

Build resilience, self-reliance and perseverance	Raise aspirations and promote “self-challenge”	Experience a broad range of subjects and learning opportunities	Increase the “cultural capital” of students	Support Mental Health and Wellbeing	Develop deeper understanding and a love of learning and self-development.
A	B	C	D	E	F

Intent

Psychology is an ever growing subject within Sixth Form at Sandwell Academy. Throughout the years, Psychology in particular has been a popular subject for students to choose at A-level. As a subject we pride ourselves in taking a student-centred approach to teaching and learning with an emphasis on placing psychological ideas within an up-to-date and relevant context. Psychology staff use this approach with the Sixth Form so students can see the importance of Psychology in society and not purely as an isolated academic discipline. Students also move onto Higher Education with a more understanding of people, and their individual behaviours. This means as Psychology staff we are developing young adults to be more understanding, empathetic, individuals. Especially, with the drawbacks of Covid-19 on individual’s mental well-being, our students can recognise the onset of a mental health condition and how to manage with it. The skills that are taught within the subject are life long, and not just academic. Within Psychology we share the aims of the Science Department.

The Psychology Curriculum is designed to encourage students to:

- Nurture a curiosity, interest and enjoyment in Psychology (B);
- Appreciate that Psychology has contributed enormously to understanding of the world (B);
- Be aware of the way Psychology affects every aspect of our lives (D);
- Be equipped to make informed decisions about Psychology related matters; e.g. mental health, relationships and the importance of our working memory (A, E);
- Be able to make informed judgements about psychological media reports and engage in debate about psychological matters (D);
- Recognise the usefulness, and limitations, of scientific methods used within psychological research and appreciate their applications in other disciplines and everyday life (A, D);
- Be encouraged to pursue and be suitably prepared for further studies and careers in psychology (B).
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Implementation

In Psychology KS5 we have adopted the AQA A-level curriculum. We teach the topic Approaches into Psychology first in Year 12. This is because this topic lays the foundations of their A-level knowledge by focusing on the fundamental ideas and concepts. Multiple topics overlap with the Approaches into Psychology topic (A, F). So, it is important to start the course with this topic. In Year 12, students learn about scientific skills (Research Methods) used within psychological research. It is vital students understand this topic and can implement their analytical and mathematical skills throughout the course (A, F). Mathematics accounts for 30%

of the final exam so these skills continue to be revisited throughout the A-level specification where focus is put on exam practice of these skills (F).

Students in Year 12, also complete, the Year 12 topics of Social Influence, Attachment, Memory and Psychopathology. Each of these topics use real life examples to understand psychology in everyday life (A,B,C,E,F) This allows their understanding to progressively deepen and encourages them to connect ideas and be better prepared to apply these concepts when approaching an unfamiliar topic. In Year 13, teachers add to prior knowledge of Year 12 content, by studying more specific topics such as, Stress (this links to Biopsychology), Forensics (links to Approaches). This allows their understanding to progressively deepen and encourages them to connect ideas. Forensics which is a popular topic amongst students to understand why criminals do turn to crime (A,B,C,E,F). During the topic Forensics, students have the opportunity to attend True Life Conference where students meet ex- prisoners who discuss their time in prison and what led them to commit crime. Students thoroughly enjoy this trip as it allows them to explore job prospects in forensics, psychotherapy and working with the police (D).

Currently, there is capacity within department to have an intervention lesson specifically for Year 13 Psychology. Here, we look at exam technique. As well as an intervention lesson, Session 3 is provided weekly. Here, we address misconceptions and work on topic areas where subject knowledge is weak. For students to focus on their revision, weekly topic tests are given based on prior topics. This allows students to focus on a topic area and address any issues along the way. These are marked weekly so students are given feedback which will then aid their revision. Students have the opportunity to attend Tutor2U revision workshop in March. Here, lead examiners provide information about misconceptions and revision tools to support students in the run up to their final exams.

Impact

Outcomes in the Science department are positive. The A Level and BTEC courses offered in Sixth Form (Biology, Chemistry, Physics, Psychology, L3 BTEC Science and L3 BTEC Health and Social Care) are extremely popular with internal and external students, and many students often opt to study more than one of these subjects (C). Over the years we have had excellent success with students securing places at prestigious universities to study Science based courses such as Medicine, Dentistry, Veterinary Medicine and Engineering, Law and Psychology (B).

