

AQA Psychology A-Level

Year 13

Scheme of Learning 2026 - 2027

Subject leader: Thomas Purnell

Topics by term	Topic overview for Year 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	- Stress - Aggression	Relationships	Targeted revision- - Research Methods - Approaches	Targeted revision- - Biopsychology - Social Influence	Exams Targeted revision - Exam Paper 1 - Exam Paper 2 - Exam Paper 3	N/A
	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	
	Students would have completed year 1 components including Approaches, Research Methods, Memory, Psychopathology, Attachment, and Social Influence, Biopsychology and Issues and debates.	For the topic of Relationships students must have a firm foundation of the reductionist perspectives from year one Issues and Debates as this directly links to this topic. For the topic of aggression, it is vital that students have an understanding of the biological approach/ Biopsychology and social learning theory.	Students at this stage must have actively started the revision cycle to maximise the impact of these lessons.	At this stage students will have learnt the biological approach and biopsychology the previous year.	Active engagement in revision that can be evidence via notes and essay plans that students have completed.	
	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	
	In year two students must complete 3 option	Relationships is covered at this stage as it is an opportunity for revisiting	The first topic of research methods students do not like and	Historically students struggle with the scientific vocabulary	In term 5 when the exams have started exam skills and exam	

	modules for exam paper 3. Stress has been selected as it links to Biopsychology and Psychopathology from year one. This allows knowledge can be interleaved from other topics strengthening knowledge and understanding.	the reductionist perspectives before the targeted revision allocated in term 3. Aggression is covered at this time, as it allows students to not only build on their foundational knowledge of the approaches within psychology, but to also use the issues and debates within psychology to explain human and animal aggression.	least active in revision. This topic carries 48 marks in paper 2 and can make an important difference to overall grade. In addition to this questions in Research Methods can appear in any topic of the three papers. Approaches are revisited again at this stage and they are the corner stone to all the topics. Strength in this area will support understanding for all topics.	and the hard science nature of the topic. Revisiting this topic will refresh students understanding and encourage confidence and mastery of this topic before the exam. Social Influence is also targeted at this stage based on student voice when RAG rating confidence of topics. This is mostly due to the vast amount of key research studies that students must know. Just like with Biopsychology the aim is to foster confidence and mastery of the topic before the exam.	mastery becomes the top priority. Walking talking mocks are utilised so that student can learn how to decipher the command words and work on timing of exam questions.	
	6 weeks 3 days	7 weeks	6 weeks	5 weeks		

Private Study/Homework hours: All students will be expected to be working up to 4 hours per week in addition to lesson time. Students will be allocated wider reading linked to content covered in class and expected to complete essay plans. Private study tasks highlight prior learning as they reinforce what we are doing in class. Extension activities are also there to develop synoptic understanding of the other units in the course.

AQA A-Level Psychology							
Specification Topics	Big questions	Learning objective	Exam assessment objectives	Key Terms	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE) and Careers
Term 1	Overarching big questions: Stress: Why is stress so stressful? Aggression: Why are we so aggressive?						
Stress	What is stress? What do you have to be stressed about? How stressed are you? How do we accurately measure stress?	1. LO- To understand the general adaption syndrome and the bodies physiological response to stress. 2. LO- To understand the roles of stress in illness including immunosuppression and cardiovascular disorder. 3. LO- To understand sources of stress such as life changes. 4. LO- To understand sources of stress daily hassles 5. LO- To understand sources of stress workplace stress 6. LO- To understand how we measure stress using self-	Each lesson follows the tree assessment objectives for A Level. AO1- Knowledge and understanding. Concepts and key vocabulary of psychology. AO2- Application of knowledge to stem item in the question. AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.	Students will be issues a termly knowledge organiser with all key vocabulary. See appendix P2 document for glossary terms list.	Stress: 1. Discuss the physiology of stress. (16 marks) 2. Describe and evaluate research into the role of stress in illness. (16 marks) 3. Describe and evaluate research into life changes as a source of stress. (16 marks) 4. Discuss research into daily hassles as a source of stress. (16 marks) 5. Discuss research into the effects of workload and control on workplace	PowerPoint Lesson Notes Microsoft Teams Classroom. Students issued revision guide /textbook. A3 Essay Plan table. Quizlet online classroom. Glossary list. Termly knowledge organiser.	SMSC Spiritual- Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available. Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour. Moral- The nature of the subject encourages

