Rationale:
The Studies of Society and Environment (SOSE) is a study of human progress and how people have organised themselves into societies over time, and how they have interacted with both themselves and their physical environments. It examines the nature and interdependence of environments and people. Students also learn to develop respect and care for the environment.

Aims:
The study of SOSE seeks to develop within students six important conceptual areas of knowledge: Australia and all of its peoples, Civics and citizenship education, Environmental awareness, Global understanding, The economy, and Enterprise skills.

This knowledge, which is the basis of SOSE, also aims to develop in students the skills to:
- identify, collect and process data from a range of sources, including electronic media
- use the inquiry process to plan an investigation, analyse data, and form conclusions supported by evidence
- reason and solve problems to assist them in making meaning of their society and environment
- clarify values and attitudes about issues affecting society and the environment, in particular tolerance of people from many cultures and commitment to the democratic process
- participate in activities that enhance community life, particularly in making decisions about civic projects and in ways of achieving ecologically sustainable development
- use information technology to support learning about society and environment and in investigating and communicating ideas.

Implementation:
- All students at our school will study a sequential ‘hands-on’ SOSE course based upon the outcomes contained within the Curriculum and Standards Framework II.
- A sequence chart of topics will be developed so that themes will not be repetitive for students.
- All teachers will be provided with a personal copy of ‘curriculum@work’ and are required to work with their respective teams, sections or faculties to develop and implement a joint SOSE course for all students.
- Student’s individual abilities must be considered when planning units of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in SOSE will be reported in half and end of year academic reports.
- SOSE study for each student will be not less than 2 hours per week.
- SOSE activities that reflect the topics being studied at school, and are appropriate to each child’s ability, will form a component of each student’s homework regime.
- A budget that provides for the needs of the SOSE program will be developed by staff and resourced by school council.
- A staff member will be allocated the responsibility of coordinating the school’s SOSE program

Evaluation:
- This policy will be reviewed as part of the school’s three year review cycle.

This policy was last ratified by School Council in July 2003