



Psychology

Subject Intent

At the Bishops' High we want pupils who study Psychology as a subject to know more about themselves and others. This will include an enquiry into research, theories and evidence. Questions considered include: Why do we behave differently in a group? How are memories constructed? How does the biology of the brain drive behaviour? What is the meaning of dreams? Psychology aims to develop students understanding of people and the different worlds in which they live. We develop students understanding of the influence of the natural environment on human activity by studying the diversity of people from both historical and contemporary perspectives.

Core Principles

- **Dignity**

We want pupils to be treated with dignity and courtesy, while also promoting open and critical exchange of psychological ideas. This means listening to each other's point of view and appreciating that there may be disagreement, when asking for their opinions about human behavior and diversity. It's important that pupils know that their views are important.

- **Respect**

We seek to develop pupils' respect for other cultures and social groups and for themselves and peers through creating a learning environment where all feel safe to contribute and experiment with their ideas. By highlighting differences of other cultures and social groups we seek to deepen pupils' understanding of those around them.

- **Wisdom**

We intend for our pupils to use their previous learning to make links with different theories and approaches in psychology to explain behavior and suggest appropriate treatments. We seek to develop pupils' curiosity on psychological issues and to develop their initiative to read around the subject. Pupils are encouraged to watch documentaries and use relevant psychological research to explain the behavior.

- **Knowledge**

We encourage and enable pupils to engage with the learning process. Attention and focus are key to developing a deeper understanding of psychological issues. We adopt a pupil-centered approach to teaching and learning and this increases opportunities for pupil engagement, which then helps pupils to achieve success.

- **Skills**

Through our lessons we develop important skills that will help pupils in their day to day lives. Communication is clearly critical for any career, but it's especially important when studying human behavior. Confidence with numbers is built on, as well as problem solving skills and analytical skills. We also nurture a strong ethical code and pupils become more sensitive to the well-being of others.

- **Aspirations**

We want our pupils to have a desire to succeed and will always encourage them to go further and stretch themselves. Character matters as much as academic skills and we want our pupils to develop the habits and characteristics that lead to success in Psychology.

- **Hope**

We believe our pupils who overcome challenges and succeed despite adversity, have a real sense of achievement. This sense of mastery will feed a vision about their future goals and ambitions. This vision is what inspires and motivates and drives hope.

Key Stage 4 Programmes of Study- Psychology			
Terms	Year 10	Map	Year 11
1	DEVELOPMENTAL PSYCHOLOGY: Early brain development Piaget's stage theory Study: Piaget & Inhelder Dweck's mindset theory; Study: Gunderson Willingham's learning theory Issues & debates: moral development MEMORY: the information processing approach; stages of memory including short-term and long-term memory; The Multi-store Model of Memory		RESEARCH METHODS: Variables Hypotheses & sampling Experimental designs & reliability and validity Ethical issues/dealing with them & different research methods Data analysis and use of descriptive statistics Graphs & primary and secondary data Qualitative & quantitative data Ethical issues in research
2	Study: Peterson and Peterson (1959) Bartlett's theory of reconstructive memory Study: Bartlett's (1932) War of the Ghosts Amnesia Issues & debates: Reductionism & holism PSYCHOLOGICAL PROBLEMS: introduction to mental health issues Depression & addiction – symptoms; Diagnosis and International Classification of Diseases (ICD)		CRIMINAL PSYCHOLOGY: learning theories Biological explanations including Eysenck's personality types Effects of punishment on reoffending Rehabilitation: token economy & anger management programmes Studies to include Bandura & Charlton PPEs
3	Depression: genetic & cognitive explanation Study: Caspi et al. (2003): Addiction: genetic explanation Addiction: learning explanation; drug therapies Cognitive Behavioural Therapy (CBT) as a therapy for both depression and addiction; Study: Young (2007) Issues & debates: Nature-nurture issues		SLEEP & DREAMING: features, functions & benefits of sleep Internal & external influences on sleep Sleep disorders Freud's theory of dreaming Activation-synthesis theory Studies: Freud & Siffre
4	THE BRAIN AND NEUROPSYCHOLOGY: anatomy of the brain Synapses and neurotransmitters Brain lateralisation; Study: Sperry (1968) Neurological damage and its effects Study: Damasio et al. (1994)		Revision PPEs PPEs Revision: Paper 1

5	Issues & debates: Historical perspectives and psychology SOCIAL INFLUENCE: bystander behaviour Factors affecting bystander behaviour; Study - Piliavin Conformity & factors affecting conformity Study: Zimbardo; obedience & factors affecting obedience Crowds		Revision: Paper 2 GCSE exams start	
6	Blind obedience Issues & debates: Social and cultural issues Exam technique PPE			