

Health and Social Care

Curriculum – Key Stage 4

Key Stage 4 Curriculum Overview 2025-26

		Component one								Component one								Component two								Component two								Component 3								Component 3							
		AUTUMN 1								AUTUMN 2								SPRING 1								SPRING 2								SUMMER 1								SUMMER 2							
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7									
10 2022 new spec	Unit description	<u>Human Lifespan Development</u>  Growth and development Physical development over 6 life stages. Intellectual development across all 6 life stages Emotional development across all 6 life stages Social development across all 6 life stages								<u>Human Lifespan Development</u>  Investigate how individuals deal with life events.  Life events should be explained and the impact on the individuals PIES.  Life events are compared between 2 individuals and how they have reacted and adapted to the life event long term on their PIES.								<u>Health and Care services and values</u>  Understand the different types of Health and Social Care services and the barriers to accessing them.  Identify and explain the barriers that an individual may face and ways that they can be overcome.								<u>Health and Care services and values</u>  Understand the skills, attributes and values required to give care.  Apply this to the individuals in the case study.								Begin C3 content for a Jan exam in Year 11. (Jan 2026)								Begin C3 content for a Jan exam in Year 11. (Jan 2026)							
	Assessment	<div>PSAC1 to be released from Pearson and completed over 5 tasks.</div>								PSA1 is marked by subject teacher and then the IV process is led by LM.  LM/SB upload 10 learner’s work to include the top middle and bottom								<div>PSAC2 to be released from Pearson and completed over 5 tasks.</div>																															
	Consolidation	Consolidation/homework to enable students to complete their notes independently in prep for the PSA																								Consolidation/homework to enable students to complete their notes independently in prep for the PSA								Consolidation/homework to enable students to complete their notes independently in prep for the PSA															

Assessment types

- Knowledge Retrieval Assessment
- Assessment
- Consolidation

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		Component 3								Component 3						Component 3										Component 3													
		AUTUMN 1								AUTUMN 2						SPRING 1						SPRING 2						SUMMER 1					SUMMER 2						
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7					
11	Unit description	Component three to continue. Delivered lesson content. Supervised task practise tasks to be set, both in and outside of the classroom.								Component three to continue. Delivered lesson content. Supervised task practise tasks to be set, both in and outside of the classroom.						<u>Supervised task in Jan 2026:</u> <u>External exam conditions.</u>						Students to complete the first aid at work qualification. Enrichment/career opportunities available. Some students will be preparing for a May C3 resit. (May 2026)										External exams							
	Assessment	Supervised task practise tasks to be set, both in and outside of the classroom.								Supervised task practise tasks to be set, both in and outside of the classroom.																						External exams							
	Consolidation	Students are not able to continue with their PSA independently or away from school								Exam questions will be set appropriately to prepare for each end of learning aim progress test																													

Assessment types

- Knowledge Retrieval Assessment
- Assessment
- Consolidation

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS4 Health and Social Care:

- Fostering a sense of belonging and interconnectedness with others, nature, and the universe:
  - ✓ **Social and emotional development** (Component 1)
  - ✓ **Person-centred care and respect for beliefs** (Component 2)
  - ✓ **Wellbeing factors and spiritual influences** (Component 3)
  - ✓ These ideas are essential to good health and social care practice, even if they’re not always labelled in spiritual or philosophical terms. The course **encourages respect for emotional, social, and spiritual wellbeing**, which includes **feeling connected** — to others, nature, culture, and sometimes to a higher purpose or the universe.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.
  - ✓ **Wonder is evoked when learners explore human growth in context, particularly how environment and relationships shape people throughout life.**
  - ✓ **Students may develop a sense of awe about the body, health systems, or the interconnectedness of wellbeing factors.**
  - ✓ **Use of Case studies, life timelines, visits to nurseries or care homes. Within component 2 using health tracking, practical activities and wellness planning.**
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity:
  - ✓ **Inspirational role models in health and social care, Historical developments in care, Creative problem-solving in care and support services.**
  - ✓ **Awe-inspiring narratives here help students emotionally connect with the stages of development and understand the power of support and care.**

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✓ Individuals or communities reveal how awe at nature, science, or human resilience can lead to creative solutions to health challenges.