

De Lisle College Curriculum

**“Rooted and grounded in Love”.**

# Sociology



## Intent – ‘Rooted and grounded in Love’

### Intent – Rooted

“The function of sociology, as of every science, is to reveal that which is hidden.” – Pierre Bourdieu

Sociology is a transformative subject that encourages students to view themselves and the world around them through a more analytical, questioning lens. Learners are empowered to bring their lived experiences into the classroom and take their learning back out into the real world, fostering a deeper understanding of human behaviour, society and the complex systems that shape social life.

At GCSE level students are introduced to the foundational structures and processes of society, including families, education, crime and social stratification. The course provides a robust grounding in core sociological concepts such as socialisation, culture, identity, power and inequality. Students explore the impact of social class, gender, ethnicity and religion on life chances, developing a critical awareness of the factors that influence opportunity and marginalisation in contemporary British society. The curriculum embeds key elements of Catholic Social Teaching, including the dignity of all people, the option for the poor and solidarity; encouraging students to value every person, especially the vulnerable and marginalised.

At A Level students engage more deeply with complex sociological theory, contemporary debates and global perspectives. A Level learners explore key topics such as Education, Identity and Culture, Beliefs in Society, Crime and Deviance and advanced areas of theory and methods. They study the relationship between social structures and individual agency and critically examine how inequalities are constructed and challenged within society. The Catholic principles of subsidiarity, giving all people a voice, and stewardship, caring for the world and its people, are central to the curriculum, encouraging ethical reflection and socially engaged scholarship.

Throughout both key stages, Sociology challenges learners to think critically about who holds power in society, whose voices are heard and whose needs are prioritised. It cultivates empathy, a sense of justice and a desire to contribute to a more inclusive and humane world. Students become well-informed, thoughtful individuals who are able to engage in debate, question inequality and advocate for positive change.

**Ultimately, Sociology provides learners with the academic, personal and ethical tools to understand and shape the world around them. Whether progressing from GCSE to A Level or continuing into higher education and beyond, students leave the subject equipped to play a meaningful, active and informed role in society.**



# Sociology

## Year 10



De Lisle College  
A Catholic Voluntary Academy

### Curriculum Outline

#### Link to Catholic Social Teaching:

- Understanding how culture is passed on through socialisation supports the principle of Participation, as it values everyone's role in shaping society. Socialisation processes reflect Solidarity and The Common Good, as they teach shared values that unite people and benefit society.
- Studying the role of families in society shows how family supports The Dignity of All People by nurturing individuals and teaching respect from an early age.
- Students learn about the role of education in society and debate whether the education system in the UK is meritocratic. Studying achievement patterns by social group (e.g. social class) supports The Option for the Poor, by highlighting the need to reduce educational inequality.
- Learning about how to conduct ethical research respects Human Dignity and supports Solidarity with participants by ensuring fairness and care.

| <b>Advent 1</b>    | Component 1: Understanding Social Processes                                                                                                                                                                                                                                                                                                            | <b>Advent 2</b>    | Component 1: Understanding Social Processes                                                                                                                                                                                                                                                                                                                 |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description        | <ul style="list-style-type: none"> <li>• Key concepts and processes of cultural transmission <ul style="list-style-type: none"> <li>- Key sociological concepts</li> <li>- Debates over the acquisition of identity</li> <li>- The process of socialisation</li> </ul> </li> </ul>                                                                     | Description        | <ul style="list-style-type: none"> <li>• Families <ul style="list-style-type: none"> <li>- Sociological theories of the role of the family</li> </ul> </li> <li>• Education <ul style="list-style-type: none"> <li>- Sociological theories of the role of education</li> </ul> </li> </ul>                                                                  |
| <b>Lent 1</b>      | Component 1: Understanding Social Processes                                                                                                                                                                                                                                                                                                            | <b>Lent 2</b>      | Component 1: Understanding Social Processes                                                                                                                                                                                                                                                                                                                 |
| Description        | <ul style="list-style-type: none"> <li>• Families <ul style="list-style-type: none"> <li>- Family diversity and different family forms in the UK and within a global context</li> <li>- Social changes and family structures</li> </ul> </li> <li>• Education <ul style="list-style-type: none"> <li>- Processes inside schools</li> </ul> </li> </ul> | Description        | <ul style="list-style-type: none"> <li>• Families <ul style="list-style-type: none"> <li>- Social changes and family relationship</li> <li>- Criticisms of family</li> </ul> </li> <li>• Education <ul style="list-style-type: none"> <li>- Patterns of educational achievement</li> <li>- Factors affecting educational achievement</li> </ul> </li> </ul> |
| <b>Pentecost 1</b> | Component 1: Understanding Social Processes                                                                                                                                                                                                                                                                                                            | <b>Pentecost 2</b> | Component 2: Understanding Social Structures                                                                                                                                                                                                                                                                                                                |
| Description        | <ul style="list-style-type: none"> <li>• Sociological research methods <ul style="list-style-type: none"> <li>- Usefulness of different types of data</li> <li>- Methods of research</li> <li>- Sampling processes</li> <li>- Practical issues affecting research</li> <li>- Ethical issues affecting research</li> </ul> </li> </ul>                  | Description        | <ul style="list-style-type: none"> <li>• Applied methods of sociological enquiry <ul style="list-style-type: none"> <li>- The process of research design</li> <li>- Interpreting data</li> </ul> </li> </ul>                                                                                                                                                |

