



British Sociological Association Response to the National Curriculum and Assessment Review Call for Evidence

At the end of November 2024, the BSA responded to the UK Government's National Curriculum and Assessment Review Call for Evidence. Currently, Sociology is not on the National Curriculum whereas, for example, Citizenship is. As the national subject association for Sociology, our response focused mainly on the place for Sociology in the National Curriculum. Other organisations and individuals, for example sociologists whose research aligns closely with particular questions, will have been better placed to respond in detail about other aspects of the National Curriculum & Assessment Review. As with other respondents, we only answered questions where we had something specific to say. The questions we responded to (highlighted in bold) and our answers are below.

11. What aspects of the current a) curriculum, b) assessment system and c) qualification pathways should be targeted for improvements to better support and recognise educational progress for children and young people?

Enhancing Teaching and Assessment Methods for Comprehensive Learning

Current teaching approaches often encourage students to adopt an instrumental approach to learning, which can narrow their engagement with subjects. This approach restricts opportunities for deep understanding and appreciation. Such a focus is less beneficial for students' cognitive development. To foster meaningful educational progress, teaching methods should emphasise broader concepts and real-world applications, creating more enriching and lasting learning experiences.

The heavy reliance on exam-based assessments at the GCSE level fosters a "high stakes" culture that heightens student stress and can hinder performance. A more balanced approach to assessment—integrating exams, coursework, and innovative methods—would better support and reflect students' progress. Examples of innovative assessments include:

- Project-Based Assessments
- E-Portfolios
- Gamified Assessments
- Peer and Self-Assessments
- Digital Interactive Assessments

- Scenario-Based Role Play
- Interdisciplinary Projects
- Oral and Multimodal Presentations
- Real-World Writing Assignments
- Learning Analytics
- Formative Feedback Loops

Addressing Gender Inequality in Subject Choices

At the A-level stage, subject choices often reflect strong gender disparities. For instance, boys frequently gravitate toward Physics and Computing, while girls tend to opt for Sociology and Expressive Arts. To mitigate these inequalities, post-16 education could adopt a broader curriculum model, similar to those used in many European countries, where students study a wider range of subjects. This approach would promote more equitable opportunities and foster diverse skills.

Building a Balanced and Transferable Curriculum

A robust curriculum should balance diverse knowledge and skills while ensuring their transferability across disciplines. It should prepare students for everyday life, active citizenship and the workforce. For example, Sociology, currently offered only as an optional subject, has the potential to benefit all students. Its inclusion across the curriculum could provide invaluable insights into social dynamics and personal lived experiences.

The Role of Sociology in Bridging Disciplines

Sociology serves as a unique bridge between Humanities, Arts and STEM disciplines, equipping students with critical and transferable skills such as:

- Critical Thinking
- Creativity
- Communication
- Collaboration

In addition to preparing students for higher education and careers, Sociology fosters independent thinking and equips them with intellectual and emotional tools. It develops research capabilities and promotes critical analysis of topics like social continuity and change, inequality, crime, media and health. Sociology's comprehensive scope makes it an ideal subject to weave through the national curriculum.

Supporting Sociology at GCSE and A-Level

For Sociology to make a greater impact, it must be widely available at both GCSE and A-level, supported by well-trained educators. Its broader inclusion could significantly enhance students' understanding of the social world, providing them with knowledge and skills essential for navigating complex societal challenges.

12. In the current curriculum, assessment system and qualification pathways, are there any barriers to improving attainment, progress, access or participation (class ceilings) for learners experiencing socioeconomic disadvantage?

The Role of Sociology in Engaging Students and Supporting Their Potential

For students to reach their full potential, they must feel connected to the curriculum. This entails including topics that reflect their history, culture and lived experiences. Sociology plays a vital role in achieving this. It empowers students—especially those facing socioeconomic or other challenges related to ethnicity, gender, sexuality, religion, disability or mental health—to better understand the world around them. By framing their experiences as part of broader social patterns rather than personal shortcomings, sociology helps reduce feelings of isolation and fosters a sense of belonging.

A sociological lens is particularly valuable when addressing contemporary issues such as the role of social media. Vulnerable students, for example, may benefit greatly from discussions of topics like violence and misogyny within a sociology classroom. Unlike the often individual-focused approach of PSHE lessons, sociology provides a framework for understanding these issues as products of larger societal processes, shifting the focus from personal blame to systemic processes. This perspective equips students with the tools to critically analyse their experiences and fosters a deeper understanding of the social structures at play.