	What can our personality tell us about stress? How hardy are you? How can we manage stress?	reports and physiological measures. 7. LO- To understand Individual differences in stress personality type. 8. LO- To understand Individual differences in stress Hardiness. 9. LO- To understand how we manage and cope with stress using drug therapy. 10. LO- To understand how we manage and cope with stress using stress inoculation therapy. 11. LO- To understand how we manage and cope with stress using biofeedback. 12. To understand how we manage and cope with stress looking at gender differences. 13. To understand how we cope and manage stress and how social support helps this.			stress. (16 marks) 6. Describe and evaluate methods of measuring stress. (16 marks) 7. Discuss research into personality type as individual differences in stress. (16 marks) 8. Describe and evaluate hardiness as an individual difference in stress. (16 marks) 9. Discuss drug therapy as a method of managing and coping with stress. (16 marks) 10. Describe and evaluate stress inoculation therapy as a method of managing and coping with stress. (16 marks)	appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems. Social- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems based on lesson content. Cultural- Many of the topics covered within the syllabus explore human behaviour across cultures.
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Aggression	Are we born angry?	1. LO – To understand the impact of neural mechanisms such as the limbic system in aggression. 2. LO – To understand how hormones such as serotonin and testosterone impact aggression. 3. LO – To understand the importance of genetic factors in			11. Discuss biofeedback as a method of managing and coping with stress. (16 marks) 12. Describe and evaluate research into gender differences in coping with stress. (16 marks) 13. Discuss the role of social support in coping with stress. (16 marks) Aggression: 1. Discuss the role of neural and/or hormonal mechanisms in aggression. (16 marks) 2. Discuss the role of genetic factors in aggression. (16 marks) 3. Describe and evaluate the ethological explanation of aggression. (16 marks)	Students must be able to identify aspects of cultural bias in research studies. British Values: Rule of law- In Biopsychology students will learn how biological elements can impact potentially criminal behaviour due to issues with genes, neurotransmitters and brain structures. Individual liberty In biopsychology students will learn about biological determinism and how this can impact freedom of choice out of the control of individuals. This can also explain why some crimes happen. Tolerance- We be discussed in biopsychology looking at mental health and discussing vies on
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	Have we always been aggressive animals? Society vs biology: Which has the bigger impact? Are we an aggressive society?	aggression such as the MAOA gene. 4. LO – To understand the importance of ethological explanations for aggression such as innate releasing mechanisms and fixed action patterns. 5. LO – To understand the evolutionary explanations for human aggression. 6. LO – To understand the frustration-aggression hypothesis, and the role it plays in social psychological explanations of aggression. 7. LO- To understand social psychological explanations of			4. Discuss evolutionary explanations of human aggression. (16 marks) 5. Describe and evaluate research into the frustration-aggression hypothesis as an explanation of human aggression. (16 marks) 6. Discuss the social learning theory of human aggression. (16 marks) 7. Describe and evaluate de-individuation as an explanation of human aggression. (16 marks) 8. Discuss explanations of institutional aggression in the context of prisons. (16 marks) 9. Describe and evaluate research into the	how people should be treated. PSHE- Students will be learning about biology and how this can be applied in real world settings to improve own mental health. Careers Gatsby Benchmarks- Stress Physiology of Stress (Fight or Flight, HPA axis) 1, 4 Emergency services, trauma therapist Models of Stress (General Adaptation Syndrome) 2, 4 Occupational health specialist, health psychologist Sources of Stress (Environmental, Psychological) 3, 4 Counsellor, mental health support worker Effects of Stress on Health 2, 4 Clinical psychologist, GP
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	Does prison make us more aggressive? Are we exposed to too much aggression?	aggression in particular social learning theory. 8. LO- To understand social psychological explanations of aggression in particular de-individuation. 9. LO- To understand institutional aggression in the context of prisons. 10. LO- To understand the role the media influences on aggression. 11. LO- To understand the concepts of desensitisation, disinhibition and cognitive priming.			effect of computer games on aggression. (16 marks) 10. Discuss media influences on aggression. Refer to desensitisation, disinhibition and cognitive priming in your answer. (16 marks)		with interest in mental health Stress Management Techniques 1, 5, 6 Stress management coach, wellbeing coordinator Research & Case Studies in Stress 4, 7 Research assistant, health researcher Review & Career Reflection 1, 8 Career planning with focus on wellbeing roles Aggression: Biological Explanations of Aggression (Genetics, Neural, Hormones) 1, 4 Forensic neuroscience, clinical psychiatry Frustration-Aggression Hypothesis 2, 4 Youth worker, probation officer Social Learning Theory of Aggression 3, 4 Rehabilitation specialist,
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							educational psychologist Media Influences on Aggression 2, 4 Policy maker, media regulator Institutional Aggression (Prisons) 1, 5, 6 Prison officer, forensic psychologist De-escalation & Aggression Management 4, 6 Conflict mediator, counsellor Review & Career Reflection 1, 8 Career planning with focus on justice and mental health roles
End of unit assessment	Stress 24 marks Aggression 24 marks						
Term 2	Overarching BQs Can relationships and love be studied scientifically?						
Relationships	At what point are you over sharing? Why is that person so physically attractive to me?	- LO- To understand how self-disclosure impacts romantic relationships. - LO- To understand how certain individuals are deemed more physically attractive.	Each lesson follows the tree assessment objectives for A Level. AO1- Knowledge and understanding. Concepts and key vocabulary of psychology.	Students will be issues a termly knowledge organiser with all key vocabulary. See appendix document P2 for glossary terms list.	Relationships - Discuss self-disclosure as a factor affecting attraction in romantic relationships. (16 marks) - Discuss physical attractiveness as a factor affecting attraction in romantic	PowerPoint Lesson Notes Microsoft Teams Classroom. Students issued revision guide /textbook. A3 Essay Plan table.	SMSC Spiritual- Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available.

