



SMSC Departmental Overview

Department: **SOCIOLOGY**

Whole School Vision:

Corby Technical School are committed to the development of the Social, Moral, Spiritual and Cultural (SMSC) understanding of our pupils. We are a school that delights in being ethnically, religiously and culturally diverse, both within our student and staff composition, and we are proud that within this diversity we **all** share and respect fundamental British values. It is the vision of this institution that all students are: encouraged to recognise and respect central British values; are protected from extremist (or prejudiced) views during the delivery of our curriculum; and that our students are offered a balanced presentation of viewpoints when political issues are brought to their attention.

Whole Staff Commitment:

It is expected that within **every** lesson that is taught at Corby Technical School, regardless of subject or teacher, that the following expectations are adhered to and maintained:

- ✓ That every opportunity is taken for pupils to develop their **self-knowledge, self-esteem and self-confidence**
- ✓ That opportunity is given for pupils to understand the **difference between right and wrong**, and gain a **respect for civil and criminal law**.
- ✓ Pupils are made to **accept responsibility** for their behaviour and show initiative towards their own **self-development**.
- ✓ That provision is given for students to **appreciate their own culture**, the **cultures of others** and develop an **understanding of the world**.
- ✓ Pupils are aware of the **fundamental values of British society** (democracy, law, liberty, respect, responsibility and tolerance).
- ✓ That every opportunity is taken to **challenge radical**, and **biased political and social views**.
- ✓ That the **safety** and **well-being** of students is the main priority of school life and all we do. We will promote student autonomy in making **informed choices** regarding their health, fitness, emotional and mental well-being, as well as their relationship with their peers.
- ✓ That opportunity will be given to **celebrate** and build **pride** in personal and school **achievement**.
- ✓ Pupils are aware of the importance of **attendance** and appropriate **conduct** in school and employment.

Departmental Commitment:

It is expected that individual departments within the school will address aspects of the SMSC syllabus throughout the year. Departments are encouraged to devise their own strategies for incorporating SMSC into their schemes of work. Detailed below is how the department identified above intends to incorporate the SMSC strands not covered by the **Whole Staff Commitment**.

Core Departmental Values:

Identified below are those aspects of SMSC that would be prevalent within the majority of the lessons within the department identified above; they would be easily identifiable within most lessons through the work being conducted by the students.

- ✓ Students will be encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- ✓ Students will develop an appreciation of a wide range of cultural influences, some of which would have shaped their own heritage.
- ✓ Students will develop and utilise a range of social skills in different contexts in order to aid their learning.
- ✓ Students will engage with the fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and consider the difference against other cultures.
- ✓ Students will develop and use a range of social skills to learn and socialise with their peers (including those of different religious, ethnic and socio-economic backgrounds).
- ✓ Students will reflect on their experiences and apply their understanding to a range of issues.
- ✓ Students will investigate and consider views about moral and ethical issues.
- ✓ Students will engage with the fundamental British values (democracy, the rule of law, individual liberty, mutual respect and



tolerance) and consider the difference against other cultures.

- ✓ Students will develop an appreciation of a wide range of cultural influences, some of which would have shaped their own heritage.

Topical SMSC:

Identified below are those aspects of SMSC that are identifiable within particular schemes of work that take place over the course of an academic year – as such key elements within these aspects have been distinguished and clarified.

<ul style="list-style-type: none"> ✓ Students will be encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. 	<p>Year 9- T1 Social Identity, gender identity T2 Socialisation, T4 Changing family</p> <p>Year 10/11 T1-The changes roles in family, T3 Inequality,</p>
<ul style="list-style-type: none"> ✓ Students will develop an appreciation of a wide range of cultural influences, some of which would have shaped their own heritage. 	<p>Year 9-T1 Children and Ethnic Identity T2 Cultural variations in family, changes in family since the 1950's T3 Nature/Nurture debate</p> <p>Year 10-Ethnic Diversity, T3 Status and Prestige</p> <p>Year 11 – Status and Prestige</p>
<ul style="list-style-type: none"> ✓ Students will develop and utilise a range of social skills in different contexts in order to aid their learning. 	<p>Year 9 Social Identity, Roles of children changing in the family</p> <p>Year 10 Family changes since the 1950's</p> <p>Year 11: Research methods</p>
<ul style="list-style-type: none"> ✓ Students will engage with the fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and consider the difference against other cultures. 	<p>Year 9 T5 Types of family and household structure T2 Nature/Nurture debate</p> <p>Year 10 T3 Inequality, Causes of inequality, life chances, wealth and poverty T4 Status and Prestige</p> <p>Year 11: Family and gender</p>
<ul style="list-style-type: none"> ✓ Students will develop and use a range of social skills to learn and socialise with their peers (including those of different religious, ethnic and socio-economic backgrounds). 	<p>Year 9 T1 Social Identity, Cultural Diversity, T2 Agencies of socialisation</p> <p>Year 10 T1 Socialisation and class,</p> <p>Year 11: Research methods, crime and deviance</p>
<ul style="list-style-type: none"> ✓ Students will study and consider the difference between right and wrong and will apply this understanding to their own lives. 	<p>Year 9 T4 Social change, Prejudice and Discrimination, Racism,</p> <p>Year 10 T1 Ethics in research, T3 Social exclusion, prejudice and discrimination T4 Gender inequality,</p> <p>Year 11: Ethics and prejudice</p>
<ul style="list-style-type: none"> ✓ Students will reflect on their experiences and apply their understanding to a range of issues. 	<p>Year 9 T4 Gender inequality</p> <p>Year 10 T2 Research Methods T1 Socialisation T5 Exam revision</p> <p>Year 11: Family and Crime and Deviance</p>
<ul style="list-style-type: none"> ✓ Students will investigate and consider views about moral and ethical issues. 	<p>Year 9 T3 Socialisation, feral children/un-socialised children, T4 Ethics in research</p> <p>Year 10 T4 Inequality, social class, prejudice and discrimination, ethics in sociological research</p> <p>Year 11: Throughout the entire year revising the topics above</p>
<ul style="list-style-type: none"> ✓ Students will develop an appreciation of a wide range of cultural influences, some of which would have shaped their own heritage. 	<p>Year 9 Term1 Cultural Diversity, Socialisation T2 Cultural Universals T3 Family</p> <p>Year 10 Term 1 Family, Cultural variations in family</p> <p>Year 11: Cultural Diversity, ethics in research</p>



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Signed HOD:		Date:	
Checked and Signed SMSC:		Date:	
Checked and Signed Principal:			