# Sociology

## Year 11



De Lisle College  
A Catholic Voluntary Academy

### Curriculum Outline

#### Link to Catholic Social Teaching:

- Studying sociological theories of stratification highlights the need to uphold The Dignity of All People, as it challenges systems that devalue individuals based on social class or status. Understanding power and authority supports Subsidiarity, by promoting fair leadership and ensuring all people have a voice in society. Exploring inequality based on class, gender, ethnicity, age, disability and sexuality supports The Dignity of All People and The Common Good, by affirming the equal worth of all individuals. Addressing poverty as a social issue is also central to The Option for the Poor and Solidarity, calling us to prioritise the needs of those in hardship and work for justice.
- Recognising that crime and deviance are socially constructed affirms Participation and The Dignity of All People, by challenging stereotypes and promoting fair treatment. Sociological theories of criminal behaviour, including feminist and subcultural perspectives, promote Solidarity, as they help us understand the root causes of suffering and inequality.

| Advent 1    | Component 2: Understanding Social Structures                                                                                                                                                                                                                                                                                                                                                    | Advent 2    | Component 2: Understanding Social Structures                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | <ul style="list-style-type: none"> <li>Social differentiation and stratification                             <ul style="list-style-type: none"> <li>Sociological theories of stratification</li> </ul> </li> <li>Crime and Deviance                             <ul style="list-style-type: none"> <li>Social construction of concepts of crime and deviance</li> </ul> </li> </ul>             | Description | <ul style="list-style-type: none"> <li>Social differentiation and stratification                             <ul style="list-style-type: none"> <li>Different forms and sources of power and authority</li> </ul> </li> <li>Crime and Deviance                             <ul style="list-style-type: none"> <li>Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist)</li> </ul> </li> </ul> |
| Lent 1      | Component 2: Understanding Social Structures                                                                                                                                                                                                                                                                                                                                                    | Lent 2      | Component 2: Understanding Social Structures                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Description | <ul style="list-style-type: none"> <li>Social differentiation and stratification                             <ul style="list-style-type: none"> <li>Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality</li> </ul> </li> <li>Crime and deviance                             <ul style="list-style-type: none"> <li>Social control</li> </ul> </li> </ul> | Description | <ul style="list-style-type: none"> <li>Social differentiation and stratification                             <ul style="list-style-type: none"> <li>Factors which may influence access to life chances and power</li> <li>Poverty as a social issue</li> </ul> </li> <li>Crime and deviance                             <ul style="list-style-type: none"> <li>Patterns of criminal and deviant behaviour</li> <li>Sources of data on crime</li> </ul> </li> </ul>        |

| <b>Pentecost 1</b> | Revision                                              | <b>Pentecost 2</b> | Revision and Exams                                                                                                                                                                                                                                                          |
|--------------------|-------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description        | Content is revised in the order it has been taught in | Description        | <ul style="list-style-type: none"><li>• Revision</li><li>• Exams:<ul style="list-style-type: none"><li>- Component 1: Understanding Social Processes - Written examination</li><li>- Component 2: Understanding Social Structures - Written examination</li></ul></li></ul> |