Offering a broad range of subjects, including sociology, in all secondary schools is essential to ensure students have access to these valuable insights.

The Intrinsic Value of a Sociological Perspective

Sociology also has intrinsic educational value, encouraging students to challenge assumptions and think critically about the relationship between individuals and society. By fostering a *sociological imagination*, students learn to envision how society could be different and consider their role in shaping it. This ability to question the "given" and explore alternative ways of organising society not only enhances critical thinking but also prepares students to engage meaningfully with the complexities of the modern world.

15. In the curriculum, assessment system and qualification pathways, are there any enablers that support attainment, progress, access or participation for the groups listed above?

Enabling subjects like PSHE and Sociology can help learners experiencing socioeconomic disadvantage by fostering an understanding of the wider social context that shapes people's choices and decisions, which supports their wellbeing and decision making.

18. To what extent does the content of the a) English and b) maths national curriculum at secondary level (key stages 3 and 4) equip pupils with the knowledge and skills they need for life and further study? Are there ways in which the content could change to better support this aim?

The content of the Maths and English curricula are beyond our remit. However, in an increasingly complex and data driven world, all young people need to have the

necessary skills to read data in all its forms and ways of presentation. It is vital that young people understand how data is used in the context of their own lives and in wider society. Sociology provides insights into the gathering of data, the use of data by various institutions and application of data to real world phenomena. Linkages between sociology and maths curricula and teaching could be very useful here.

22. Are there particular curriculum or qualifications subjects* where:

a. there is too much content; not enough content, or content is missing;

b. the content is out-of-date;

c. the content is unhelpfully sequenced (for example to support good curriculum design or pedagogy);

d. there is a need for greater flexibility (for example to provide the space for teachers to develop and adapt content)?

Please provide detail on specific key stages where appropriate.

***This includes both qualifications where the government sets content nationally, and anywhere the content is currently set by awarding organisations.**

Enhancing Sociology in the National Curriculum

The current National Curriculum includes insufficient sociology, a gap that must be addressed to help students understand how their education can positively impact wider society. Sociology offers a unique opportunity to fulfil the Government's ambitions for fostering active citizenship. It promotes an understanding of societal structures, the needs of fellow citizens and the challenges faced by minoritised groups. Moreover, sociology connects seamlessly with other disciplines like English, Psychology, History, and PSHE, helping students recognize the transferability of their skills and knowledge.

Updating the Sociology Curriculum

Both the GCSE and A-Level Sociology curricula should be updated to include recent developments in contemporary sociology. Incorporating these advancements would enrich the foundational classical theories and case studies already present, creating a more robust and relevant curriculum. While this may require streamlining or removing some existing content, the result would be a stronger and more engaging offering for students.

We also advocate for the inclusion of a more diverse range of sociologists, particularly scholars of colour and others from minoritised groups who have made equally foundational contributions to the discipline. These additions would ensure that the curriculum reflects the diversity of perspectives that sociology embodies. The specifics of these enhancements can be addressed in future reviews of the Sociology Curriculum.

23 Are there particular changes that could be made to ensure the curriculum (including qualification content) is more diverse and representative of society?

Promoting Diversity for Social Cohesion and Citizenship

Fostering social and workplace cohesion, as well as active citizenship, requires students to develop a deep understanding of social diversity—both within their own lived experiences and in the broader context of society. This understanding should also connect to principles of social justice. To achieve this, it is essential that the curriculum, including qualification content, becomes more diverse and representative of society. This can be accomplished by incorporating a wider range of traditions of knowledge, concepts, theorists and case studies across all subjects.

The Role of Sociology in Understanding Diversity

Diversity is a central focus of sociology. Through sociological data and analysis, students gain a comprehensive understanding of what diversity entails and why it is crucial. Sociology's ability to cultivate awareness, appreciation and understanding of social diversity makes it a vital component of the national curriculum. This is particularly important during the early years of secondary education, when students are forming their views about society and shaping their sense of identity. For an example of how the curriculum can be developed to encompass diversity and to be more inclusive see <https://thesociologicalreview.org/projects/connected-sociologies/>

24 To what extent does the content curriculum (including qualification content) support students to positively engage with, be knowledgeable about and respect others? Are there elements that could be improved?

