

Policy Document Title:	Psychology Policy
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Philosophy

Psychology is the scientific study of the mind and behaviour. Psychology is a multifaceted discipline and includes many sub-fields of study such areas as human development, sports, health, clinical, social behaviour and cognitive processes.

Psychology is a new science, with most advances happening over the past 150 years. However, its origins can be traced back to ancient Greece, 400 – 500 BC.

Aims and Objectives

The aims of teaching Psychology in our school are to:

- Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry;
- Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena;
- Understand how psychological research is conducted, including the role of scientific method and data analysis;
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers;
- Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology;
- Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Psychology Curriculum Planning

Psychology is not part of the national curriculum. We use guidance from the Examination Board, OCR, as the basis for our curriculum planning. The subject leader for Psychology oversees the curriculum coverage and ensures that all requirements are met.

Teaching and Learning Styles

Psychology teaching focuses on enabling pupils to think as Psychologists. Students therefore will gain skills to be able to demonstrate their knowledge and understanding of:

- Debates within psychology, including ‘reductionism/holism’ and ‘nature/nurture’;
- How psychological knowledge and ideas change over time and how these inform our understanding of behaviour;
- The contribution of psychology to an understanding of individual, social and cultural diversity;
- The interrelationships between the core areas of psychology;
- How the studies for topics relate to the associated theory;
- Research methods.

Differentiations for Levels of Ability, Visual Impairment and Special Educational Needs

Psychology is offered to GCSE level to a cohort of post-16 pupils who have differing levels of visual impairment and Special Educational Needs. Access is aided by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Appropriate print and font style, size and colour.
- Braille.
- Use of i-pads.

Progression

Each pupil will be encouraged to progress at his/her own pace to achieve their full potential.

Assessment Procedures

Pupils are assessed by:

- Outcome
- Observation
- Discussion
- Questioning
- External examinations