



OPPORTUNITY • ACHIEVEMENT • EXCELLENCE



Curriculum and Options 2026-28

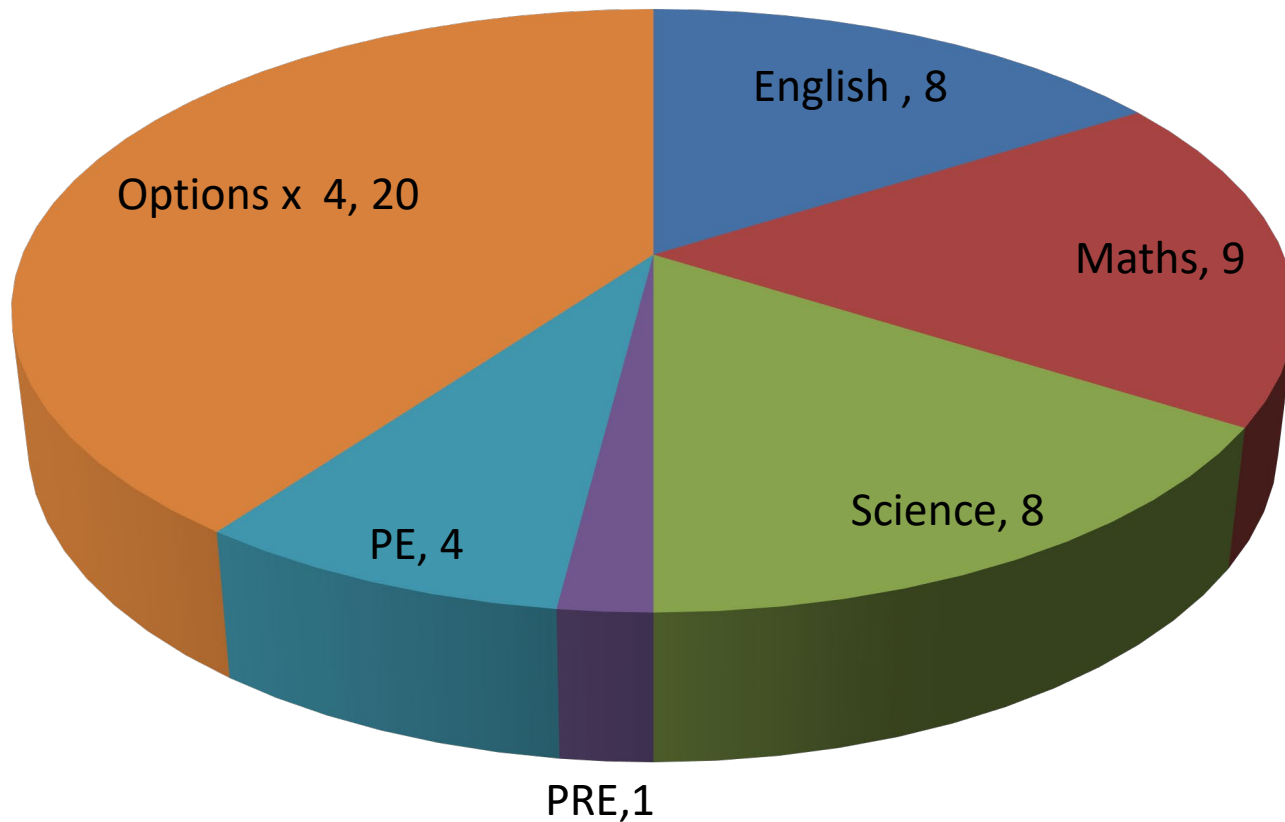
Ian Butler
Vice Principal - Curriculum

Changes to GCSE grades



Curriculum hours

Year 10/11 Allocations / 2 week cycle (50Hrs)



English language & Literature

Curriculum

- Every pupil will study both Language and Literature
- Both courses are 100% exams at the end of Y11
- Students will be awarded a grade 9-1

Setting

- Based on GL data, base line tests, Y9 assessments, teacher recommendation

Examination at end of Year 11

- English Language – 2 x 105 min exams
- English Literature – 1 x 105 min & 1 x 135 min exams

Maths

Curriculum

- AQA GCSE Mathematics (8300)
- Students will be awarded a grade 9-1
- The maths GCSE is made up of 5 different areas: Algebra, number, ratio and proportion, geometry, data and probability.