How do we filter out individuals that we don't want to date? Why could relationships be seen as a business transaction? How can we maximise the benefits and reduce cost of relationships? Why does investment in relationships keep people together? Why do some relationships breakdown and fail? Are online relationships safe? Who is your celebrity crush?	3. LO- To understand the process of how some individuals are not selected for relationships. 4. LO- To understand the cost and benefits of relationships. 5. LO- To understand the how equity can be achieved in relationships. 6. LO- To understand why investing time in relationships can keep people together. 7. LO- To understand Duck's phases of relationship breakdown. 8. LO- To understand how online relationships differ to face to face ones. 9. LO- To understand the behaviour of individuals that are in parasocial relationships with a celebrity.	AO2- Application of knowledge to stem item in the question. AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.		relationships. (16 marks) 3. Discuss filter theory as a factor affecting attraction in romantic relationships. (16 marks) 4. Describe and evaluate the social exchange theory of romantic relationships. (16 marks) 5. Discuss the equity theory of romantic relationships. (16 marks) 6. Describe and evaluate Rusbult's investment model of romantic relationships. (16 marks) 7. Describe and evaluate Duck's phase model of relationship breakdown. (16 marks) 8. Describe and evaluate research into online	Quizlet online classroom. Glossary list. Termly knowledge organiser.	Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour. Moral- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence. Social- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence
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					relationships. (16 marks) 9. Describe and evaluate one or more explanations of parasocial relationships. (16 marks)	Students are encouraged to work together to solve problems based on lesson content. Cultural- Many of the topics covered within the syllabus explore human behaviour across cultures. Students must be able to identify aspects of cultural bias in research studies. British Values Respect for the rule of law- Research methods year 1 & 2- Students will be taught that psychology like all professional disciplines follows strict rules set out by the British Psychological Society code of ethics. Individual liberty- Research Methods Year 1 & 2- students will explore that strict ethical guidelines regarding consent and write to withdraw are at the heart of all
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							psychological research. Mutual respect- Research Methods Year 1 & 2- In the ethics section of the course students will learn that all participants in psychology must be treated with respect. Tolerance- Research Methods- Students will learn that much if the focus of psychological research has focused on males form western society. PSHE- In this topic students will learn about statistics and data handling that has real world application to students future career aspirations. Gatsby Careers Benchmarks- Relationships: 1. Factors Affecting Attraction <i>(Self-disclosure, Physical attractiveness, Filter theory)</i>
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							Careers: Dating App Algorithm Developer, Consumer Profiler, Relationship Coach. Skills: Data pattern recognition, demographic profiling, target market segmentation. Gatsby BM4: Task students with creating a matching prototype algorithm using <i>Filter Theory</i>. Gatsby BM2: Review current Labour Market Information (LMI) regarding the massive economic growth within the global matchmaking and dating tech sector. Theories of Romantic Relationships <i>(Social Exchange, Equity, Rusbult's Investment, Duck's Phase Model)</i> Careers: HR Business Partner, Workplace Mediator, Family Law Solicitor, Relationship Therapist. Skills: Dispute resolution, cost-benefit analysis, professional
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							mediation, active empathy. Gatsby BM4: Apply <i>Duck's Phase Model</i> to analyse a workplace grievance case study and create an HR remediation plan. Gatsby BM5: Host a 10-minute live or virtual Q&A with an HR manager discussing how conflict theory impacts staff retention. 3. Online Relationships <i>(Online self-disclosure, Deception/Catfishing, Absence of gating)</i> Careers: Digital Trust & Safety Officer, Cyber psychologist, Social Media Safety Advisor, Fraud Investigator. Skills: Risk mitigation, behavioral auditing, digital profile verification, deception detection. Gatsby BM4: Evaluate digital verification protocols used by apps to counter digital deception and catfishing.
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							Gatsby BM7: Map academic progression pathways by highlighting specialized university undergraduate degree options in Cyber psychology. 4. Parasocial Relationships <i>(Levels, Absorption-addiction model, Attachment explanations)</i> Careers: Social Media Brand Strategist, Influencer Talent Agent, PR Manager, Consumer Behaviorist. Skills: Audience engagement tracking, critical media analysis, trend forecasting, commercial profiling. Gatsby BM4: Deconstruct real-world marketing campaigns that rely on parasocial influencer bonds to drive brand loyalty and sales. Gatsby BM7: Introduce students to university modules in Media Psychology and
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							corporate marketing pathways.
End of unit assessment	Relationships 24 marks						
Mock Assessment	Paper 2 2hr						
Term 3							
Year 12 targeted revision- Research Methods	1. What are the different types? 2. How do we watch people? 3. How do we collect data about ourselves? 4. Are you positive, negative or neutral? 5. Case studies and content analysis- what is the difference? 6. Aims and hypotheses- What is the difference? 7. Do we ever have control?	1. LO- To understand the different types of experiments. 2. LO- To understand the different types of observational techniques. 3. LO- To understand the use of self-report techniques. 4. LO- To understand the use of correlational data. 5. LO- To understand the use of case studies and content analysis. 6. LO- To understand the difference between aims and hypotheses. 7. LO- To understand the different types of variables in psychological research.	Each lesson follows the tree assessment objectives for A Level. AO1- Knowledge and understanding. Concepts and key vocabulary of psychology. AO2- Application of knowledge to stem item in the question. AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.	Students issued with full glossary list key terms. See appendix document P1 & P2 for glossary terms list.	Exampro and past papers will be used to cover specific topics of research methods. This is key revision as 48 marks in paper 2 and can appear in all exam sections. This area is the best area to improve overall grades for students of all abilities.	PowerPoint Lesson Notes Microsoft Teams Classroom. Students issued revision guide /textbook. A3 Essay Plan table. Quizlet online classroom. Glossary list. Termly knowledge organiser.	SMSC Spiritual- Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available. Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour. Moral- The nature of the subject encourages appreciation of different viewpoints. A Level essays must

