

## SOCIAL STUDIES POLICY

### Introduction

Education in Social Studies is offered to students in years 7-11 as a discrete subject. Social Moral and Spiritual elements of Social Studies are also covered through morning registration and assemblies.

Social Studies includes the statutory subjects of Citizenship and RE plus the non statutory subjects of PSHEE, Study Skills and XL.

The college Policy for Social Studies will:

- outline the curricular aspect which Social Studies is expected to deliver and to which students will have an entitlement.
- summarise the procedures by which these curricular aspects are to be implemented.
- outline the ways in which achievements in Social Studies can be measured.

This Policy was prepared by the Faculty Leader who has responsibility for the delivery of Social Studies under the guidance of the college's Senior Management Team. The responsibility for delivering it will rest with those who are involved in the teaching of Social Studies throughout the college.

### The Nature of Social Studies

Children studying Social Studies in the college will focus on three main subjects which are Citizenship, PSHEE and RE (XL and Study Skills are taken as part of KS4 options and therefore are not available to all students.)

### Citizenship Education

#### Overview

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the

confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

Key concepts are

- [Democracy and justice](#)
- [Rights and responsibilities](#)
- [Identities and diversity: living together in the UK.](#)

Key processes are

- [Critical thinking and enquiry](#)
- [Advocacy and representation](#)
- [Taking informed and responsible action](#)

## Personal Social Health Economic Education

Overview

Personal Wellbeing

[Personal wellbeing](#) helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of [personal development](#).

Key Concepts are

- [Personal identities](#)
- [Healthy lifestyles](#)
- [Risk](#)
- [Relationships](#)
- [Diversity](#)

Key processes are

- [Critical reflection](#)
- [Decision-making and managing risk](#)

- Developing relationships and working with others

## Economic Wellbeing

Education for **economic wellbeing and financial capability** aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

Key Concepts are

- Career
- Capability
- Risk
- Economic understanding

Key processes are

- Self-development
- Exploration
- **Enterprise** and Financial capability

## Religious Education

includes the exploration of different values, cultures and belief systems. Whilst predominantly Christo-Judaic in focus, the belief systems of students are also covered. The course follows the WJEC examination and all students are expected to take the examinations to gain a full GCSE. Parents are able to withdraw their child following representation to the governing body. Typical topics include, Conflict; Our World; Relationships and Crime&

Punishment. We believe this course enables the students to explore important issues, gain a greater understanding of the world around them and strengthen their own values.

Social Studies should complement and enhance other areas of the curriculum and the Pastoral system. It is an aim of the Social Studies Faculty that its study should contribute positively to individual student development and the life of the college by:

- arousing and sustaining interest in issues such as health, relationships communication and attitudes
- contributing to the students' knowledge and understanding of people in other societies, religions, cultures and countries as well as their own
- help students develop a sense of identity by learning about personal development, questioning and considering their beliefs and values
- developing the ability to critically evaluate information
- develop specific skills related to ICT.

### XL

Students work towards The Prince's Trust XL Award accredited by ASDAN, which gives an award in the 'Wider Key Skills' of Problem Solving, Working with Others and Improving own Learning, as well as recognising achievement in five key areas including citizenship and entrepreneurship.

XL works towards

- Improving confidence and self-esteem
- Increasing attendance and motivation and improve their chances of completing compulsory schooling
- Increasing the number of qualifications attempted
- Enhancing citizenship and community awareness
- Improving the quality of their evidence for the National Record of Achievement
- Improving social skills and behaviour in schools

### **Entitlement**

All students will be entitled to a course of study which fulfils requirements of the National Curriculum.

### Implementation Procedures

All students in KS3 & 4 will have two lessons per week. This will include two terms each of Citizenship, PSHEE and R.E.

In Y11 higher ability groups will have one hour a week on their timetable to study R.E and have “collapsed timetable” events to complete the remaining statutory requirements . By September 2010 all pupils in KS4 will have two one hour lessons per week.

Activities planned will take into account National Curriculum requirements and cross-curricular issues. All work planned should take account of the different ages and abilities in the classroom. The differing needs of students will be met through giving consideration to the appropriateness of resources, the amount students are expected to cover, teaching and learning styles, the type of work set for the individual students, the time students spend on particular issues and activities, the degree of independence to individuals and the outcomes expected.

Students will experience a variety of teaching and learning styles including class teaching, individual and group work, discussion, research, ICT, drama and role play.

All students are entitled to an equal opportunity to achieve progress in Social Studies irrespective of race, gender or disability. Attention will be paid to the choice of texts and other resources. Whilst sensitivity is necessary to avoid giving offence to some groups or individuals, issues, particularly of race, gender should be discussed within context.

Social Studies will contribute to learning in other curriculum areas. It will also contribute to cross-curricular themes, skills and dimensions including citizenship, careers, EIU health education, EU and ICT capability. The students will make use of a variety of resources including the library, outside speakers, videos and published material specific to topics. The Policy will be supplemented by schemes of work, lesson plans and departmental guidance. In KS3 homework will be set as part of the homework project scheme and in KS 4 will be set once a week.

#### Assessment

Citizenship/PSHEE will conform to the assessment set by QCA. The assessment will be based on ‘Working Towards’ ‘Working At’ or ‘Working Beyond ‘ the required level. Records will be kept noting coverage of topics. As part of the college’s Progress Reports students will be given guidance and direction in relation to Individual Action Planning. Students are also involved in monitoring their own progress. The performance of the faculty will be monitored and evaluated regularly. As new national levels become available, the faculty plans on writing them into the Scheme of Work.

RE assesses uses national curriculum levels in years 7&8 and GCSE grades in year 9-11 following the WJEC syllabus.

See the following policies in in ‘Student and Parents’ section of Handbook and on our website.

- Sex and relationships
- Drugs
- Careers
- Race equality
- Collective worship