

	What we do	When we do it	How it helps students to develop our Alive theme
Year 12	In the Social Influence topic, we examine what it takes to resist conformity and obedience and how to be an effective minority group*1	Term 2	Develops conversations on understanding individual differences and discuss examples of groups and individuals campaigning for social justice such as Amnesty International. Students practice applying key principles to designing effective campaign strategies and challenging unjust authority figures.
Year 12	In the Memory topic we examine the impact of anxiety and misleading information on the accuracy of eye-witness testimony	Term 2	This helps students to examine the impact of psychology on the court room and how psychology is being used to develop a fairer legal system through the design of the cognitive interview. It also helps students to be critical of how the media and other interference can influence eye-witnesses.
Year 12	In the Attachment topic, we examine changes to paternity provision based on psychological research into the role of the father in attachment. We also look at historical cases of deprivation in Romanian orphanages and the impact of maternal separation on development	Term 3	This helps students to examine equality in parenting and the injustices in adoption/institutional care/childrens hospital policies over the years and how psychology is improving things.
Year 12/13	In the Approaches topic and in Research Methods, we examine the credibility of 'psychology as a science' and the biases that it exist in scientific research	Term 3 of Yr 12 and term 5 of Yr 13	Students debate whether psychology is a science and why that does/doesn't matter, how human involvement biases scientific progress in psychology. It also examines ethnocentric biases in psychological research.
Year 12	In the Psychopathology topic, we examine limitations in the health system in terms of prioritising who receives help for psychological disorders. It also examines cultural biases in labelling.	Term 5	Students look at injustices in the mental health systems and labelling
Year 13	In the gender topic, we examine sex-role stereotypes, conditions affecting gender development and androgyny	Term 1	Students examine the impact of the media on stereotypes and question the impact of new legislation on advertising/whether it goes too far. Students examine the ethics of pre-natal screening for chromosomal disorders and whether measures of masculinity and femininity are fair to be used in recruitment.

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Year 13	In the Aggression topic, we examine the ethics of blaming aggression and jealousy on biological factors. We also examine solutions to prison aggression.	Term 2	Students debate issues of determinism and responsibility for aggressive behaviour. We examine both sides of debates about depriving prisoners of liberties and their impact on prison aggression.
Year 13	In the schizophrenia topic we examine issues around accurate diagnose and treatment including gender and cultural bias. We also look at controversial methods such as token economy in institutions.	Term 3-4	Students look at injustices in schizophrenia diagnosis and fair treatment of patients
Year 13	In the Issues and Debates topic, we examine socially sensitive research	Term 4	Student debate controversial research studies that have resulted in prejudice and discrimination

Psychology Year 12 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We can Review	In the Memory topic, students learn to use research to criticise models of memory	Students create an A3 page linking all of the studies that they have learnt so far to how each one fits with or conflicts with the multi-store model of memory – aids synoptic understanding and revision
2	We are Organised	In the Memory topic, students use their knowledge of how memory works to aid their own revision for the January controlled assessments	Students learn the value of synoptic processing and making meaningful links to aid retrieval
3	We can Question	In the Attachment topic, we do an in-depth comparison and analysis of two major theories of attachment	Students advance their evaluation skills through scaffolded and differentiated tasks, learning the principles of critical analysis of theories
4	We value Ourselves	In the Psychopathology topic, we study definitions of abnormality, explanation and treatments for phobias, depression and OCD.	Students examine ideas about what constitutes 'psychologically healthy' and appreciate barriers to optimal mental health. Students examine the effectiveness and appropriateness of different treatments for individuals.
5	We are Creative	In Biopsychology, students build pipe cleaner neurons, they also design their own monozygotic and dizygotic twin pairs	A variety of materials available to design their own neuron (pipe cleaners, different sized pom poms, beads), guidance for creating twin pairs that enables distinction between mono and dizygotic twins
6	We can Communicate/We are Creative	In Biopsychology, students examine how experience and practice changes the brain	Students create posters, using evidence to encourage either young or old people to keep learning

Psychology Year 13 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We value Diversity and Choice	At the start of the Gender topic (13) we examine dimensions of gender and issues such as pronoun use	Students appreciate different forms of gender expression and how to show respect by using requested pronouns and respectful ways to ask questions about gender
2	We are Resilient	One of our trickiest exam questions is a 12 mark 'design a study' – students work together to try to solve problems with very limited teacher intervention	Students work in teams and are given 3 '?' cards so they can only ask the teacher three things and have to work out how to solve the rest of their issues themselves
3	We are Organised	Students are given a very detailed revision schedule spreadsheet to organise their revision by topic, by week, by skill and question type.	A structure that they can edit and adjust as necessary, works well with their general yr 13 revision booklet
4	We can Communicate/We are Interdependent	In the Schizophrenia topic, students research and present to the class about issues of validity and reliability in diagnosis	Students work together to research the topic, create a flip-sheet presentation and present back to small groups of students
5	We value Trust and Truth	In the Issues and Debates topic and Research Methods, we examine the biases in scientific research, publication and reporting	Students critically analyse the scientific credibility of psychology and wider science including the peer review process.
6	n/a		