	8. How can we get individuals to participate? 9. What are the participants doing? 10. How can the watchers watch? 11. When is it not okay? 12. Is this fake news? 13. Can psychology make money? 14. Validity and reliability- Can you tell the difference? 15. Does psychology qualify as a science?	8. LO- To understand the how the different sampling techniques used in psychology. 9. LO- To understand the different types of experimental design and how control is achieved. 10. LO- To understand how we design observations. 11. LO- To understand the role of ethics in psychology. 12. LO- To understand the process of peer review. 13. LO- To understand the role that psychology plays in the economy. 14. LO- To understand the difference between validity and reliability. 15. LO- To understand how psychology uses the features of science.				debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems. Social- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems based on lesson content. Cultural- Many of the topics covered within the syllabus explore human behaviour across cultures. Students must be able to identify aspects of cultural bias in
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	16. How do we tell the world about our discoveries? 17. How do we process the information we collect? 18. What is going on in the middle? 19. Can you remember your GCSE's? 20. How do we show the world what we have found? 21. What has happened to that data? 22. What data are we working with? 23. Can we ever be 100% certain about anything?	16. LO- To understand how psychological reports are written. 17. LO- To understand the different types of data used in psychology. 18. LO- To understand how and when to use descriptive statistics. 19. LO- To understand and recap GCSE maths skills. 20. LO- To understand how we display data using graphs and tables. 21. LO- To understand the different types of distribution curve. 22. LO- To understand the different levels of measurement used in psychology. 23. LO- To understand when and how we can use statistical test.				research studies. British Values Respect for the rule of law- In this topic discussions will be opened up about the diagnosis systems used and how schizophrenia is misrepresented negatively in the media. Individual liberty- Students will explore how schizophrenics have been treated in the past and stigma regarding this condition in modern times. Mutual respect- Students will learn about common misconceptions regarding mental health and schizophrenia. Tolerance- By gaining and understanding of schizophrenia students will develop greater awareness of conditions and how they treat these individuals in society.
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Year 12 targeted revision- Approaches	24. How do we know if we have found something? Where does psychology come from? Do we learn through consequence or reward? How did our brains become like this?	24. LO- To understand how to interpret if a result is significant. 1. LO – To understand the origins of psychology and how psychology emerged as a science. 2. LO – To understand the behaviourist approach in psychology, including key studies by Pavlov and Skinner. 3. LO – To understand Social Learning Theory and Bandura’s Bobo doll experiment. 4. LO – To understand the cognitive approach in psychology including internal mental processes and the role of the schema. 5. LO – To understand the			Targeted questions using Exampro. Specific focus on AO2 and AO3 skills.		PSHE- Students will learn about the diagnosis of schizophrenia and mental health classification in general.
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	How do we explain the unconscious and the self?	biological approach in psychology including the role of genes and evolution. 6. LO – To understand the psychodynamic approach including the role of the unconscious, the structure of the personality and Freud’s psychosexual stages. 7. LO – To understand the humanistic approach in psychology including Maslow’s hierarchy of needs, self-actualisation and congruence					
End of unit assessment	Past Paper walking talking mocks						
Term 4							
Year 12 Targeted revision- Biopsychology	Did you get the message?	1. LO- To understand the role of nervous system and the endocrine system. 2. LO- To understand the role and function of the neurons and	Each lesson follows the tree assessment objectives for A Level. AO1- Knowledge and understanding. Concepts and key	Students issued with full glossary list key terms. See appendix document P1 & P2 for glossary terms list.	Targeted questions using Exampro. Specific focus on AO2 and AO3 skills.	PowerPoint Lesson Notes Microsoft Teams Classroom. Students issued revision guide /textbook.	SMSC Spiritual- Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour,

