



# Curriculum Statement

## Psychology Department

### Ranelagh School

*For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control 2 Timothy 1:7*

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this we seek wisdom and pursue excellence.

#### **Core Values:**

The Psychology Department at Ranelagh School aims to provide all pupils with an understanding of human behaviour from a social perspective and as a scientific explanation. We explore why people become depressed, why they conform and look at the long-term consequences of attachment disorders. We explore both psychological and biological explanations and look at behaviour from a social, cultural, and evolutionary process.

We aim that every student develops the Ranelagh student Learner Profile:

- **Confidence** – Students who have an insight into human behaviour grow in confidence. Learning a variety of therapies gives students techniques to reduce negative self-talk, which allows them to accept themselves as they are. This then enables students to take responsibility for becoming the best version of themselves. When a student believes, they are working to the best of their ability their confidence grows.
- **Resilience** – Psychology covers a lot of difficult topics from depression and self-harm to exploring the attachment disorders. Students are given a safe space to explore their own experiences and discuss how people can develop through difficulty, demonstrating resilience. As a community, students explore the idea that adversities are opportunities to grow and develop.
- **Curiosity** – Psychology students often have some experience of mental health either personally or through family or friends and therefore are very curious about the subject. There are a variety of extra-curricular activities for students i.e. becoming a Youth Mental Health Champion, where students can explore their interests as well as improve their UCAS application. Students are inquisitive and work hard on further developing their skills, interests, and future aspirations.
- **Creativity** – In psychology we explore inventive, resourceful, and original ways to learn. Students constantly work in groups presenting their work to the class, where teaching and learning is a collaborative experience. They produce learning outcomes that demonstrate their ingenuity and imagination.



- **Empathy** - Students are given the opportunity to discuss and apply the theories being taught to their own lives. This allows for a rich, diverse classroom where gender, culture, class, race, LGBT+ issues are explored giving students a depth of understanding to how others feel and think. This then allows empathy the opportunity to grow. Students, understand that people have different struggles in life, however we all experience the same range emotions and a little kindness can make a substantial difference to all.
- **Independence** - Students are self-motivated, they understand how they learn and can manage themselves. They have self-belief, can access resources and know how to learn successfully beyond Ranelagh.

## Aims of the Curriculum for Psychology

Psychology aims to improve the lives of people and the communities they belong to. It explores a variety of different topics from how our memory works, to understanding Mental Health and Well-being. Psychology aims to help students understand what it means to be human and explains how both nature and nurture impacts our beliefs, thoughts, emotions and behaviour. It explores the different psychological disorders and the therapies that have been effective in treating patients and their families. The aim is to increase mental well-being for all.

The guidelines from the American Psychological Association's "National Standards for High School Psychology Curricula" include:

- The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- A recognition of the diversity of individuals who advance the field
- A multicultural and global perspective that recognizes how diversity is important to understanding psychology
- An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made
- An acknowledgement that psychology explores behaviour and mental processes of both human and non-human animals
- An appreciation for ethical standards that regulate scientific research and professional practice
- An understanding that different content areas within psychological science are interconnected

## Intention of the Ranelagh Psychology Curriculum

The intent of the Psychology curriculum is to support students as they transition from child into adulthood as psychology is, currently, only taught in the sixth form. The department creates a safe environment where individuals explore their expectations and aspirations for themselves, their family & friends, and the communities they belong to. The Psychology curriculum focuses on the diversity of humans and challenges ethical, gender and cultural issues. Through the study of Psychology, the department helps students to question conformity, develop independent thinking, and find creative ways of developing self-actualisation. At Ranelagh the Psychology department celebrates individual's strengths as well as working on acceptance of weaknesses and creating opportunities for growth.



## Objectives:

- Develop an understanding of multicultural and global perspectives on mental health and how, when creating any theories, we must look at universal concepts before judging human behaviour.
- Develop a sense of inclusion when looking at the human mind and recognize that we are all one species with shared emotions, while at the same time recognising and celebrating diversity.
- Develop an understanding of the importance of science when looking at how psychology is used in the wider community, as well as globally.
- An appreciation for ethical standards that regulate scientific research and professional practice.
- An awareness of the different psychological approaches to human behaviour and the value that each approach brings to our understanding of how humans understand themselves and others.
- An understanding of how psychology is interconnected with the varying sciences.
- The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology



## Implementation of the Ranelagh Psychology Curriculum

There is one Psychology teacher at Ranelagh where Psychology remains a popular subject at A-Level. On average, there are 50-60 students in the department with two classes per year group and an average class size of around 14. Students receive 9 hrs of contact learning a fortnight and 1hr self-study. Booklets have been created for each of the topics so that all students can feel organised and on top of their learning. These work particularly well for students with additional learning needs. Lessons use a wide variety of different pedagogical methods to motivate all types of learners. The curriculum includes CBT and mindfulness, which have been remarkably effective for teaching the students a tool kit to reduce anxiety and provide interventions for SEMH needs.

## Sequencing

Research Methods is taught throughout the 2-year course for 1 period a week. This enables the students to reinforce evaluation of the theories through the curriculum. It also breaks down the content so that it is more manageable, in contrast to teaching research methods every day for an 8-week period.

Year 12 starts with The Approaches. This gives students an overview of the various perspectives in psychology which will be reinforced during Psychopathology, Aggression, and Relationships.

Year 13 starts with Issues and Debates. This gives students the key skills needed to develop their extended writing from a 12-mark essay to a 16-mark essay. Issues and Debates will be integrated into extended questions and reinforced throughout the remaining topic (schizophrenia, relationships and aggression) in Paper 3.

## KS5 Scheme of work for Psychology (AQA specification)

Year	Autumn Term	Spring Term	Summer Term
12	Approaches & Research Methods	Attachment & Research Methods	Social Influence
<b>Half term</b>			
12	Psychopathology & Research Methods	Memory & Research Methods	Biopsychology
<b>Half term</b>			
13	Issues and Debates & Research Methods	Schizophrenia & Research Methods	Revision
<b>Half term</b>			
13	Relationships & Research Methods	Aggression & Research Methods	Exams



## KS5 Psychology Department Assessment model

	AS Level	A Level	Knowledge	Accuracy	Evaluation	Focus	Specialist terminology
<b>E</b>	10-12	13-16	Well – detailed	Accurate	<b>Thorough and effective</b> (to including issues and debates and or counterarguments)	<b>Clear, coherent and focussed.</b> Good link between evaluation points	<b>Used effectively</b> Appropriate and effective use of scientific terminology
<b>G</b>	7-9	9-12	Evident (reasonable detailed)	Occasional inaccuracies	<b>Mostly effective</b> (Good PEE but limited depth of argument)	<b>Mostly clear and organised</b>	<b>Mostly used effectively</b> There is some reference to scientific terminology
<b>S</b>	4-6	5-8	Present (Lacks detail)	Numerous inaccuracies	<b>Partly effective</b> Some effective PEE but limited in evidence or explanation of the point being made	<b>Lacks clarity, accuracy and organisation</b>	<b>Used inappropriately on occasion</b> Scientific terminology is used however at time it is incorrect or used ineffectively
<b>U</b>	1-3	1-4	Limited (Limited or absent knowledge)	Highly inaccurate	<b>Limited, not effective or absent</b>	<b>Lacks clarity, many inaccuracies and poorly organised</b>	<b>Either absent or inappropriately used</b>

**E = Excellent, G = Good, S = Satisfactory, U = Unsatisfactory**