Setting

- Based on GL data, base line tests, Y9 assessments, teacher recommendation

Examination at end of Year 11

- 3 x 90 min external exams at either Higher (grade 9 to 4) or Foundation (grade 5 to 1)

Science

Curriculum

- Every pupil will study either Combined Science (Double Science) or Single Sciences (Biology, Chemistry & Physics).
- The decision on which route is taken at the end of Year 10 and is based upon performance throughout Year 10 and in the end of Year assessments.
- Both courses are 100% exams at the end of Y11

Awards

- Students will be awarded 2 grades. Eg 6,6 5,4 or a 7,8.
- Or a 9-1 grade in each of the single sciences.

Examination at end of Year 11

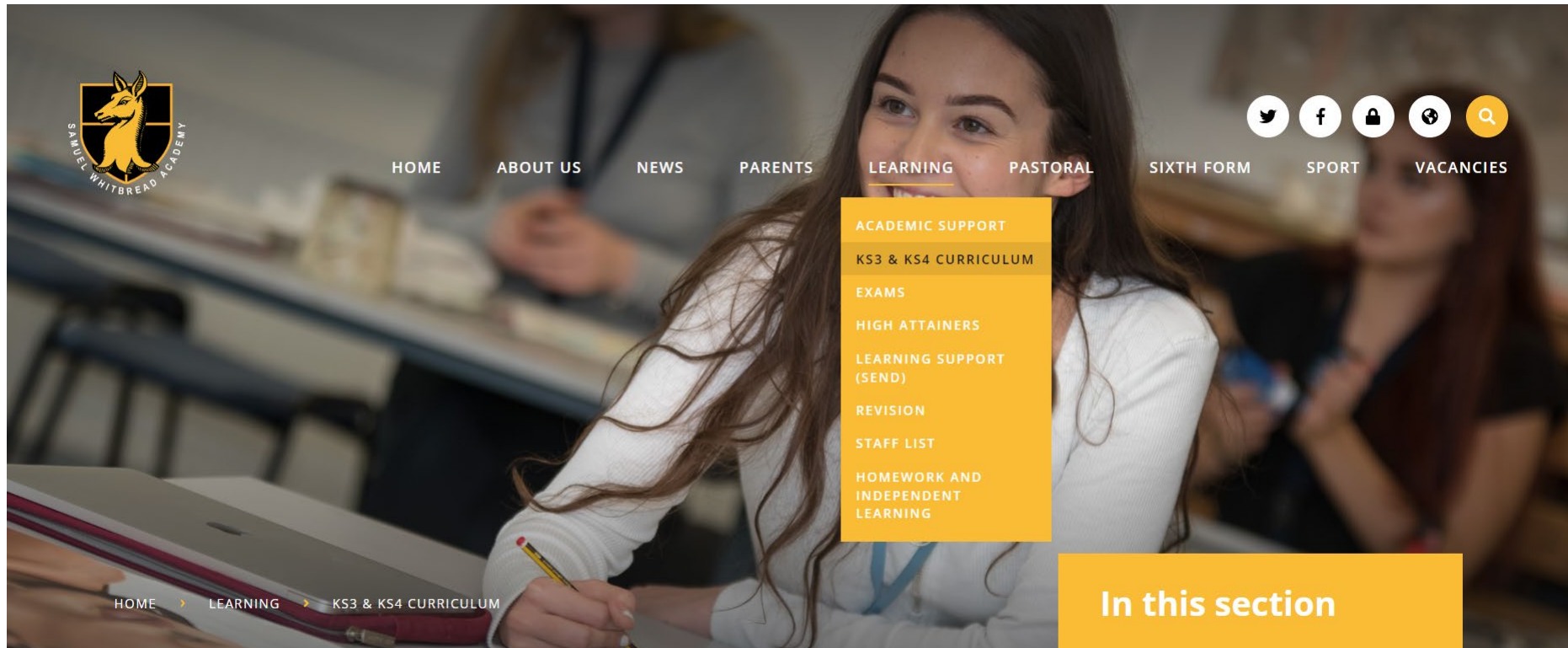
- 6 x 75 min external exams at either Higher or Foundation level
- 6 x 105 min external exams at either Higher or Foundation level

OPTIONS

KEY DATES AND DEADLINES

- **4th December 2025** – Options evening. An opportunity to meet with subject specialists to discuss different options. These options can also be discussed with class teachers and during Engaging Minds lessons.

