

Curriculum intent



Department	Social Science: Psychology, Sociology, Health and Social Care
Department Curriculum Vision	<p>The Social Science Department seeks to develop inquisitive, reflective, and compassionate young people who understand themselves, others, and the society in which they live. Through the study of Psychology, Sociology, and Health & Social Care, pupils explore what it means to be human — intellectually, emotionally, and socially. Our curriculum challenges pupils to think deeply about the complexities of human behaviour, relationships and the social structures that shape our world. We aim to foster curiosity, critical awareness, and a strong moral compass which is used as a safe, secure base to investigate and understand our world. Pupils are encouraged to question assumptions, engage with evidence, and recognise the dignity and worth of every individual. We aim to nurture learners who are both academically ambitious and grounded in strong ethical values. The study of Social Science provides pupils with insight into the challenges and opportunities of modern life, preparing them to make wise, compassionate, and informed contributions to their communities and the wider world.</p>
Dignity and Respect	<p>Dignity and respect are the foundation of all teaching and learning within Social Science. Pupils are taught to engage in thoughtful, respectful dialogue, recognising the value of every voice and the richness that comes from diverse perspectives. We model and expect empathy, integrity, and compassion — qualities that reflect both academic maturity and our Christian ethos. Through the study of sensitive and complex issues such as inequality, discrimination, mental health, and human development, pupils are encouraged to think critically and sensitively to develop an understanding of fairness and justice. Students are challenged to think critically about how their actions and beliefs can uphold the dignity of others and promote a culture of inclusion and kindness. The department is committed to creating an environment where every pupil feels known, valued, and heard — one that encourages moral courage and respect for difference. In doing so, pupils not only gain intellectual insight but also learn to live out compassion and fairness in their daily lives, embodying the values that enable human flourishing.</p>

Wisdom, Knowledge and Skills	<p>Our curriculum combines both intellectual excellence and moral purpose. Pupils are equipped with the knowledge and critical thinking skills needed to understand and analyse human behaviour and social structures with depth and integrity. Across Psychology, Sociology, and Health & Social Care, they learn how evidence is gathered, interpreted, and applied to complex real-world contexts. Pupils are challenged to evaluate theories, recognise bias, and form balanced, evidence-based judgements. Through this, they develop an enquiring mind and a reflective approach to learning that values both rigour and empathy. By exploring topics such as conformity, social influence, health inequalities, and human relationships, pupils come to appreciate how knowledge can inform positive change within society. The department strives to ensure that pupils leave with the transferable skills of research, analysis, communication, and problem-solving — attributes that prepare them for higher education, professional success, and active citizenship. Above all, Social Science develops the wisdom to use knowledge ethically and purposefully, enabling pupils to act with understanding and compassion in service of others.</p>
Hope and Aspiration	<p>We want pupils to see learning as a source of hope — a way to shape a better future for themselves and for others. By understanding the forces that influence behaviour, relationships, and society, pupils develop a sense of agency and optimism about their ability to make a difference. Through intellectually challenging study and reflective practice, pupils build resilience, self-belief, and ambition. They are encouraged to set high expectations for themselves, to persevere through challenge, and to view education as both an opportunity and a responsibility — a means of personal growth and social transformation. Rooted in a vision of hope and human flourishing, Social Science nurtures a belief that knowledge should be to help empower and develop others. Pupils leave with the motivation, integrity, and skills to make meaningful contributions to their communities and to pursue purposeful futures across health, education, social research, and public life.</p>
Extracurricular Provision	<p>Enrichment within the Social Science Department is designed to extend learning beyond the classroom and to connect knowledge with lived experience. Guest speakers, educational visits, and research projects connect classroom knowledge to real-world experience. Pupils have opportunities to meet professionals, explore universities, and engage with organisations that reflect the values of care, equality, and service. We encourage collaboration — both within our school and in the wider community. Projects, debates, revision workshops and mentoring develop leadership and empathy, while work experience and volunteering help pupils explore future pathways in health, education, and social research. These opportunities strengthen pupils' understanding of how they can contribute to the wellbeing of others and to the life of their communities. Through these experiences, pupils grow in confidence and character. They develop not only the academic skills to succeed but also the compassion and sense of responsibility to use that success to make a difference.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>Introduction to key sociological theory (Functionalism, Marxism, Feminism, Interactionism, Postmodernism).</p> <p>Education: Understanding the functions and purposes of education from different sociological viewpoints.</p>	<p>Education: Exploring patterns of educational achievement by gender, ethnicity, and social class.</p> <p>Evaluating internal and external factors affecting differential achievement.</p>	<p>Education: Examining how globalisation and educational policy have shaped the UK education system.</p> <p>Research Methods: Investigating the research methods sociologists may choose when studying education.</p>	<p>Families and Households: Understanding the roles and functions of the family according to each sociological perspective.</p>	<p>Families and Households: Examining how the structure and roles within the family have changed over time and become more diverse in postmodern society.</p>	<p>Families and Households: Exploring demographic changes and their impact on family structures.</p> <p>Analysing social policies relating to the family, considering their aims and effectiveness.</p>
Year 13	<p>Beliefs in Society: Understanding the role of religion from different sociological perspectives, exploring its relationship with social change, social stability, and religious/spiritual organisations.</p> <p>Students also examine ideology, science, and patterns of religiosity among social groups.</p>	<p>Beliefs in Society: Examining the impact of secularisation, globalisation, and religious fundamentalism in a contemporary context.</p> <p>Crime and Deviance: Investigating crime statistics and sources of data. Understanding the main sociological perspectives on crime, deviance, social order, and social control.</p>	<p>Crime and Deviance: Exploring patterns and trends in crime according to class, gender, and ethnicity.</p> <p>Evaluating the explanations of differential patterns of crime.</p>	<p>Crime and Deviance: Examining the impact of globalisation, the media, and green crime on patterns of offending.</p> <p>Theory: Recap of sociological theory</p>	<p>Revision and Exam Preparation: Reviewing all Year 13 and Year 12 topics. Developing examination skills, evaluation, and essay structure for Paper 1, 2, and 3.</p>	

Paper 1: Education with theory and Methods

Paper 2: Topics in Sociology (family and Households / Beliefs in Society)

Paper 3: Crime and Deviance with Theory and Methods