



Spiritual, Moral, Social and Cultural delivery in Science

Aims of Spiritual Development	Spiritual Development in Social Science
<p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; be reflective.</p>	<p>Psychology - is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available. Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour.</p> <p>Criminology - offers students a curriculum rich in criminological theory and research to truly engage students in criminological debates. This is to encourage students to use an array of criminological theories and evidence to debate a range of issues and consequently construct well-reasoned arguments</p> <p>Health and Social Care - allows students the opportunity to consider and discuss questions related to the meaning of life, the nature of humanity and the recognition of individual worth.</p> <p>Applied Law - allows students to develop a reflective learning approach when developing analytical and problem-solving capabilities as they learn to apply legal rules</p> <p>Sociology - The focus of Sociology is thinking about various aspects of human society and the social institutions that make up society. Students are encouraged to debate the various aspects of contemporary society, considering all viewpoints. One unit of A Level Sociology is 'Beliefs' and looks at how beliefs can impact on social change or stability.</p>

Examples of good practice:

- ❖ Considering cultural variations of patterns of behaviour linking this to belief systems
- ❖ Creating their own research studies to explore patterns of behaviour.
- ❖ Studying the features of church organisations, denomination, cult and sects across cultures
- ❖ Creating questionnaires to investigate the impact of beliefs and ideology on the individual.
- ❖ The 6 C's an personal skills involved in being a professional working in Health and Social Care
- ❖ Exploring and debating the impact of globalisation of belief systems.
- ❖ Assessing the extent and growth of secularisation and its link to fundamentalism
- ❖ Application of the law of negligence in terms of the Duty of Care and three stage test
- ❖ How we class crimes - and how the reporting affects our perception of the crime



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Aims of Moral Development	Moral Development in Social Science
<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>Psychology - Ethical issues within psychological research is an A level syllabus topic in itself. Students must be familiar with ethical guidelines for research as issued by the British Psychological Society and be able to put these into practice during project work..</p> <p>Criminology - Pupils should justify their choice of campaign and explain their effectiveness. Student will debate the issues surrounding reasons why people commit crimes</p> <p>Health and Social Care - recognising and understanding that values, attitudes and beliefs about what is right or wrong, good or bad, will differ in both individuals and communities. Such issues impact directly on day-to-day decisions individuals make in their lives both regarding themselves and their loved ones e.g. children, parents.</p> <p>Applied Law - Allows students to develop students sense of right and wrong in terms of Aspects of family law</p> <p>Sociology - Ethical issues within sociological research is an A level syllabus topic in itself. Students must be familiar with ethical guidelines for research as issued by the British Sociological Society and put these into practice during project work. The A Level unit 'Crime and Deviance' provides an in-depth coverage of the UK penal system and the impact of crime on victims. This provides plenty of time for discussion of crime in general.</p>

Examples of good practice:

- ❖ Knowledge of possible ethical conflicts in research
- ❖ Examples of poor practice
- ❖ Knowledge of BPS guidelines
- ❖ Responding to moral issues referring to the labelling of ethnic minorities and its implications within the education and criminal justice system
- ❖ Explores the inequality that exists within society and the causes for this including the impact of capitalism and patriarchy on individuals and social groups.
- ❖ The nature nurture debate and study of factors that influence a persons Personal, Intellectual, Emotional and social development and wellbeing and the moral obligations of health and social care workers
- ❖ Looking at Moral Crimes
- ❖ The burden of proof in negligence cases



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Aims of Social Development	Social Development in Social Science
<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Psychology - The nature of the subject encourages appreciation of different viewpoints. Essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence. Students are encouraged to work together to solve problems and take part in research projects as part of a team.</p> <p>Criminology - Students debate the social reasons that certain crimes are unreported. They learn the consequences of unreported crimes such as decriminalisation, procedural change and police prioritisation. As part of their learning, Students plan a campaign for change. students share and develop their ideas as they work in groups.</p> <p>Health and Social Care - Students developing their social skills as they work in pairs, small groups and whole class situations. It involves them understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people's lives in many ways. Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages</p> <p>Applied Law - develops students' tolerance and acceptance of other cultures through discussion of different viewpoints in terms of Dispute solving in Civil law</p> <p>Sociology - Ethical issues within sociological research is an A level syllabus topic in itself. Students must be familiar with ethical guidelines for research as issued by the British Sociological Society and put these into practice during project work. The A Level unit 'Crime and Deviance' provides an in-depth coverage of the UK penal system and the impact of crime on victims. This provides plenty of time for discussion of crime in general.</p>

Examples of good practice:

- ❖ Replication of research studies both within and outside the classroom
- ❖ Use national statistical data to look at both national and local crime rates.
- ❖ Describe the workings of the legal system
- ❖ Understanding of the positive and negative effects of unreported crime on the individual and on society.
- ❖ Understanding the social side of law in terms of cost to take legal action



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Aims of Cultural Development	Cultural Development in Social Science
<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>Psychology - Students examine how attachment varies both across and within cultures, and reasons for this. Analysing cross-cultural research and considering the applicability of research conducted in one country to those in other cultures, students Explore different childcare practices across the world and the different views and treatments of mental illness in other parts of the world.</p> <p>Criminology - Students study the relativity of crime. Analysing different types of crime and how crime is socially constructed. They understand the issues associated with moral crimes, hate crimes and honour crimes. Students can explain why, for cultural reasons, certain crimes go unreported.</p> <p>Health and Social Care - students consider the values, attitudes and roles that prevail in communities. They learn to develop tolerance and respect for those with different beliefs and customs to themselves and appreciate how important it is for individual rights to be upheld. Questions of parental responsibilities, personal relationships and the provision of relevant communal services are also considered.</p> <p>Applied Law - develops students' understanding of British political growth through the topic - Investigating Aspects of Criminal Law and the Legal System</p> <p>Sociology - Ethical issues within sociological research is an A level syllabus topic in itself. Students must be familiar with ethical guidelines for research as issued by the British Sociological Society and put these into practice during project work. The A Level unit 'Crime and Deviance' provides an in-depth coverage of the UK penal system and the impact of crime on victims. This provides plenty of time for discussion of crime in general.</p>

Examples of good practice:

- ❖ Aggression – how this is expressed in different cultures
- ❖ Eating behaviour – food choices
- ❖ Schizophrenia – how the rate of diagnosis changes in different cultures
- ❖ Social influences – how rates of conformity change



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- ❖ Development psychology – styles of parenting and attachment behaviour
- ❖ Explore and debate the cultural differences in families and households
- ❖ Differences in educational achievement – cultural, gender, class
- ❖ Using statistics to explore cultural differences in criminal activity.
- ❖ Explaining criminal activity by looking at the role of the criminal justice system