Options – Website information



Options – Website information

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KS3 & KS4 Curriculum

'To be the BEST that we can be'.

**OPPORTUNITY
ACHIEVEMENT
EXCELLENCE**



At Samuel Whitbread Academy we strive to develop healthy, resilient and independent learners, who read confidently for both learning and pleasure, and who actively participate in culturally enriching and diverse experiences.

YEAR 9 SUBJECT OPTIONS
PRESENTATIONS

ART & TEXTILES

BUSINESS

COMPUTER SCIENCE & IT

DANCE

DRAMA

DESIGN & TECHNOLOGY

ENGAGING MINDS

ENGINEERING

ENGLISH

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Mathematics



Music



PE



Philosophy,
Religion and Ethics



Sociology



Psychology

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Psychology



“The greatest discovery of my generation is that a human being can alter his life by altering his attitudes of mind.”

WILLIAM JAMES

Curriculum Intent

By studying psychology both at GCSE & A level students will develop an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena. Furthermore at A level they will begin to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Through their study of psychology students during GCSE and A level, will develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology and how psychology has changed over time. In addition, they will develop essential knowledge and understanding of different areas of psychology and

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Sociology



“The function of sociology, as of any science, is to reveal that which is hidden.”

PIERRE BORDIEU

Curriculum Intent

The overall aim of sociology is to encourage students to look at the world in a more critical way and question why society functions in the way that it does. Studying the sociology curriculum will encourage students to become curious about the world and the institutions which impact upon our lives.

The curriculum is structured so that students learn new knowledge of the founders of sociology early in the course so that they are enabled to become analytical and question social phenomenon they are familiar with: the role of the family in modern society the extent to which education provides equal opportunities for all the

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Health & Social Care



“Like education, healthcare also needs to be given importance.”

SHIV NADAR

Curriculum Intent

This course gives students the opportunity to study how people grow and develop over the course of their lives and the factors that may affect this. They will learn how people adapt to these changes as well as the types of support available to help them. Students will also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. This course will give learners the opportunity to develop skills, knowledge and techniques, and to review their own performance in demonstrating 'care values'.

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Curriculum Sequences

- **KS4 - Year 10**
- **KS4 - Year 11**
- **Year 10 Specification**
- **Year 11 Specification**

Click on the image for the Health & Social Care Learning Journey.



SWA Health & Social Care

- FOOD
- FRENCH
- GEOGRAPHY
- HEALTH & SOCIAL CARE
- HISTORY
- MATHS
- MUSIC
- PE
- PSYCHOLOGY
- PHILOSOPHY, RELIGION & ETHICS

