



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Psychology

Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Participating in the recreation of memory studies</i>	<i>Cognitive approach – considering personal perspectives and those of others</i>	<i>Consideration of personal fears and their implications in introduction to phobias</i>	<i>Reflecting upon early experiences and how they have shaped your life</i>	<i>Imaginative solutions to research challenges</i>	<i>Personal experiences of biological rhythms</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Ethical issues in psychological research (Milgram, Zimbardo)</i>	<i>Implications of inaccurate Eye-Witness Testimony</i>	<i>Implications of attachment theory for childcare</i>	<i>Romanian orphanages and the effects of privation</i>	<i>BPS code of ethics – standards for psychological research</i>	<i>Brain trauma – to what extent can patients recover?</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Explanations of conformity in society</i>	<i>Independence Resisting social influence</i>	<i>Individual liberty – is going against social norms a sign of abnormality?</i>	<i>Treatments for mental disorders – implications for the economy</i>	<i>Working together to design research proposals</i>	<i>Working together to design research proposals</i>



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<i>Cultural variations in social norms</i>	<i>Examples of minority influence and social change</i>	<i>Cultural differences in definitions of abnormality</i>	<i>Cultural variations in attachment</i>	<i>Population validity – the extent to which findings can be generalised</i>	<i>Applying measures to other cultures</i>

NOTES

Spiritual

Psychology encourages pupils to appreciate the vast array of factors that affect an individual’s behaviour, including religious beliefs.

Moral

Pupils always consider the appropriate treatment of participants, with reference to the BPS Code of Ethics

Social

British norms and values are considered throughout the course, promoting respect for groups in society including those experiencing mental illness

Cultural

The role of culture in the conducting of research and formulation of theories is considered throughout the course



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Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Psychodynamic theory – development of the morality</i>	<i>Free Will v Determinism debate – to what extent are we responsible for our actions?</i>	<i>Genetic factors in aggression – implications for court cases</i>	<i>Attitudes towards gender dysphoria</i>	<i>Exams</i>	<i>Exams</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Comparing approaches – respecting alternative viewpoints</i>	<i>Issues regarding the validity and reliability in the diagnosis of schizophrenia</i>	<i>Social explanations of aggression</i>	<i>Aggression in prisons – dispositional and situational factors</i>	<i>Exams</i>	<i>Exams</i>



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