

Our Lady's RC Primary School



Science Policy

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Person Responsible	Science Lead – M. Lowe
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Signed:

(Person Responsible) **Date: 29.9.26**

Signed:

(Headteacher)

Date: 29.9.26

Signed:

(Chair/Governor)

Date: 29.9.26

"Learning and loving together; we grow with Jesus"

Our Core Values

Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

The Core Values that provide the foundation for that Mission are:

Faithful

Positive

Safe

Nurturing

Forgiving

Fair

Respectful

Honest

NURTURE

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts** and **Christ – the Cross**

Aims and objectives

Our Vision for Science

Our Lady's R.C Primary vision for science is to nurture a stimulating sense of curiosity about the world and to inspire pupils to ask questions, explore ideas

and seek explanations for the changes they observe around them. We aim to develop independent thinkers who can investigate, evaluate and communicate their findings with confidence. Through practical enquiry and shared discovery, pupils learn the value of co-operation, perseverance and respect—both for one another and for the scientific process.

Our science curriculum encourages children to develop sensitivity and responsibility towards living and non-living environments, helping them to understand their impact on the world and the importance of caring for it. Ultimately, we strive to create young scientists who are thoughtful, inquisitive and equipped with the skills to make informed decisions about the world they live in.

Aims

- To implement the current legal requirements of the Foundation Stage (FS) and the National Curriculum (NC).
- To implement a philosophy of scientific enquiry across the school which encourages critical thinking skills in children.
- To encourage children to have the confidence to practise all types of scientific enquiry such as investigating a theory by following the guidelines of a fair and accurate test.
- To provide opportunities for children to engage in scientific activities beyond the classroom.
- To have resources available for teachers to provide innovative and memorable lessons to encourage a child's development in science.

Planning

There will be evidence in the learning environment of:

Pupils' progressive development of key scientific skills—including gathering research, conducting comparative and fair tests, seeking patterns, observing changes over time, and identifying, classifying and grouping living and non-living objects—is embedded throughout the science curriculum. Evidence of this progression will be visible in their workbooks, displayed learning, classroom discussions and the scientific behaviours pupils demonstrate during lessons.

Teachers will ensure that:

Science lessons are designed to be innovative and engaging, fostering pupils' curiosity and encouraging them to question, explore, and develop a sense of wonder about the world around them. Each unit is carefully planned to provide opportunities for pupils to develop their 'working scientifically' skills and to participate in a range of scientific enquiries, enabling them to investigate concepts thoroughly and systematically.

Implications for the whole school will be:

Through our broad, balanced and challenging curriculum, we aim to support pupils' progressive development, which is monitored during the academic year through work sampling, enrichment evidence and pupil voice.

Teaching and Learning

There will be evidence in the learning environment of:

- Engaging and well-resourced lessons - Lessons are supported by a wide range of appropriate and stimulating resources including practical equipment, models and digital tools.
- Learning environment and working walls - Classrooms display clear, informative and interactive working walls that support current units of work, reinforce key scientific vocabulary, concepts, and processes, and provide visual prompts for independent learning.
- Demonstrated scientific knowledge - Pupils show an understanding of scientific concepts through discussion, written work, diagrams, and explanations, demonstrating progression in knowledge across year groups.
- Substantive knowledge - Pupils acquire deep, well-rounded understanding of scientific facts, concepts, and principles that underpin each topic, enabling them to make connections across different areas of science.
- Opportunities to work scientifically - Pupils regularly engage in scientific enquiry, including observing, measuring, classifying, pattern-seeking, testing hypotheses, and recording results, showing developing skills in planning, investigating, and evaluating.

Teachers will make sure that:

Teachers will ensure that all pupils engage fully with the Primary Science curriculum by developing both their substantive knowledge and 'working scientifically' skills, providing opportunities for practical enquiry, discussion, observation, and reflection, and making use of high-quality resources and a stimulating learning environment to support curiosity and deep understanding.

Implications for the whole school will be:

The Science subject leader will be responsible for ensuring appropriate resources are sourced to provide practical learning opportunities for our pupils. The subject leader will also engage in external CPD and ensure relevant resources are shared with other teaching staff.

Assessment

There will be evidence in the learning environment of:

Children who are motivated to learn through the different scientific concepts being explored. There will be evidence of key vocabulary and investigations that have been explored and development in pupils' knowledge and understanding.

Teachers will make sure that:

They implement assessment techniques consistent with those of other core subjects (e.g. sticky knowledge activities, purple challenges) and use check in/out tasks as a tool for assessment at the beginning and end of topics.

Safety

There will be evidence in the learning environment of:

Use of safety equipment when necessary, safe use of tools and materials, clear instructions and supervision and room for pupils to work sufficiently and safely.

Teachers will make sure that:

Risks have been assessed carefully and shared with the children before carrying out any practical activities.

Implications for the whole school:

Health and safety (safe guarding refers to issues around CP) procedures are in place and are adhered to.

Links with Home

There will be evidence in the learning environment of:

Photos, resources and home learning opportunities on our Newsletters and school online platforms (Seesaw and X).

Teachers will make sure that:

Any relevant homework is used to support school and class activities. Teachers will provide activities that can promote a love of science at home and continue the children's learning experience.

Implications for the whole school:

Ensure parents are informed about school events and relevant topics through regular newsletters, Parent Pay, online platforms, posters created by the Science Ambassadors and the school website.

Spiritual, Moral, Social and Cultural (SMSC) development

Here at Aspull Our Lady's RC Primary school, we recognise the valuable and unique opportunity science provides to further our children's SMSC development. In line with our school mission statement of "*Learning and loving together; we grow with Jesus*" and foundational core values, weekly, discrete science lessons aim to:

1. Use scientific evidence and investigations to support children's **spiritual** understanding. This is achieved by exploring our relationship with the world, looking for meaning in natural and physical phenomena, and reflecting on our experiences so that they may inform our perspective on life. In doing so, we hope that all learners develop a sense of awe and wonder at the complexities and elegance of the natural world which will drive them onwards in their search for understanding.
2. Encourage children to consider the **moral** decisions, which underpin many aspects of modern day Science. Whether it is the ethics behind certain medical treatments or the environmental impact of industry, the use of scientific inventions needs to be based on evidence. Therefore, during classroom investigations, we encourage pupils to be both open minded to the views of others (generating a hypothesis) and critical of results (demanding evidence) so that new knowledge can be used positively.
3. Recognise the inherently **social** nature of Science and provide various opportunities for children to work collaboratively, share ideas and take responsibility for their own and others' learning. In lesson time, children are also encouraged to consider both the positive and negative impact scientific discoveries can have on society such as the development of single use plastic.
4. Appreciate how Science permeates modern day **culture** and recognise that scientific advancements occur all over the world, from people of all backgrounds and cultures. Through conducting research, we challenge beliefs that progress comes largely from the UK or America and celebrate developments that take place in many different cultures. In doing so, children come to understand how scientific discoveries have shaped the, beliefs, cultures and politics of the modern world.