



### Why we teach what we teach

Learning Psychology encourages students to become curious about a range of factors that influence our behaviours, e.g., the structure of the brain, parenting or past traumatic experiences. Students will understand how a range of mental disorders are created, e.g., phobias and Schizophrenia, the effect these have on the individual, and appropriate treatments for them. They will explore the reasons why individuals became complicit in horrific incidents in the 20th century such as the Holocaust, how such evil can be committed and to reflect on whether these causes are biological or whether social pressures compel people to do such things. Ultimately, it is hoped that students will be able to evaluate a range of social–biological–cognitive explanations for all types of behaviour and to draw conclusions about behaviours based on a forensic evaluation of research in order to conclude which approaches they view as being the most useful. Students will therefore be able to analyse the world and individuals around them in new ways, incorporating a myriad of approaches and asking questions about the nature of human agency.

#### Core concepts

Themes that underpin the teaching of psychology are grouped as follows:

- Psychological explanations - the role of conditioning Influence of peers; how behaviour is learnt and imitated; the role of the family in shaping behaviour
- Ways of investigating behaviour - qualitative and quantitative data; methods used by psychologists; influence of studies on the economy; influence on science
- Biological explanations - the role of genetics; neural structures; hormones; trauma
- Cognitive explanations - cognitive neuroscience; schema; disorders; therapies

#### How our curriculum builds over time

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#### Key ingredients of a lesson

We believe that learning should be placed within a dynamic framework of discussion and debate and should involve a high level of independent learning from the students. In addition, we believe that by sharing our enthusiasm for the subject and modelling the importance of reading and lifelong learning we will inspire students to undertake their own research. This will, in turn, foster an environment for students to develop self-mastery and engagement in self-regulated learning.

<p><b>How we assess the knowledge, understanding and skills of students</b></p>	<p>Knowledge and skills assessments are undertaken on a regular basis with exam style questioning in chunked retrieval mini assessments to develop and cement the skills of examination style responses and content. Independent learning and research tasks are built into homework and research projects that are designed to map across curriculum topic areas to enable students to develop the skills of independent learning where tasks take steps from scaffolded note taking to the development of broader understanding and developed note taking to synthesise their own knowledge with extension materials to ensure understanding of the synoptic elements of the course and make cognitive links between content to extend evaluative and analytical thinking.</p>
<p><b>How we provide cultural capital and extra-curricular opportunities</b></p>	<p>To complement learning our students will engage in extension reading analysis; supported organisational guidance; key speakers; relevant external visits - all tailored towards gaining valuable applied insight into the subject and demands of the examinations.</p>
<p><b>How we provide stretch and challenge enrichment</b></p>	<p>Our intertwined curriculum delivery is tailored towards the creation of a successful outcome in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from academic, entrepreneurial, sports and creative backgrounds being central to our overall goal of success</p>
<p><b>How we adapt our curriculum to meet the needs of all students</b></p>	<p>To ensure sustained long-term learning - students are supported on mastering subject content embedded within our two-year programme. This is enabled through the use of knowledge organisers; theory packs; memory techniques; metacognition; applied case studies; literacy/numeracy application; key terminology glossaries amongst other subject specific support – most recently our online learning approach to studying.</p>
<p><b>How we link our subject knowledge to the world of work and further study</b></p>	<p>Through the study of Psychology, the students are offered a scientific and rigorous education in how we develop, learn and behave. In addition, an appreciation of 'how science works' in conjunction with the application of the empirical method will be central to all lessons. Students will become critical thinkers, engaging with academic literature, which develops their cultural and academic capital to participate fully in society. Promoting academic success is crucial to the study of Psychology, broadening student horizons and opportunities in their future careers.</p>
<p><b>How we provide personal development for students</b></p>	<p>Students are encouraged to explore a range of beliefs, theories, and cultures, which offer explanations for human behaviour. Pupils also are encouraged to reflect on their own beliefs on moral and ethical issues during discussion and structured debates. Students discuss these issues in a safe and sensitive environment. Examples include addressing misconceptions of mental health and wellbeing; causes and ways to reduce discrimination and prejudice; how to embed a socially sensitive approach to understanding human action and behaviour; to moral and ethical debates about the use of human and non-human participants in research for Psychology and the dilemma of the 'greater good' as a philosophical and practical debate.</p>