

SMSC in Psychology and Sociology

Spiritual education at The North Liverpool Academy in Psychology and Sociology involves giving pupils the time and opportunity to consider, discuss and reflect on questions relating to their own personal development and the development of others. This is explored through various topics such as social influence and families and households. Students are encouraged to examine their own thoughts and beliefs and analyse how they might contribute towards the way they behave in certain situations. For example during the topic of Social Influence students learn about the process of social change and explore real world examples of the Suffragette and Civil Rights Movement. In the topic of families and households students are asked the questions what is the ideal family type and is one type more effective than the other.

Moral education at The North Liverpool Academy in Psychology and Sociology is developed through students considering the ethics of theories and research. This runs through all courses and topics and allows students to consider, discuss and reflect on the values, attitudes and beliefs of themselves and others in a critical way. During the AS Psychology topic of abnormality students examine the different biological and psychological treatments available for psychological disorders and consider the moral implications of treatments such as ECT and chemotherapy. These topics allow students to examine the moral issues surrounding academic concepts in a real world context. During the A2 topic of crime and deviance students are asked to examine causes of crime and consider different causal explanations which challenge their existing ideas about crime and deviance.

Social education development within Psychology and Sociology involves students examining their own behaviour, attitudes and beliefs, as well as the behaviour, attitudes and beliefs of other cultures. Sociology considers this from a societal point of view and looks at the influence of social institutions such as the media and the education system whereas students in psychology behaviour through the theory of cognitive psychology; they consider how their own cognitions can have an impact on their behaviour and how this may impact others. Students examine the behaviour, attitudes and beliefs of other cultures through cultural variations in research and theories. This is an area of focus throughout all courses and topics, students are introduced to cultural variations in behaviour and asked to consider how this might differ from their own culture and to explore the reasons for this.

Cultural education in Psychology and Sociology involves students studying human behaviour in different cultures and societies. Students are given the opportunities to compare cultures, discuss any differences and similarities as well as exploring reasons for these. Students will learn to understand and respect different cultures and examine how this may impact behaviour. Students will also be exposed to the issue of gender specific behaviour and consider the implications of this. An example of a topic where students would develop these skills is Psychopathology. Students learn about mental disorders such as schizophrenia and the prevalence of these in western and non-western countries. They also examine how culture may play a part in the onset and maintenance of mental illness.

Examples of spiritual, moral, social and cultural education in Psychology and Sociology include:

- Stereotyping, prejudice & discrimination- examining the causes and consequences of these behaviours.
- Regular use of discussion which allows students to develop their speaking and listening skills as well as applying psychological and sociological theory to real world scenarios.
- The nature/nurture debate- encourages students to consider biological, psychological and environmental explanations of behaviour and analyse the effectiveness of each explanation.
- Examining cultural differences in behaviours such as personal space and prevalence of mental illness.
- Considering different explanations for behaviour and evaluating their effectiveness. E.g. Marxist and functionalist explanations of crime and deviance.