The Royal School

Wolverhampton

Curriculum 2025

PSYCHOLOGY

Curriculum Concepts
Psychology

Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

Sequencing & Progression: Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

Adaptive teaching & Assessment: Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

Retrieval Practice & Interleaving: We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

Engagement: Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

Challenge & Aspiration: Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

Context: Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

Personal Development: Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

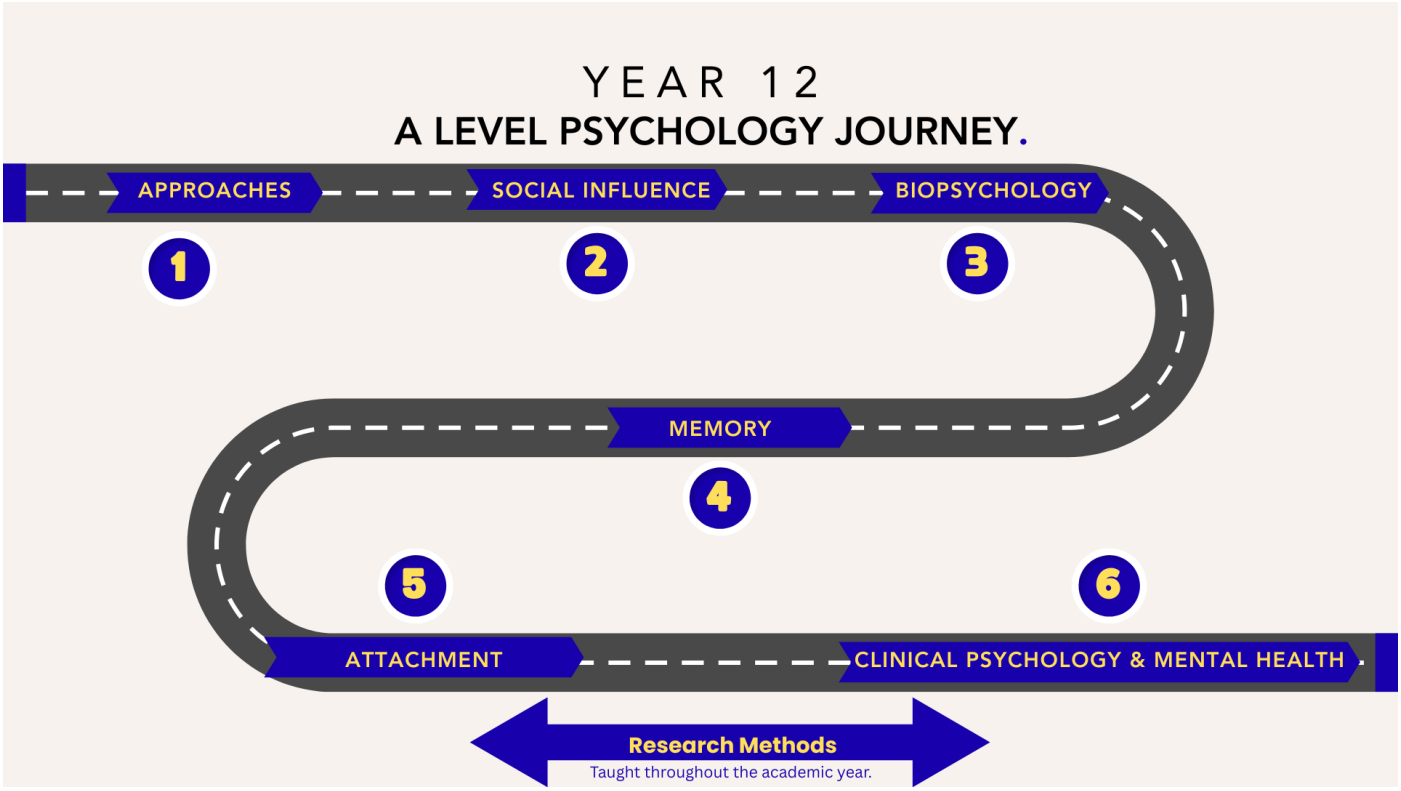
In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