	How does your brain split the workload? How do we study the brain? Does your brain have the right time?	synaptic transmission. 3. LO- To understand localisation of function in the brain. 4. LO- To understand hemispheric lateralisation and split-brain research. 5. LO- To understand how plasticity and functional recovery of the brain after trauma happens. 6. LO- To understand the different ways of studying the brain. 7. LO- To understand the biological rhythms in particular circadian rhythms. 8. LO- To understand the biological rhythms of Infradian and Ultradian rhythms. 9. LO- To understand the role of Endogenous pacemakers and	vocabulary of psychology. AO2- Application of knowledge to stem item in the question. AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.			A3 Essay Plan table. Quizlet online classroom. Glossary list. Termly knowledge organiser.	experience and emotions and the many explanations available. Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour. Moral- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems. Social- The nature of the subject encourages appreciation of different
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	Do variations lead to deprivation? How does attachment impact you now?	8. LO- To understand cultural variations in attachment looking at van IJzendoorn research. 9. LO- To understand Bowlby's theory of maternal deprivation. 10. To Understand Romanian orphan studies looking Institutionalisation and the research of Rutter. 11. LO- To understand the influence of early attachment on later life.					innocent alike in court. Democracy- Within this unit the role that psychology plays in law an order in a democratic society. PSHE- Students will learn about the role that psychology has played in famous murder cases and how to stay safe also outside of the classroom.
End of unit assessment	Walking Talking Mock						
Term 5	What is in each paper?	Exam Past Paper 1 Exam Past Paper 2 Exam Past Paper 3	Each lesson follows the tree assessment objectives for A Level. AO1- Knowledge and understanding. Concepts and key vocabulary of psychology. AO2- Application of knowledge to stem item in the question.	Students issued with full glossary list key terms. See appendix P1 & 2 document for glossary terms list.	Walking talking mock and timed examination practice.	PowerPoint Lesson Notes Microsoft Teams Classroom. Students issued revision guide /textbook. A3 Essay Plan table. Quizlet online classroom.	

			AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.			Glossary list. Termly knowledge organiser.	
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Careers Education Summary: A Level Psychology and the Gatsby Benchmarks

A Level Psychology offers rich opportunities to embed careers education and guidance across the curriculum. The subject naturally supports several Gatsby Benchmarks through topic links, employer engagement, and further education awareness.

Benchmark 1: A Stable Careers Programme	Careers are embedded across the curriculum and discussed in relation to key psychological topics (e.g. clinical, educational and sport).
Benchmark 2: Learning from Labour Market Information	Lessons include discussion of routes into psychology careers, salary expectations, workforce demand (e.g. in NHS or education).
Benchmark 3: Addressing the Needs of Each Pupil	Guidance is tailored to individual student interests—highlighting diverse career paths such as sport psychology, therapy, or research.
Benchmark 4: Linking Curriculum to Careers	Psychological theory and research are directly linked to real-world roles, e.g. memory and cognitive psychology to education and revision techniques; stress to health psychology; forensic to criminology.
Benchmark 5: Employer Encounters	Students are encouraged to attend talks and webinars with professionals in psychology-related fields. Where possible, external speakers are invited.
Benchmark 6: Workplace Experience	Work experience opportunities are signposted in relevant sectors including mental health, education, and care settings.
Benchmark 7: Encounters with Further & Higher Education	University talks and visits are promoted. HE progression routes and apprenticeship pathways are explored during PSHE and tutorial sessions.
Benchmark 8: Personal Guidance	One-to-one careers interviews are used to support decision-making around psychology-related degrees, apprenticeships, or employment.