



## Psychology Curriculum Statement

### Vision

The Psychology Department aims to create an engaging and intellectually stimulating learning environment where students develop their knowledge and understanding through the exploration of real-world behaviour and mental processes. The curriculum enables students to apply psychological theory to everyday life, fostering curiosity about human behaviour and encouraging deeper understanding of the world around them.

A student-centred approach underpins all aspects of the curriculum, ensuring learning is inclusive, accessible and responsive to the needs of all learners. We are committed to creating an environment where every student feels valued, supported and able to succeed, promoting full participation regardless of background or ability.

Through the study of key psychological topics and the application of research to contemporary issues, students develop confidence, critical thinking and independence. They are encouraged to consider multiple perspectives and construct balanced, evidence-based arguments.

Our vision is to prepare students for life beyond Thomas Telford School by equipping them with the academic knowledge, evaluative skills and personal qualities needed for further education, employment and training. Underpinned by the school values of being kind, being respectful, being ambitious and achieving quality through cooperation, students become reflective, resilient and socially aware individuals.

### Action

Teachers within the Psychology Department deliver high-quality lessons through a consistent, structured and inclusive approach. A range of teaching strategies are used, including discussion, application tasks, independent research and exam-focused activities, ensuring students develop both strong subject knowledge and essential academic skills.

The curriculum is delivered through key AQA topics such as Social Influence, Memory, Attachment, Clinical Psychology and mental Health, Research Methods, and Issues and Debates. Students are supported to apply theoretical knowledge in a range of contexts, developing skills in analysis, evaluation and extended writing.

We deliver the curriculum through regular assessment and exam practice, ensuring students build confidence and familiarity with examination requirements. Lessons are supported by engaging media and structured short answer question booklets and informative and useful PowerPoint which include both scaffolded support and extension tasks to meet the needs of all learners.

Students benefit from strong, embedded routines, with frequent and consistent opportunities for assessment. This includes regular exam-style questions as well as opportunities to complete and submit additional essays to further develop higher-level skills.

Students are encouraged to attend Session 3 support, where they receive targeted guidance to deepen their understanding of key concepts and refine their examination technique. This provision supports all learners—whether they are striving for the highest grades, or require additional support to secure core knowledge.

Retrieval and recall activities are embedded throughout lessons to strengthen long-term memory and reinforce key concepts. Alongside this, there is a clear focus on developing students' analytical and evaluative skills, enabling them to construct well-reasoned, evidence-based arguments.

Staff adopt a coordinated and consistent approach to feedback, ensuring that students receive clear, actionable guidance across all classes. This shared approach supports students in reflecting on their progress, addressing misconceptions and continuously improving, with the aim of enabling every student to achieve their full potential.

#### Literacy, Numeracy and Oracy

- Literacy: Students develop strong academic writing skills through essays, extended responses and evaluation tasks. Emphasis is placed on accurate use of psychological terminology, clear structure and well-supported arguments.
- Numeracy: Students apply numeracy skills within research methods, interpreting statistical data, graphs and experimental findings. They develop confidence in analysing and evaluating quantitative evidence.
- Oracy: Discussion and debate are central to Psychology. Students are encouraged to articulate ideas clearly, justify viewpoints and engage with alternative perspectives, building confidence in communication.

#### Impact

Outcomes within the Psychology Department at Thomas Telford School are consistently strong, with many students exceeding their expected grades. Students demonstrate a secure understanding of key concepts and are able to apply and evaluate psychological theories effectively in a range of contexts.

The subject remains highly popular within the Sixth Form, with strong uptake each year. A significant number of students progress to higher education courses in psychology and related fields, demonstrating the strength of the foundation provided. Psychology is widely recognised by universities as a rigorous academic subject, and at many institutions it is classified as a science, reflecting its strong emphasis on research methods, data analysis and evidence-based investigation.

The study of Psychology opens up a wide range of career pathways, including clinical and educational psychology, mental health services, counselling, social work, teaching, law, business, human resources and the public sector. Students develop highly transferable skills such as critical thinking, analysis, evaluation and communication, which are valued across both academic and professional contexts.

Student feedback highlights high levels of engagement and enjoyment, with particular praise for the quality of teaching, structured resources and the development of skills that support both academic success and future pathways.

#### Subject Contact

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