



## Curriculum Intent Statement for **Psychology**

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Psychology, we aspire to provide engaging, well-resourced lessons which allow our students to **respectfully** consider the origins and potential causes of a wide range of human behaviours. Through a challenging and aspirational curriculum, we encourage **tenacity** and independence so that students are able to think critically about the theories and ideas that we discuss. Students are given the opportunity to gain insight into their own behaviour and the behaviour of those around them, creating a basis for more positive interpersonal relationships. The curriculum includes detailed exploration of mental health disorders such as depression and OCD, equipping students with the knowledge required to manage their own mental health, as well as understanding and supporting the needs of other people, fostering a sense of **community**. The optional topics we have chosen of relationships, addiction and Schizophrenia further support this and allow students to apply their newly learnt knowledge with their existing and future societal experiences.

Through a solid and continual emphasis on scientific research, our ambitious curriculum aims to inspire our students to develop a passion for Psychology whilst gaining the qualifications and skills they need to meet their **aspirations**.

Curriculum Implementation Plan/Overview

Psychology						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 12	<b>Research methods</b>	<b>Memory</b> Careers link – Careers in the CJS  <b>Attachment</b>	<b>Social influence</b>  <b>Psychopathology</b> Careers link – Clinical Psychology	<b>Term 2.1 continued</b>  <b>Approaches</b> Careers link – forensic Psychology	<b>Approaches</b>  <b>Biopsychology</b>	<b>Biopsychology continued.</b>
<b>Rationale</b>	<p>Having a solid grasp of research methods and how research is conducted is fundamental in being able to understand and evaluate the Psychological theories and research which students learn in every topic. Starting with research methods allows students to develop the knowledge of sampling/ethics/experimental and non-experimental methods which they will require and to develop the skills required to analyse and evaluate key research studies.</p> <p>The introductory topics of memory, attachment, social influence and psychopathology are all assessed in paper 1 and provide students with a strong foundation of knowledge of key Psychological theories across a broad range of topics. The theories/principles learnt in these topics feature in more detail in future topics such as approaches and addiction, which allow students to build on this knowledge as they progress through the course.</p> <p>Approaches is assessed in paper 2 and requires students to build upon the knowledge they have learnt in the paper 1 topics. The content also links well to the next two topics of biopsychology and issues and debates which forms a clear and coherent sequence of learning. The Y12 content of Biopsychology is taught before September to provide students with a sound knowledge base to develop into the more difficult topics in Y13.</p> <p>The knowledge and skills acquired in Y12 would allow students to be assessed in AS paper 1 and 2.</p>					

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 8	<b>Biopsychology</b>  <b>Issues and Debates</b>  <b>Relationships</b> Careers link – counselling Psychology	<b>Issues and Debates</b>  <b>Relationships</b>	<b>Addiction</b>  <b>Schizophrenia</b> Careers link – Mental health nursing/careers	<b>Term 2.1 continued</b>  <b>Y13 Research methods</b>	<b>Revision and examinations</b>	
<b>Rationale</b>	<p>Students will enter Y13 with sound knowledge of fundamental research methods and key theories/research within Psychology. This knowledge is further developed and built on with core and optional topics in Y13.</p> <p>Issues and Debates is a core topic at A Level and allows students to apply their knowledge of key issues they have encountered in Y12 Psychology including determinism, reductionism and ethics. They are able to use examples from Y12 study to illustrate these issues and these are then referenced and highlighted/applied throughout the remaining Y13 topics.</p> <p>Relationships is an optional topic chosen and is very popular with students due to it's applicability to real life. Students are able to apply key Psychological theories of attraction, satisfaction and virtual relationships to their own experiences. The topic is accessible to students and allows them to apply their knowledge of issues and debates successfully.</p> <p>Addiction and Schizophrenia are two further optional topics which allow students to build on the knowledge of the causes and treatments of mental illness which they learnt in Y12 Psychopathology. Key theories such as classical and operant conditioning are revisited along with treatments including drug therapy and CBT.</p> <p>Research methods is returned to in term 2.2 and built upon with students developing more sophisticated knowledge and skills in inferential statistics, psychological reporting and peer review.</p>					