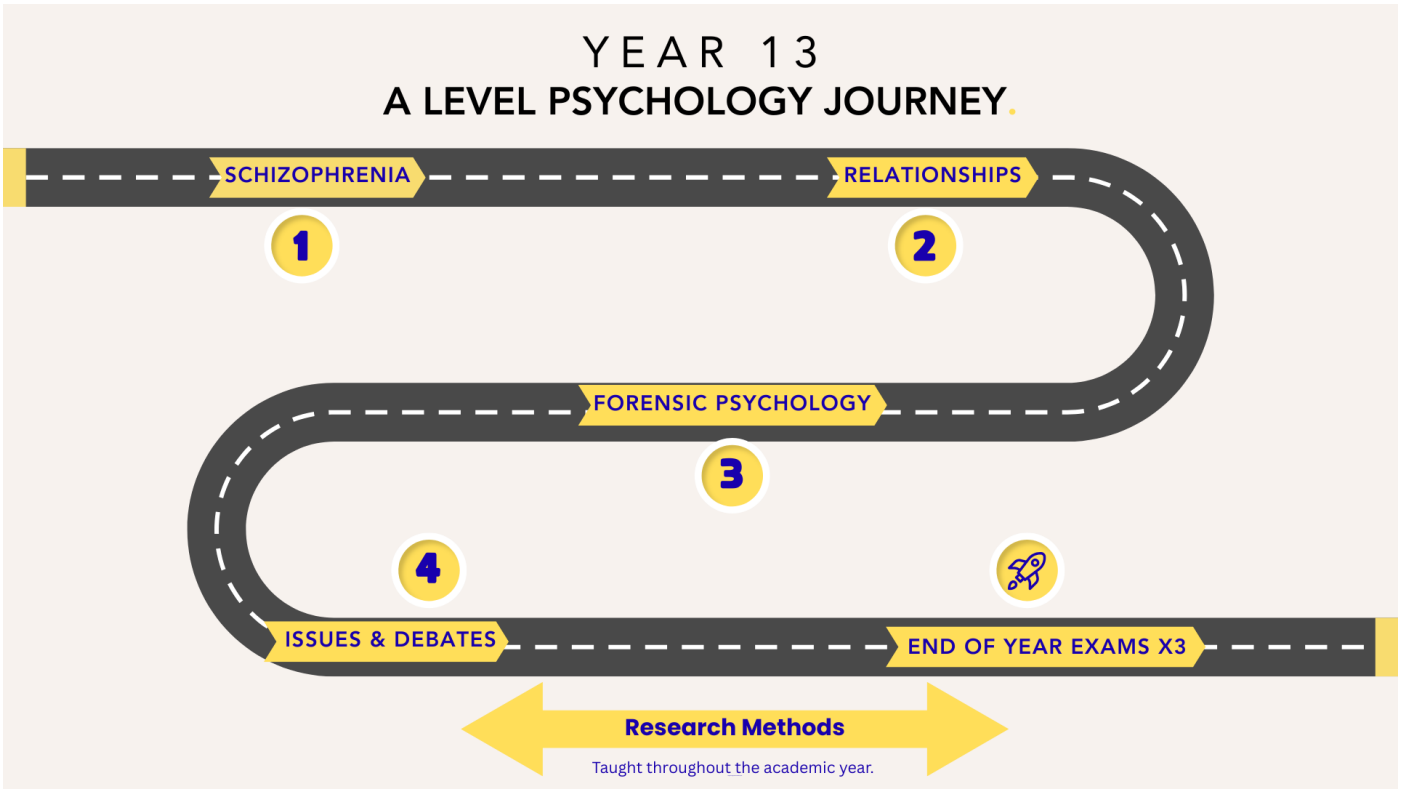
Impact

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

PSYCHOLOGY Learning Journey





How psychology enables all students to thrive and achieve

How inclusive lessons have been planned
• Lessons enable all students to learn psychological knowledge through building on prior experience, application to their own lives, and making theory relevant to a contemporary society. Terminology and background knowledge are explicitly taught to ensure all students, regardless of their cultural capital, can access higher-level psychological theories. • All students are explicitly taught how to apply their knowledge to the exam through scaffolded writing frame support, model answers and examiner reports. • Students are assessed in a variety of ways, for example low stakes quizzing, self and peer marking, and personalised teacher feedback. • Lessons are sequenced to ensure foundational psychological knowledge and theories are secured before applying them to more complex topics. • Lessons involve do now activities at the start of every lesson to provide an opportunity for low stakes retrieval practice. Questions will be accessible for all students and provide challenge too. • Lesson activities involve a mixture of independent and group work, where tasks are tailored to suit student's needs. Lessons make use of dual coding, worksheets, revision resources, videos and creative work. Challenge work is provided to stretch students learning. • All students are active participants in lessons, through providing a range of ways for them to share their ideas and answers. This includes think, pair, share, cold calling, debates, and 1:1 teacher conversation whilst working.
How an inclusive environment has been created
• A safe and respectful classroom environment is established from the start. Students are taught sensitive topics and know the support they have in place at a subject and school level. They are taught to be respectful of other student's opinions and experiences. This enables students to confidently contribute to lessons and controversial topic issues. • All students are held to high expectations. Students are held accountable for completing work and contributing ideas to lessons. Teachers show that they believe all of their students can succeed with the correct support. • A positive environment is established. The diversity of the students in the classroom and wider world is celebrated and taught. Psychology considers a range of cultures and backgrounds so all students feel represented. • Lessons involve debate and discussion of differing perspectives and experiences. Students are encouraged to relate sociology to their own experience and context. • A welcoming environment has been created, where teachers provide unconditional positive regard, prioritise positive relationships with students and know their students needs. • Students are taught to celebrate each other's success and work collaboratively to achieve. Student work and answers are shared, celebrated and improved on by each other to make use of mixed ability classes.
How the curriculum has been considered for pupils with additional needs
• Teachers know their students and use information from the SEND team to support students. • The curriculum requires students to learn knowledge in smaller chunks and build it up over time with opportunities to revisit theories.