Curriculum sequence

YEAR 10 (NEW SPEC)			Teacher A - Component 1 Learning Outcome A	Teacher B - Component 1 Learning Outcome B	✓
SEP	A	05-Sep	Introductory lesson - A1. Human growth & development	Introduce new outcome - B1 Different types of life events	
	B	12-Sep	Infancy (birth to 2 years) PIES development	Health and wellbeing	
	A	19-Sep			
	B	26-Sep	Early Childhood (3 - 8 years) PIES development	Relationship changes	
OCT	A	03-Oct			
	B	10-Oct	Adolescence (9-18 years) PIES development		
	A	17-Oct		Life circumstances	
		26-Oct			
	B	31-Oct	Early Adulthood (19-45 years) PIES development		
NOV	A	07-Nov			
	B	14-Nov	Middle Adulthood (46-64 years) PIES development	B2. Coping with change caused by life events	
	A	21-Nov			
	B	28-Nov	Later Adulthood (65+ years) PIES development	Character traits	
DEC	A	05-Dec			
	B	12-Dec	A2. Factors affecting development Physical and lifestyle factors	Sources of support	
		19-Dec			
		26-Dec			
JAN	A	02-Jan			
	B	9-Jan	Emotional, Social and Cultural factors	The types of support	
	A	16-Jan			
	B	23-Jan	Environmental and economic factors	Career focus cycle – Documentaries OR guest speaker appearances about factors affecting development/ life events	
	A	30-Jan			
FEB	B	06-Feb	PREP FOR ASSESSMENT WINDOW - ASSIGNMENT BRIEF RELEASED. TEACHER CHECK CLASS NOTES.		
		13-Feb			
	A	20-Feb	3 HOUR ASSESSMENT WINDOW	3 HOUR ASSESSMENT WINDOW	

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Year 9 - Health & Social Care BTEC Curriculum Presentation

Y9 OPTIONS - BTEC Health and Social Presentati... Watch later Share

RECOMMENDED TEXTBOOKS AND REVISION GUIDES

REVISE BTEC TECH AWARD
Health and Social Care
REVISION GUIDE
FREE
Pearson

BTEC
Tech Award
HEALTH AND SOCIAL CARE
Student Book
Pearson

REVISE BTEC TECH AWARD
Health and Social Care
PRACTICE ASSESSMENTS Plus⁺
Pearson

Make sure it is the TECH AWARD

Watch on YouTube

Options – Website information



Subject Learning Checklist

Health & Social Care subject learning checklist

Revision resources

- www.nhs.uk
- <http://personcentredcare.health.org.uk>

Careers Opportunities

Students can decide to stay onto Sixth Form to study a Level 3 qualification or look at other routes such as apprenticeships or colleges courses.



6th form options



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WELCOME

APPLICATIONS &
ADMISSIONS

KS5 CURRICULUM &
COURSES

ENRICHMENT

PERSONAL
DEVELOPMENT AND
CULTURAL CAPITAL

GENERAL INFORMATION

POST SIXTH FORM

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KS5 Curriculum & Courses

The curriculum in the Sixth Form is one that provides:

1. Academic success
2. Stimulation and challenge
3. Choice and diversity
4. Progression onto a range of post Sixth Form options
5. Access for all who meet the entry requirements
6. Encouragement for independent and life-long learning

The size of the Sixth Form means our curriculum offer at post 16 is second to none, with **38** Level 3 courses on offer. We recommend students study three courses, except those studying Further Mathematics and the most able students, who often take four. Alongside these courses, we offer a range of enrichment courses including: Extended Project Qualification (which is highly regarded by universities), Level 3 mathematical studies and many more timetabled and non-timetabled enrichment opportunities such as Duke of Edinburgh.

For curriculum information on all of our KS5 subjects, including what students will learn in year 12 and 13, please read the Sixth Form Subject Prospectus [here](#).

For more in-depth information about the KS5 courses that we offer please visit the exam board websites. Each

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OPTIONS

KEY DATES AND DEADLINES

- **4th December 2025** – Options evening, opportunity to meet with subject specialists to discuss different options. These can also be discussed with class teachers and during Engaging Minds lessons
- **29th January 2026**– Options subject suitability report issued to parents & carers. Option booklet available on website.

Subject:	Current Working Level	Attitude to Learning:	Independent Learning:	Course Suitability:	Course Level:
Spanish	Securing	Good	Good	+	GCSE
Geography	Securing	Excellent	Excellent	++	GCSE
History	Securing	Excellent	Good	++	GCSE
Art & Design		Excellent	Good	+	GCSE
Financial Awareness / Business		Excellent	Good	+	GCSE
Computer Science				++	GCSE
Creative Media				++	BTEC
Dance		Good	Good	=	GCSE
Drama		Good	Good	=	GCSE
Design Technology		Good	Good	+	GCSE

KEY

Course suitability:	++	Highly Recommended	=	May Find It Challenging
	+	Recommended	X	Will Find It Challenging

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- **2nd February 2026** – Options process opens – Information emailed to parents, completed on MCAS.

