



St. Peter's Anglican Methodist VC
Primary School

Dream, Believe, Achieve

"All things are possible." Mark 9:23

Science Curriculum Policy

School Address	Bank Road Pilning South Gloucestershire BS35 4JG
School Contact Number	01454 631137

Rationale

The aim of teaching Science at St Peter's is to encourage our children to develop their natural curiosity about the world through weekly discrete Science lessons. These provide the children with a rich and meaningful insight into many different areas of science where they can deepen their knowledge and understanding. Our science curriculum covers a range of topics which fall under the three main scientific disciplines of biology, chemistry and physics.

We believe that children should also develop their ability to think scientifically and develop their understanding of enquiry and investigation. Therefore, within our topics we provide the children with lots of opportunities to perform hands-on practical investigations as a way of answering insightful scientific questions.

The 2014 National Curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of **biology**, **chemistry** and **physics**
- develop understanding of the nature, processes and methods of science through different types of science **enquiries** that help them to answer scientific questions about the world around them
- are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this

The Teaching of Science

- Pupils will be taught the objectives outlined in the National Curriculum and Foundation Stage Profile that are relevant to age and ability.
- Science will be taught as part of a topic based Curious Curriculum.
- A wide range of teaching and learning styles will be used to meet the needs of all pupils.
- Every opportunity will be sought for science to be taught through practical investigation and first hand experiences and follow the format of **Planning**, **Obtaining Evidence** and **Evaluating**.
- The demands of the learning experiences will be matched to the abilities and needs of all of the pupils.

- Children will be taught the skills necessary to explore and investigate scientifically including
 - Formulating a scientific **question** to investigate
 - Making **predictions**
 - Listing necessary **equipment**
 - Devising a **method**
 - Gathering **results**
 - **Evaluating** the success of the investigation and
 - Forming **conclusions**.
- Key Topic vocabulary and key ideas relevant to the current topic will be displayed.
- