Unit 3: Crime Scene to Courtroom, where learners examine how physical evidence and witness testimony are used to achieve justice. They develop skills in analysing investigative processes, legal procedures, and how verdicts are reached. Informed by CST, students are encouraged to reflect on the importance of justice, integrity, and the rule of law in creating a society where all are treated fairly and truth is pursued above prejudice or bias.

The final unit, Unit 4: Crime and Punishment, challenges learners to assess how society responds to criminality. They examine the aims and effectiveness of punishment and the role of formal and informal social control. This unit offers a powerful opportunity to embed the Catholic vision of justice: one rooted in restorative, rather than retributive, approaches. Students explore the purpose of rehabilitation, forgiveness, and the chance for transformation—mirroring the Gospel values of mercy, reconciliation, and healing.

Throughout the course, students engage with authentic case studies, consider the impact of crime and justice systems on individuals and communities, and develop a critical awareness of how power, inequality, and culture shape criminal outcomes. In doing so, they learn to challenge injustice and promote fairer, more inclusive solutions. These experiences are not only intellectually rigorous but morally formative, preparing students to be active citizens who promote human dignity, rights and responsibilities, and peace in a complex world.

The curriculum also supports the development of key transferable skills such as independent research, analysis, problem-solving, project management, and effective communication. Students build confidence in presenting ideas, working with others, and thinking critically—skills highly valued in careers such as policing, social work, legal professions, and beyond.

Above all, our intent is to nurture learners who do not simply accept the world as it is, but who are empowered to question, to empathise, and to act. Through a curriculum rooted in justice, truth, and the values of Catholic Social Teaching, students grow in both knowledge and moral character—ready to be a force for good in society.



Criminology

Year 12



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

The Edexcel GCSE Psychology Paper 1 topics, including Development, Memory, Psychological Problems, The Brain and Neuropsychology, and Social Influence, offer rich opportunities to explore Catholic Social Teaching in practice. Central to CST is **the dignity of all people**, which underpins respectful approaches to understanding human development and mental health, emphasizing the worth of every individual regardless of their psychological challenges. The principle of **the common good** reminds us that psychological well-being benefits society as a whole, reinforcing the importance of supporting those with mental health problems to foster healthier communities. **Solidarity** is reflected in the social influence topic, where understanding how we relate to and support each other promotes empathy and collective responsibility. Additionally, **subsidiarity** and **participation** encourage giving individuals a voice and involving them in decisions about their care and social interactions, empowering personal growth and social inclusion. These values resonate with the applied learning focus in the WJEC Level 3 Diploma in Criminology, where understanding crime and justice also requires respect for human dignity, solidarity with victims and offenders, and a commitment to the common good through ethical and compassionate responses to criminal behaviour.

Advent 1	Changing Awareness of Crime	Advent 2	Changing Awareness of Crime
Description	In this term, students will explore the diverse nature of crime in society and gain a deeper understanding of why not all crimes are equally visible or reported. We will investigate the various types of crime, including lesser-known or hidden crimes such as counterfeiting and its links to serious offenses like terrorism and human trafficking. Students will examine why victims often hesitate to report crimes and consider the social and psychological factors behind this reluctance.	Description	In this term, students will explore the diverse nature of crime in society and gain a deeper understanding of why not all crimes are equally visible or reported. We will investigate the various types of crime, including lesser-known or hidden crimes such as counterfeiting and its links to serious offenses like terrorism and human trafficking. Students will examine why victims often hesitate to report crimes and consider the social and psychological factors behind this reluctance.

	A key focus will be on the role of the media in shaping public perceptions of crime. Learners will critically analyse how newspapers, television, and social media influence our understanding, often blurring the lines between fact and sensationalism. They will learn to question the reliability of crime statistics collected by police and other agencies and explore how criminologists use research methods to gather and interpret data, acknowledging the challenges and limitations involved. By the end of this term, students will develop the skills to distinguish between crime myths and realities, understanding how public perceptions can be misleading. They will study the effectiveness of different strategies and campaigns used by governments and organisations to raise awareness and change attitudes about crime. Finally, students will apply their learning by planning a campaign aimed at improving public knowledge, raising awareness, or encouraging victims to come forward, equipping them with practical skills in research, communication, and social advocacy.		A key focus will be on the role of the media in shaping public perceptions of crime. Learners will critically analyse how newspapers, television, and social media influence our understanding, often blurring the lines between fact and sensationalism. They will learn to question the reliability of crime statistics collected by police and other agencies and explore how criminologists use research methods to gather and interpret data, acknowledging the challenges and limitations involved. By the end of this term, students will develop the skills to distinguish between crime myths and realities, understanding how public perceptions can be misleading. They will study the effectiveness of different strategies and campaigns used by governments and organisations to raise awareness and change attitudes about crime. Finally, students will apply their learning by planning a campaign aimed at improving public knowledge, raising awareness, or encouraging victims to come forward, equipping them with practical skills in research, communication, and social advocacy. In Dec students will be doing their controlled assessment.
Lent 1	Criminological Theories	Lent 2	Criminological Theories
Description	In this term, students will explore how society defines criminal behaviour and the important difference between criminality and deviance. They will examine various explanations from criminological theories that seek to answer why people commit crimes, including serious offences like serial killing or family abuse. Learners will critically evaluate different criminological perspectives, considering their strengths, weaknesses, and applicability to different types of crime. Students will gain insight into how experts, law makers, and politicians use these theories to understand crime and shape criminal justice policies. They will develop skills to	Description	In this term, students will explore how society defines criminal behaviour and the important difference between criminality and deviance. They will examine various explanations from criminological theories that seek to answer why people commit crimes, including serious offences like serial killing or family abuse. Learners will critically evaluate different criminological perspectives, considering their strengths, weaknesses, and applicability to different types of crime. Students will gain insight into how experts, law makers, and politicians use these theories to understand crime and shape criminal justice policies. They will develop skills to analyse

	analyse and debate criminological ideas, supporting their views with factual evidence and reasoned arguments. By the end of this term, students will be able to assess key criminological theories and understand the ongoing debates within the field. They will also learn to apply theoretical knowledge to real-life crimes and criminals, deepening their understanding of both behaviour and theory. This will prepare them to think critically about the causes of crime and the responses society makes to it.		and debate criminological ideas, supporting their views with factual evidence and reasoned arguments. By the end of this term, students will be able to assess key criminological theories and understand the ongoing debates within the field. They will also learn to apply theoretical knowledge to real-life crimes and criminals, deepening their understanding of both behaviour and theory. This will prepare them to think critically about the causes of crime and the responses society makes to it.
Pentecost 1	Criminological Theories/ Revision	Pentecost 2	Revision/ Crime Scene to Courtroom
Description	In this term, students will explore how society defines criminal behaviour and the important difference between criminality and deviance. They will examine various explanations from criminological theories that seek to answer why people commit crimes, including serious offences like serial killing or family abuse. Learners will critically evaluate different criminological perspectives, considering their strengths, weaknesses, and applicability to different types of crime. Students will gain insight into how experts, law makers, and politicians use these theories to understand crime and shape criminal justice policies. They will develop skills to analyse and debate criminological ideas, supporting their views with factual evidence and reasoned arguments. By the end of this term, students will be able to assess key criminological theories and understand the ongoing debates within the field. They will also learn to apply theoretical knowledge to real-life crimes and criminals, deepening their understanding of both behaviour and theory. This will prepare them to think critically about the causes of crime and the responses society makes to it.	Description	In the final term, students will focus on revising the criminological theories unit in preparation for their exam. This will involve consolidating their knowledge of key theories, reviewing the differences between criminal behaviour and deviance, and practising applying theories to a range of real-life crime scenarios. Through targeted revision activities, past exam questions, and feedback sessions, students will develop the skills needed to analyse, evaluate, and explain criminological theories confidently. The aim is to ensure they are fully prepared to demonstrate their understanding and critical thinking in the exam.

Criminology

Year 13



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

The WJEC Level 3 Diploma in Criminology's Year 13 units, including *Crime Scene to Courtroom* and *Crime and Punishment*, provide an excellent framework to apply Catholic Social Teaching principles. Central to these studies is **the dignity of all people**, which calls for respecting the rights of victims, offenders, and all participants in the justice system, promoting fairness and humane treatment. The principle of **the common good** highlights the importance of a just society where crime prevention and punishment serve to protect everyone's well-being. **Solidarity** urges us to stand alongside those affected by crime, including victims and marginalized offenders, fostering empathy and support throughout the justice process. The values of **subsidiarity** and **participation** emphasize giving all individuals a voice—from witnesses to defendants—ensuring inclusive and transparent legal proceedings. Furthermore, **option for the poor** reminds us to consider how social inequalities contribute to criminal behaviour and to advocate for policies that address these root causes. By integrating these principles, learners are encouraged not only to critically evaluate criminal justice practices but also to develop compassionate and ethical responses that promote restorative justice and social harmony.

Advent 1	Crime Scene to Courtroom	Advent 2	Crime Scene to Courtroom
Description	In this unit, students will explore the entire criminal justice process from the moment a crime is detected to the courtroom verdict. They will learn about the roles of key personnel involved in investigations, including the police, forensic experts, and the Crown Prosecution Service, and how different investigative techniques are used depending on the type of crime. Students will gain insight into the procedures that safeguard suspects' rights, ensuring a fair trial. The unit also covers the rules governing evidence collection and presentation in court, enabling students to understand the legal framework and challenges within the trial process. Students will examine the role of the jury and the various factors influencing jury decision-making,	Description	In this unit, students will explore the entire criminal justice process from the moment a crime is detected to the courtroom verdict. They will learn about the roles of key personnel involved in investigations, including the police, forensic experts, and the Crown Prosecution Service, and how different investigative techniques are used depending on the type of crime. Students will gain insight into the procedures that safeguard suspects' rights, ensuring a fair trial. The unit also covers the rules governing evidence collection and presentation in court, enabling students to understand the legal framework and challenges within the trial process. Students will examine the role of the jury and the various factors influencing jury decision-making, developing a

	developing a critical understanding of how lay people participate in the justice system. Finally, learners will critically evaluate criminal cases to identify possible miscarriages of justice, assessing whether verdicts are safe and just. By the end of this unit, students will have developed the analytical skills needed to review the criminal trial process and understand the complexities involved in delivering justice.		critical understanding of how lay people participate in the justice system. Finally, learners will critically evaluate criminal cases to identify possible miscarriages of justice, assessing whether verdicts are safe and just. By the end of this unit, students will have developed the analytical skills needed to review the criminal trial process and understand the complexities involved in delivering justice. Students will complete their controlled assessment in Dec.
Lent 1	Crime and Punishment	Lent 2	Crime and Punishment
Description	In this unit, students will examine why most people obey the law, even when it may go against their personal interests, and the social institutions designed to ensure compliance. They will explore the reasons for punishing offenders, the different types of punishment used, and the range of organisations involved in controlling criminal behaviour within society. Students will investigate how society protects itself from those who break laws, focusing on the mechanisms, policies, and ideologies that underpin social control. The unit covers the criminal justice system in England and Wales in detail, including police, courts, prisons, and rehabilitation services. By the end of this unit, learners will be able to critically evaluate the effectiveness of these organisations and processes in preventing crime and delivering social control. They will develop a clear understanding of how criminal justice policies operate in different contexts and the challenges involved in managing and reducing criminal behaviour.	Description	In this unit, students will examine why most people obey the law, even when it may go against their personal interests, and the social institutions designed to ensure compliance. They will explore the reasons for punishing offenders, the different types of punishment used, and the range of organisations involved in controlling criminal behaviour within society. Students will investigate how society protects itself from those who break laws, focusing on the mechanisms, policies, and ideologies that underpin social control. The unit covers the criminal justice system in England and Wales in detail, including police, courts, prisons, and rehabilitation services. By the end of this unit, learners will be able to critically evaluate the effectiveness of these organisations and processes in preventing crime and delivering social control. They will develop a clear understanding of how criminal justice policies operate in different contexts and the challenges involved in managing and reducing criminal behaviour.

Pentecost 1	Crime and Punishment	Pentecost 2	Revision
Description	In this unit, students will examine why most people obey the law, even when it may go against their personal interests, and the social institutions designed to ensure compliance. They will explore the reasons for punishing offenders, the different types of punishment used, and the range of organisations involved in controlling criminal behaviour within society. Students will investigate how society protects itself from those who break laws, focusing on the mechanisms, policies, and ideologies that underpin social control. The unit covers the criminal justice system in England and Wales in detail, including police, courts, prisons, and rehabilitation services. By the end of this unit, learners will be able to critically evaluate the effectiveness of these organisations and processes in preventing crime and delivering social control. They will develop a clear understanding of how criminal justice policies operate in different contexts and the challenges involved in managing and reducing criminal behaviour.	Description	This final term is dedicated to comprehensive revision and exam preparation, focusing on the synoptic nature of the assessment. Students will revisit and consolidate knowledge from both Year 12 and Year 13 units, ensuring a thorough understanding of the full criminology curriculum. The revision will cover key concepts from Year 12 topics such as Changing Awareness of Crime and Criminological Theories, alongside Year 13 units including Crime Scene to Courtroom and Crime and Punishment. Students will develop the skills needed to make connections between these areas, apply theories and concepts to a range of real-world scenarios, and critically evaluate different perspectives within criminology. Through targeted revision activities, practice exam questions, and synoptic tasks, students will refine their analytical and evaluative skills, preparing them to demonstrate their understanding across all areas of the qualification. This term aims to build confidence and competence in applying knowledge effectively to achieve success in their final exams.