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<th>Year 9: Study Unit/Home Learning Activity/ Extra-curricular Offer</th>
<th>PERSONAL Topic: Human Development through the Life-Stages (physical, emotional, intellectual and social, development and factors affecting development)</th>
<th>SOCIAL Topic: Group work Human Development through the Life-Stages (physical, emotional, intellectual and social, development and factors affecting development)</th>
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<td>Year 11: Study Unit/Home Learning Activity/ Extra-curricular Offer</td>
<td>Human Development through the Life-Stages (physical, emotional, intellectual and social, development and factors affecting development) Health and Well-being Unit</td>
<td>Role play assignment working in groups Understanding how different communication skills are used to deliver care (and demonstrating through role play). Human Development through the Life-Stages (physical, emotional, intellectual and social, development and factors affecting development)</td>
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### Year 12 and 13:

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| Study Unit/Home Learning Activity/ Extra-curricular Offer | Group work  
Human Development through the Life-Stages (physical, emotional, intellectual and social, development and factors affecting development)  
Physiological disorders assignments: understanding how to recognise signs and symptoms of health conditions and what to do if they present. Understanding how lifestyle choices impact likelihood of experiencing disease  
Visits from patients where possible |

### Psychology

| Study Unit/Home Learning Activity/ Extra-curricular Offer | Social Influence: Understanding processes behind conformity, obedience, persuasion  
Group work, including practical experiments |

### Sociology

| Group work |

### Year 9:

| Study Unit/Home Learning Activity/ Extra-curricular Offer | SPIRITUAL Topic: Health and Social Care  
Understanding of application of ‘care values’ in various HSC settings (e.g. how service users are treated with respect etc.)  
MORAL Topic:  
CULTURAL Topic: |

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|                                                         | Understanding of application of ‘care values’ in various HSC settings (e.g. how service users are treated with respect etc.) | Forensic Psychology: Consideration of rights and responsibilities of offenders; punishment vs. treatment; the extent to which mentally ill people can be held to account  
Relationships Psychology: How relationships are formed and factors affecting them  
Attachment Psychology: Factors affecting social development in children, teens and adults |
|                                                         | Understanding of application of ‘care values’ in various HSC settings (i.e. anti-discriminatory and inclusive practice) | Cultural differences in child attachment  
Cultural differences in defining, diagnosing and treating mental health disorders e.g. Schizophrenia  
Coverage of contemporary issues/current affairs in class and via wider reading tasks |

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### Social Sciences Faculty – Cultural Capital Development Opportunities

| Study Unit/Home Learning Activity/Extra-curricular Offer | Beliefs in Society Unit: How religious and spiritual beliefs and practices have changed through time and differ between societies. The impact of society on religion; the impact of religion on society | Class, gender and age differences in education, family structure and criminality  
Value-Free research in Sociology: discussing how Sociology can be unbiased and supportive of ‘underdogs’ in society  
Ethical guidelines in Sociology: How to conduct ethical research. | Class, gender and age differences in education, family structure and criminality  
Beliefs in Society: Whole unit focused on cause and impact of religious and spiritual practices in different societies and through time  
Coverage of contemporary issues/current affairs in class and via wider reading tasks  
Proposed Opportunity to take students to Courts |

**Socially Sensitive research: Implications of research e.g. on parenting norms, impact of obedience in war zones etc.**

**Ethical guidelines in Psychology: How to conduct ethical research. Practical opportunities to carry out research, adhering to these guidelines**