Student outcomes in Psychology have been positive. Grades A*-C have been increasing with the attempt to diminish E and U grades. Psychology have had a 100% pass rate for the last 5 years and this continues to be the case. Average grade for students to achieve in Psychology is a B.

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Covid- 19 catch up provision

Following on from the COVID- 19 closures that affected schooling nationally we have put the following support in place to ensure no child is disadvantaged in their science education.

Cohort	Strategy implemented	Impact
2021 2022	Following closure during Spring and Summer term 2020 a catch-up provision was put in place within the SOW. Students were initially taught review lessons to address gaps in knowledge from the work they were to complete in the first lockdown. These lessons were full of low stakes assessment and tailored to what each group needed.	Results achieved by 2021 cohort were in line with previous years.
2021	Saturday revision classes delivered on teams to focus on key concepts from first lockdown prior to final assessments.	Results achieved by 2021 cohort were in line with previous years.
2023	During the teaching plan for Year 10 extra time has been added in for each topic to allow teachers time to recap knowledge from the Year 9 curriculum which supports their new Year 10 learning. The approach each teacher takes for this has been left open ended so support can be tailored to each class.	To be measured by results, student voice.
All	Due to the nature of the spiral curriculum, each topic is revisited every year, this allows teachers to pick up any misconceptions which may have occurred during lockdown learning through the use of low stakes assessment.	To be measured by results, student voice.
All	The KS4 teaching timetable has been arranged so that each class is now taught by separate Biology, Chemistry and Physics teachers and they receive a lesson of each subject each week. Prior to this students would have two teachers with one teacher delivering two subjects on a rotation plan. This now allows for more specialist teaching to address misconceptions and gaps and allows students to have a fresher memory of all subjects rather than missing one for six weeks.	To be measured by results, student voice.
2021 2022 2023	Homework booklets have been designed for Year 10 and 11 students to help prepare for their lessons. Students will complete preparation questions on what they learnt in Year 9 and 10 which relates to their next lesson and following the lesson answer reflection questions to consolidate knowledge. This allows any gaps in understanding to be addressed by the teacher at the start of the lesson.	To be measured by results, student voice.
All	To narrow the gap with missing practical's we purchased a focus education package so students could use computers to do simulation practical's and collect results. These could also be used to support learning during lockdown when lessons were delivered on teams.	To be measured by results, student voice.

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2021 2022	Practical books were purchased to support GCSE pupils with learning the required practicals. These were given to every Year 11 student after the first lockdown along with sheets with links to videos so students could get an understanding of the practicals. This work were reviewed by teachers.	To be measured by results, student voice.
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All	A central revision folder has been created on the online curriculum with lessons, questions and links to websites to allow students to take charge of their own learning if they are finding something difficult. This is a place where they can find extra support. Following mock tests intervention was put in place where students were directed to support for each topic they needed to improve.	To be measured by results, student voice.
All	Synoptic assessments are used, tied in with the spiral curriculum so each year of learning is continually being tested. Mastery is in place and PLCs are used to identify areas where students need extra support. Those areas identified will be addressed in lesson, through homework or Session 3.	To be measured by results, student voice.
2022	Tassomai computer programme used to aid catch up and during lockdown to practice exam recall.	Mock results
2022 2024	Programme of study was changed for these students so they did one less option. This means they have had catch up provision where they have revisited key concepts covered during lockdown and practised key questions.	Mock results
2021 2022 2023	Session 3 has been designed to offer extra support for those students who need it. Teachers request students back to allow them to go over content they are struggling with and support them to close the gap. Methods used vary depending on student need.	To be measured by results, student voice.
2025 2026	Extra time has been given to support the Science curriculum in KS3. KS3 classes will now receive three lessons per week rather than two equating to four hours learning. Each lesson will be designated as a different subject within Science (Bio, Chem and Physics). This will be taught by subject specialists where possible.	To be measured by results, student voice.
2025 2026	Time in the SOW has now been included to allow students to do full practical investigations (three weeks following most KS3 topics). This will allow students to catch up on the skills they were not able to practice during lockdown and the constraints of COVID guidance when classes were not always in Labs.	To be measured by results, student voice.