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- **2nd February 2026** – Options process opens - Information emailed to parents, completed on MCAS.
- **Friday 6th March 2026** – Final deadline
- Start KS4 Options in Year 10.

MAKING YOUR CHOICES

- Using all the information given, carefully choose four options and a reserve.
- You must choose at least 1 option from History or Geography. (You can choose both)

Example Year 9 option choices

Please choose **FOUR** subjects below including **AT LEAST ONE** from the **Humanities box**.
Please rank in preference order from 1- 4 (With 1 being your 1st choice and 4 being your 4th).

Humanities subjects (You may choose more than one from this box)

GCSE Geography

GCSE History

GCSE Art & Design

GCSE French

GCSE Business

BTEC Health & Social Care

BTEC Enterprise

GCSE Music

GCSE Computer Science

BTEC Music Practice

BTEC Digital Information Technology

GCSE Philosophy & Ethics

GCSE Dance

GCSE Psychology

GCSE Drama

GCSE Sociology

GCSE Design Technology

GCSE Spanish

GCSE Food Preparation & Nutrition

GCSE Textiles Design

GCSE Film Studies

GCSE Physical Education

BTEC Creative Media

BTEC Sport, Activity & Fitness

Please write a reserve subject from any of the above subjects here.
This subject may be used if other subjects are not viable.

.....

MAKING YOUR CHOICES

- Using all the information given, carefully choose four options and a reserve.
- You must choose at least 1 option from History or Geography. (You can choose both)
- You cannot choose both the GCSE and Technical Award options.

Example Year 9 option choices

Please choose **FOUR** subjects below including **AT LEAST ONE** from the **Humanities box**.
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GCSE Philosophy & Ethics

GCSE Dance

GCSE Psychology

GCSE Drama

GCSE Sociology

GCSE Design Technology

GCSE Spanish

GCSE Food Preparation & Nutrition

GCSE Textiles Design

GCSE Film Studies

GCSE Physical Education

BTEC Creative Media

BTEC Sport, Activity & Fitness

Please write a reserve subject from any of the above subjects here.
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.....

GOOD REASONS

- Choose subjects you feel you will do well and are motivated. You are then more likely to do well and achieve.
- Use the ATL, effort and teacher recommendation report to help you make an informed choice.
- Talk to subject teachers in your lessons.
- Think about your future career. We offer a broad curriculum that will help to keep options open in the future.
- Choose subjects that match how you learn best. Look at the subject pages to see how each subject is examined. Some students prefer a course with a large quantity of coursework, whereas some prefer subjects mainly based on examinations. Make sure you plan your courses to play to your strengths.

BAD REASONS

- Picking a subject just because your friend is doing it. The subject may not suit you, and you may not be in the same class.
- You like the teacher you've had this year and would like to work with them in your option choice.
- Don't pick several subjects with lots of project work or rehearsals unless you are prepared to put in the time. Some students will cope with a large coursework load, but many will not.

GUIDANCE

- We endeavour to meet all students' first 4 option choices, but if this is not possible then we will use the reserve option and inform you of this change.
- All courses are subject to demand. If not enough students choose a course, the subject will not be available.
- If a large number of students express a preference for a course, we will do our best to put on additional classes to meet the demand, but this may not always be possible, for reasons of staffing and specialist facilities.
- If subjects are oversubscribed, and we are unable to put on another additional class, preference will be given to students who have returned the form by the deadline. Other criteria may be used in particular subjects, for example homework record, or reliability in bringing kit or ingredients in practical lessons.

FAQs

- Do I need to take a language?
- Class sizes for options?
- Is it possible to change an option after they have started if my child is struggling?

Key Contacts

- **Form tutor**
- **Subject teachers and Heads of Department**
- **Lewis Rich – Head of Year**
- **Louisa Freeman – Careers Advice and Guidance**
- **Jenny Swift & Maria Ryan – Learning Support**

**Any questions please email first initial followed by last name @bestacademies.org.uk
(e.g LRich@bestacademies.org.uk)**