Understanding is the basis for respect and including more sociology in the curriculum would improve pupils' understanding and recognition of difference and diversity. As a minimum, sociology and sociological teaching expertise should be a core aspect of the PSHE curriculum to provide the wider social context of key issues rather than focusing on the individual only. Including more sociology in the curriculum would really help students to positively engage with, be knowledgeable about and respect others, especially, for example, in relation to the development of young people's understanding of areas such as gender relations, their own sexuality and, topically, the role which social media plays in their lives and in relation to respect for others. Developing a concept of social justice and recognising other lived experience are important, not only as life skills but also to create greater acceptance, citizenship and well-being for students, in school and beyond.

25 In which ways does the current primary curriculum support pupils to have the skills and knowledge they need for life and further study and what could we change to better support this?

Developing a concept of social justice and recognising other lived experience are important, not only as life skills, but also to create greater acceptance, citizenship and wellbeing in school and beyond. Beginning this learning journey by including elements of sociology, suitably contextualised for the primary curriculum, could help support

pupils develop the skills and knowledge they require for life and further study. This journey would be supported by ensuring that primary school teachers have the knowledge and skills necessary to discuss complex social issues and relationships in an age-appropriate way e.g., by including elements of sociology on all teacher training courses.

26 In which ways do the current secondary curriculum and qualification pathways support pupils to have the skills and knowledge they need for future study, life and work and what could we change to better support this?

There are many curriculum and qualification pathways. It is important to ensure that teachers, careers advisors, parents and students have a clearer understanding of the different pathways and the skills and knowledge that they offer and the kinds of jobs that they can lead to. The skills and knowledge acquired and employment destinations for some subjects may not be well understood in schools. For example, the skills acquired through the study of sociology at university provide a wide range of career options including social worker, journalist, teacher, market researcher, public health officer, police officer, probation worker, charity worker, government advisor, human resources manager, welfare rights officer, and community development worker. In addition, sociology equips young people with the life skills to thrive and become active citizens. Sociology trains you to answer the 'what', 'how' and 'why' questions about human societies and to think critically, which is highly valuable in the job market.

The World Economic Forum's Future of Jobs 2023 report identified that analytical thinking, creative thinking, empathy and active listening, resilience, flexibility and agility, motivation and self-awareness, and curiosity will be the top in-demand skills by 2027. <https://www.weforum.org/stories/2023/05/future-of-jobs-2023-skills/> Transferable skills and human skills are highly valued by employers. In particular, employers are interested in recruiting people who can think creatively and analytically, who have leadership skills and social influence, and who are able to work with other people i.e. the traits that make us human—traits that are extremely valuable, especially now in the context of the exponential growth of AI (with its associated positives and negatives) and big data.

Curricula and qualifications must support pathways which will foster the skills and the knowledge that will produce a workforce that can meet future job market needs. Pathways are opened up on the basis of choices originally made at school and it is crucial that these pathways are supported and developed to ensure that young people with the appropriate range of knowledge, creativity, ability to learn, and skills (in critical thinking, data analysis, research, writing and communications skills), as well as experience of teamwork, are ready to move into the labour market. For example, ensuring that sociology remains a strong and popular option at university depends, for many, on access to sociology at school and to improving teachers', careers advisors' and parents' understanding of the value of the discipline of sociology.

Sociology offers numerous benefits to secondary school students by fostering critical thinking, broadening their understanding of society and helping them develop valuable life skills. Firstly, studying sociology helps students gain insight into how societies are structured and how various social processes, such as culture, family, education and media, shape individuals' lives and behaviour. This understanding encourages students to question assumptions and explore the complexities of social issues like inequality, race, gender and class.

Sociology also enhances students' ability to think critically and analytically. It teaches them how to evaluate evidence, understand different perspectives and challenge stereotypes and biases. This is particularly important in a world where students are constantly exposed to diverse opinions and information, as it helps them form informed and reasoned views on social matters.

Moreover, sociology equips students with essential skills for communication and problem-solving. By examining case studies, conducting research and engaging in discussions, students learn how to express their ideas clearly, listen to others and work collaboratively. These skills are transferable to various fields, from further education to the workplace, making sociology a practical subject for future success.

Finally, sociology encourages empathy and social awareness. Students are prompted to reflect on the lives and experiences of others, fostering a sense of responsibility and social justice. This awareness can inspire students to be more engaged citizens who contribute to positive change in their communities. Overall, sociology provides secondary school students with a well-rounded education, preparing them to navigate and understand the complexities of the modern world.