- Power point slides are clear and not crowded with information. Fonts and colours are dyslexia friendly. Dual coding is used where possible.
- Knowledge organisers and workbooks are used to streamline information and provide it in one place.
- Psychological terminology and more complex terminology are explicitly taught and definitions revisited through do it now activities.
- Sentence starters, writing frames and model answers are provided.
- Regular low stakes assessments are incorporated into lessons, so students are used to being assessed. For larger assessments, students are given advanced notice to prepare.
- Resources are tailored to the needs of individuals, for example printed resources, coloured paper or laptops.
- Processing time is built into lessons and instructions repeated.

Adaptive teaching strategies

How learners are supported with literacy
• Psychological terminology and more complex terminology are explicitly taught and definitions revisited through do it now activities. • Sentence starters, writing frames and model answers are used. • Teachers model reading of longer texts. • Work is marked with spelling and grammar highlighted for students to amend.
How learners are supported to retain vocabulary
• Regular retrieval focused on vocabulary in questioning and quizzes. • Knowledge organisers and glossaries provided.
How learners are supported with numeracy
• Prior knowledge from maths is assessed and gaps filled. • All maths skills required for psychology are retaught and practiced through exam questions.
How learners are supported to develop conceptual understanding
• Abstract and complex theories are introduced gradually, starting with a related example students can draw on from their own experiences. • Key concepts and theories are interleaved across topics so students can revisit them and build their knowledge. • Real world examples are used to apply to theory.
How teaching is adapted for learners who struggle with attention
• Instructions are provided on the board whilst students complete a task. • Tasks are short, with larger tasks broken down with feedback intervals. • Teacher talk is broken up with class discussion, questioning and think pair share. • Cognitive load is considered in planning.
How teaching is adapted for learners who struggle with change and transition
• Students are aware of the learning journey. • Prior notice is given when an assessment is going to happen. • If there is change, some aspects remain constant e.g. entry to the classroom and the do it now task is the same every lesson.

SUBJECT Curriculum Map 2025-26

	Year 12	Year 13
Learning Cycle 1	Approaches Research methods Social influence	Memory Research methods Schizophrenia
Learning Cycle 2	Biopsychology Research methods Social influence	Relationships Research methods
Learning Cycle 3	Biopsychology Research methods Memory	Forensic Psychology Research methods
Learning Cycle 4	Attachment Research methods	Issues and debates Revision
Learning Cycle 5	Clinical psychology and mental health Research methods	A level/BTEC exams followed by University bridging work

NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

SUBJECT Assessment Calendar 2025-26

	Year 12	Year 13
Learning Cycle 1	Exampro: Approaches with research methods. Exampro: Social influence with research methods.	Exampro: memory with research methods Exampro: schizophrenia with research methods
Learning Cycle 2	5-9 Jan Mock exams 2 hour paper created from content covered – approaches, biopsychology, methods, social influence and memory	5-9 Jan Mock exams Paper 1 Paper 2
Learning Cycle 3	Exampro: Memory with research methods Exampro: Biopsychology with research methods	Exampro: relationships with research methods Exampro: forensics with research methods
Learning Cycle 4	Exampro: Attachment with research methods	Paper 3
Learning Cycle 5	15-19 June mock exams Paper 1 (without clinical psychology and mental health) Paper 2	A level/BTEC exams

NB. The assessments and mark scheme for each learning cycle should be placed in the correct folder in the subject team.