

Durkheim and social solidarity

Explain Durkheim's view of shared values and specialist skills without assuming universal agreement.

Core learning

- Durkheim argued that education helps create social solidarity by transmitting shared values.
- Schools are also claimed to teach specialist skills needed for a complex division of labour.
- A sociological evaluation asks whose values are transmitted and whether integration works equally for all groups.

Concepts, studies and perspectives

- Social solidarity: Shared rituals, rules and expectations may help learners feel part of a wider society.
- Division of labour: Modern societies need specialist knowledge and cooperation between different roles.
- Consensus problem: A society may not agree on values; schools may reproduce dominant values rather than neutral shared values.
- Durkheim / consensus: Education binds people together and prepares them for social roles.
- Marxist challenge: So-called shared values may reflect ruling-class interests.
- Feminist challenge: Shared values may include gendered assumptions about roles and behaviour.
- Interactionist challenge: Pupils interpret and resist school messages; transmission is not automatic.

Learning route

- Access: define social solidarity and identify one school routine.
- Core: build a two-step explanation linking routine to integration.
- Stretch: evaluate whether the same routine integrates all learners or benefits some groups more than others.

Application workspace

Explain one mechanism, apply one piece of evidence and add one evaluation point.

WWW / EBI reflection

WWW: _____

EBI: _____

Source / accuracy note

Source note: This lesson teaches Durkheim's consensus view through original explanatory material and fictional classroom examples.