As such sociology could be applied and have value across the curriculum. It could be introduced through cross-curricula activities, and/or by encouraging wider uptake of sociology GCSE (e.g. by exposing pupils to sociological ideas from Year 7 onwards - perhaps through a regular 'social science'-type lesson, that could cover economics, politics, etc., as well as sociology.

27 In which ways do the current qualification pathways and content at 16-19 support pupils to have the skills and knowledge they need for future study, life and work and what could we change to better support this?

There are many curriculum and qualification pathways. It is important to ensure that teachers, careers advisors, parents and students have a clearer understanding of the different pathways and the skills and knowledge that they offer and the kinds of jobs that they can lead to. The skills and knowledge acquired and employment destinations for some subjects may be less well understood in schools. For example, the skills acquired through the study of sociology at university provide a wide range of career options including social worker, journalist, teacher, market researcher, public health officer, police officer, probation worker, charity worker, government advisor, human resources manager, welfare rights officer, and community development worker. In addition, sociology equips young people with the life skills to thrive and become active citizens, for example, by fostering a better understanding of health and wellbeing,

and how the world is changing and why it's changing. Sociology trains students to answer the 'what', 'how' and 'why' questions about human societies and to think critically, which is highly valuable in the job market.

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Curricula and qualifications must support pathways which will foster the skills and the knowledge that will produce a workforce that can meet future job market needs. Pathways are opened up on the basis of choices originally made at school and it is crucial that these pathways are supported and developed to ensure that young people with the appropriate range of knowledge, creativity, ability to learn, and skills (in critical thinking, data analysis, research, writing and communications skills), as well as experience of teamwork, are ready to move into the labour market. For example, ensuring that sociology remains a strong and popular option at university depends, for many, on access to sociology at school and to improving teachers', careers advisors' and parents' understanding of the value of the discipline of sociology.

29. To what extent do the current secondary curriculum and qualifications pathways support pupils to study a broad and balanced curriculum? Should anything change to better support this?

Consideration should be given to developing a social science pathway through secondary education. The social science pathway should include Sociology, Economics, Geography, Psychology and Politics with linkages to other subjects such as Maths. For example, although Sociology and Mathematics are distinct fields, they intersect in several important ways, especially in the study and analysis of social patterns and structures. Sociology can call on Mathematics in relation to quantitative research methods, which use statistical techniques to analyse data. For instance, sociologists may apply mathematical concepts such as regression analysis, probability and hypothesis testing to study trends in areas like crime, education, income inequality, and health and wellbeing.

Creating a strong social science pathway through secondary education would ensure a broader and more relevant curriculum with a wider choice for pupils at GCSE/ A-level and onwards.

30 To what extent do the current qualification pathways at 16-19 support learners to study a broad curriculum which gives them the right knowledge and skills to progress? Should anything change to better support this?

While there are many pathways to undergraduate study, access to Sociology A-level is not guaranteed for all students who might wish to pursue it. Despite its popularity, some schools do not offer Sociology; therefore there are a significant number of students who are unaware of sociology as a subject and wouldn't choose to study it at university. Those who do wish to study it at university may be disadvantaged by a lack of access to A-level sociology because it is desirable to have the A-level qualification to go on to sociological studies in higher education.

The limited presence of sociology and social sciences in the wider curriculum, combined with a lack of appropriate guidance, may restrict student choices and future career opportunities. To address this, it is crucial that students are informed about alternative options, such as taking A-level Sociology at their local Further Education (FE) college, if it is not available at their school.

32 Do you have any explanations for the trends outlined in the analysis and/or suggestions to address any that might be of concern?

Encouraging a Broader Range of Subjects Post-16

There is a growing trend for students to narrow their subject choices post-16. To counter this tendency, schools should provide guidance on the benefits of a diverse subject mix, preparing students for a world where interdisciplinary analysis is essential for understanding complex issues and solving global challenges.

Interdisciplinary knowledge is increasingly valuable in today's job market, as it equips individuals with a wide range of skills and perspectives. This adaptability is crucial for tackling the multifaceted problems of the 21st century. As industries become more interconnected and challenges more complex, employers seek employees who can draw expertise from multiple fields to find innovative solutions. For example, global challenges such as climate change, digital transformation and healthcare improvement require knowledge from areas like technology, economics, sociology and natural sciences.

