



# The Holy Trinity Church of England Secondary School



## Psychology – Curriculum Guide

## WHOLE SCHOOL CURRICULUM INTENT STATEMENT

### Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

**We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:**

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.
- Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.

## Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

### **Whole School Learning Principles:**

- Progress at Holy Trinity is informed by ‘Accelerated Learning’ which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; “Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned”.

### **Subject Intent Statement:**

The Psychology specification aims to equip students with the knowledge and skills to understand and explain the human mind, and subsequent causes of human behaviour. This is designed to help students develop a range of skills such as critical thinking, independent working practices and evaluation skills, underpinned by strong subject knowledge. The skills gained from the Psychology GCSE and A Level courses will equip students for future learning, as well as preparing them for life beyond the classroom too.

Psychology aims to develop three main skills: knowledge, critical thinking and application. To ensure students are building on their ability to think critically, students are encouraged to reflect on the effectiveness of concepts and studies through wider reading both in and out of lessons, and evaluate them accordingly. Students are tested on subject knowledge each lesson through a memory recall activity. This ensures that the students are secure in their understanding, and aware of the knowledge they should have gained at each stage of the course. To develop application, students are tested regularly on scenario style examination questions which allows students to transfer knowledge gained to real-world situations.

The students are encouraged to explore wider topics related to Psychology. The students are provided with a wider resources list that encourages students to read, watch and listen beyond the curriculum. These resources include links to other subjects such as Biology, Mathematics and Sociology. Whilst ensuring that the students are gaining a wider breadth of knowledge, the resources that are provided also encourage students to consider contemporary issues. The aim of this is to help students develop empathy and an understanding of different people and cultures.

Within the Psychology curriculum, students are provided with insights into different careers in Psychology through various topics studied in class (such as cognitive psychology and behaviourism). Within Psychology all students are challenged and inspired, regardless of background. The tasks set in lessons are challenging and independent work is structured to ensure that all students are supported with home learning. All students are encouraged to challenge themselves to exceed expectations and aim higher than their target grades.

### Curriculum Aim:

The aim of the Psychology team is to give students the opportunity to become knowledgeable, independent, critical thinkers with the ability to construct developed arguments and appreciate the difference between individual people and cultures.

### Curriculum Principles:

The curriculum principles are based around the AQA Psychology specifications for GCSE and A Level, and is designed to ensure students exceed expectations within this course.

- The students will study a range of topics including: Social Influence, Memory, Research Methods and Schizophrenia. All topics are chosen from the AQA specification and links between these topics are explored frequently.

### Key Stage 4:

- Students will follow the AQA GCSE Psychology specification
- Students will create synoptic links across topics, with underpinning research methods material presented in each topic
- Links across subjects will also be strengthened, particularly Biology and Maths

### Key Stage 5:

- Students will build on topics that they have studied in GCSE Biology and Maths. These include: the nervous system, genetics, statistics and calculations of averages.
- Within the first year the students will begin to understand the underlying principles of Psychology and the key skills of knowledge, application and critical thinking.
- The second year of Psychology will focus on applying the underlying principles of Psychology to more contemporary topics and debates. The key skills will be developed and applied to

different optional topics, currently: Forensic Psychology,  
Relationships and Schizophrenia.



## Curriculum Overview for Year 10:

Term	Topic
May HT - Summer (Year 9)	Research Methods
Autumn 1:	Research Methods
Autumn 2:	Memory
Spring 1:	Perception
Spring 2:	Development
Summer 1:	Development
Summer 2:	Social Influence

## Curriculum Overview for Year 11:

Term	Topic
Autumn 1:	Language, thought and communication
Autumn 2:	Brain and neuropsychology
Spring 1:	Brain and neuropsychology Psychological problems
Spring 2:	Psychological problems Revision
Summer 1:	Revision

## Curriculum Overview for Year 12:

Term	Topic
Autumn 1:	Approaches  Social Influence
Autumn 2:	Memory  Attachment
Spring 1:	Psychopathology  Research Methods
Spring 2:	Research Methods continued
Summer 1:	Biopsychology
Summer 2:	PPEs and revision  Relationships

## Curriculum Overview for Year 13:

Term	Topic
Autumn 1 & 2:	Forensic Psychology  Issues and Debates
Spring 1 & 2:	Schizophrenia  Research methods review  Revision focused
Summer 1:	Revision focused

## Subject Assessment Reporting and Recording:

KS4 – marking 1 piece of work at mid point during each topic, and marking 1 formal assessment at the end of the topic.

KS5 – termly folder check to monitor student progress. End of topic assessments and DIRT, with regular exam questions / essays throughout topic (2 per topic minimum).

Students will be formally assessed at the end of each unit with an end of unit assessment, comprised of previous examination questions. End of unit assessments will be marked in line with the relevant mark scheme. Results will be tracked using a departmental Excel spreadsheet, with a paper markbook serving to back these up as well.

Departmental marksheet style:

	System target grade	Social Influence EOJA		Memory EOJA		Approaches EOJA		Attachment EOJA	
Student Name		Grade	%	Grade	%	Grade	%	Grade	%
Student A									
Student B									
Student C									

In addition to the above, each student will have a folder (kept in school by the department), in which they will keep copies of their previous assessments, as well as DIRT response work. They will maintain their own personal record of assessment results and targets to ensure their engagement with their progress is on-going.

## Three Year Data Overview:

### Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
10	49	22%	10%	31%	69%	24%
12	13	0%	0%	38%	62%	23%
13	22	0%	0%	36%	64%	9%

### Past 4 years results

#### Year 13

	2019	2020	2021	2022
Cohort number	20	9	12	21
% above target	25%	55.6%	41.7%	5%
% on target	0%	11.1%	25%	42%
% below target	75%	33.3%	33.3%	52%

\* No Year 11 results to report until August 2024