Having a broad, interdisciplinary knowledge base enables young people to think critically across various domains, allowing them to approach problems from multiple perspectives. This kind of thinking fosters creativity, as individuals with diverse skill sets are often better at connecting ideas from different areas to generate fresh insights. Additionally, it enhances problem-solving abilities, as interdisciplinary thinkers can combine the best practices and methods from different fields to develop well-rounded solutions.

Promoting Sociology as a Relevant Subject for All

While Sociology A-level has grown in popularity, there remains a significant gender gap in participation, with more girls than boys taking the subject. For instance, in 2024, 73%

of GCSE Sociology students are girls, and 76% of A-level students are female, compared to only 27% and 24% boys, respectively. It is crucial that schools provide guidance showing that sociology is a subject with relevance for everyone, regardless of gender.

Sociology is a stimulating and challenging subject that can actively engage all students. By demonstrating its importance across various fields and real-world applications, schools can encourage a more balanced, inclusive approach to subject choices.

41 Are there particular GCSE subjects where changes could be made to the qualification content and/or assessment that would be beneficial for pupils' learning?

Improving GCSE Sociology: A Pathway to Relevance and Engagement

GCSE Sociology has the potential to be a transformative subject, equipping students with the tools to critically analyse society and their place within it. To enhance its impact, the curriculum must be modernised and diversified, ensuring it remains relevant to contemporary challenges. Including recent sociological research on topics such as social media, climate justice and mental health would help students see the real-world application of their studies. Equally important is the inclusion of diverse theorists and case studies, representing contributions from women, scholars of colour and non-Western thinkers. These updates would make the subject more inclusive and reflective of the world students live in.

A strong emphasis on skills development is another key area for improvement. Encouraging critical thinking, fostering the ability to evaluate data and teaching research methods through small-scale projects can deepen students' engagement. Highlighting interdisciplinary connections with subjects like History, Psychology, Geography and Citizenship can also reinforce the value of Sociology as a transferable discipline with wide-reaching applications.

Teaching methods should be innovative and inclusive to spark curiosity and sustain interest. Interactive approaches, such as project-based learning, debates and role-plays, can make lessons dynamic and memorable. Integrating case studies and current events, from migration to social inequality, ensures that students see the relevance of sociology in their daily lives. Collaborative learning opportunities, where students engage in group discussions and peer teaching, can also cultivate empathy and diverse perspectives.

Assessment methods need to evolve to better reflect the breadth of skills sociology develops. While traditional written exams have their place, introducing coursework, presentations and group projects would allow students to showcase their understanding in varied ways. Questions that ask students to apply sociological theories to contemporary scenarios could further bridge the gap between theory and practice. Regular formative feedback would support continuous learning and growth.

Accessibility and awareness are critical in ensuring that GCSE Sociology reaches a wider audience. The subject should be available in more schools, with greater emphasis on its

relevance to future careers in fields such as social work, law, education and public policy. Students should also be informed about the opportunities it provides for understanding societal issues and developing transferable skills. Teaching materials must be inclusive, representing diverse cultures and experiences to resonate with all learners.

Incorporating technology could further enhance the learning experience. Digital tools for data visualisation, online surveys and sociological simulations can help students better engage with and interpret data. Lessons on social media literacy would prepare students to critically analyse the platforms shaping identity, culture and politics in today's world.

Finally, embedding themes of citizenship and social justice within the curriculum would reinforce sociology's role as a tool for societal understanding and change. By connecting sociological concepts to active citizenship, such as participating in community projects or challenging inequality, students can develop a sense of agency. Topics like structural racism, gender equality, economic disparity, and environmental justice could inspire critical thinking and empower students to envision a fairer society.

With these improvements, GCSE Sociology can become a more engaging, inclusive and impactful subject. It would not only prepare students for academic progression but also equip them with the skills and insights needed to navigate and shape the complexities of modern society.

49 How can we improve learners' understanding of how different programmes and qualifications on offer will prepare them for university, employment (including apprenticeships) and/or further technical study?

Learners' understanding of how different programmes and qualifications on offer will prepare them for further study or work may be poorly supported if a) they are not taught by a subject specialist and b) their school does not have strong higher education/careers guidance.

Regarding a), we understand the current challenges that face schools in terms of teacher recruitment generally, and therefore appreciate why it may not be possible for all schools to have specialist subject teachers for every subject; however, we would urge the government to create more opportunities for specialist subject teacher training. There are very few sociology PGCE training opportunities at present which make the likelihood of being taught sociology by someone who has studied sociology relatively low. Currently only about 50% of those teaching the subject have any background or training in the discipline. Whereas everyone will have studied subjects that are currently mandatory in the National Curriculum, like maths and English, not everyone will have studied sociology even at a basic level during their school education. Therefore specialist training opportunities at PGCE level is particularly important for a subject like sociology. Without any background in a subject, it is much harder to teach that subject well.

Regarding b) Strengthening careers guidance would improve learners' understanding of how different programmes and qualifications on offer will prepare them for further study or work. Specifically in relation to higher education pathways, pupils in schools where very few students go on to study at university may be especially disadvantaged. In this context, young people need to be informed about where else they can go for advice.

51 Are there additional skills, subjects, or experiences that all learners should develop or study during 16-19 education, regardless of their chosen programmes and qualifications, to support them to be prepared for life and work?

For 16-19 year olds, developing a blend of practical, cognitive and interpersonal skills is crucial for both life and work. These skills not only serve to enhance their performance in the workforce but also help them navigate personal life and build resilience for future challenges. Sociology contributes significantly to building and exercising these essential skills within the school setting, preparing young people for the future.

Critical thinking and problem-solving are particularly important; being able to think analytically and approach challenges logically is essential. These skills enable young people to assess situations, make informed decisions and creatively solve problems, which are important in both professional and personal contexts.

Effective communication is another key skill. The ability to express ideas clearly and listen actively is vital in almost every situation, from professional settings to personal relationships. This includes both verbal and written communication, as well as understanding non-verbal cues. Along with this, time management and organisation are crucial for balancing education, work and personal commitments. Learning to prioritise tasks, meet deadlines and maintain a healthy work-life balance helps young people stay productive and manage stress.

Collaboration and teamwork are also important. In the workplace, much of the work is done in teams, and learning to cooperate, resolve conflicts and contribute effectively to group efforts is essential for success. Alongside this, financial literacy plays a significant role in building independence. Understanding basic financial principles, such as budgeting, saving and managing money, enables young people to make informed decisions about their finances and plan for long-term financial stability.

In today's digital age, digital literacy is crucial. Comfort with technology, including using office software, managing online communications and understanding cybersecurity, is necessary for most jobs and everyday tasks. Adaptability and resilience are equally important, as life and work often present unexpected challenges. Being able to adapt and bounce back from setbacks helps young people remain open to new opportunities and navigate difficult situations with confidence.

Networking and relationship-building skills also contribute to success. Knowing how to build connections, whether for career prospects or personal growth, is vital. This includes learning to maintain professional relationships and use social media platforms to connect with mentors and peers. Furthermore, leadership skills and initiative are key

for those aspiring to take on managerial roles or lead projects. Leadership involves making decisions, motivating others and taking responsibility for outcomes.

Finally, self-awareness and emotional intelligence play a pivotal role in personal growth. Being aware of one's emotions, strengths and weaknesses enhances interpersonal relationships and communication. Emotional intelligence enables individuals to manage their feelings, empathise with others and navigate social dynamics effectively.

Together, these skills provide a strong foundation for success in both work and life, helping young people not only thrive in their careers but also contribute positively to society and develop into well-rounded individuals.

Sociology is an excellent context in which to develop the wide range of skills discussed above which could perhaps be made more explicit to pupils and reinforced in the context of careers advice.

Sociology also offers potential support for understanding and dealing with the challenges and complexities of everyday life and therefore for improving student confidence and wellbeing.

54 Do you have any further views on anything else associated with the Curriculum and Assessment review not covered in the questions throughout the call for evidence?

While we fully support the inclusion of citizenship within the national curriculum—and would argue that this development will become increasingly important if the question of lowering the voting age to 16 is revisited—we consider that several aspects of the Citizenship curriculum are based on sociological explanations. Citizenship would be best located within a wider Social Science pathway, in the national curriculum, which should include Sociology, Economics, Geography, Psychology and Politics.

It would be appropriate to include teaching concerning diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding within the current Citizenship curriculum, at K3 rather than waiting until opinions have formed more firmly by K4.

Finally, we would emphasise the importance of increasing the number of specialist PGCE-trained teachers to support teaching in each subject taught in secondary school. Better qualified teachers would enable greater depth, rather than more breadth at A level.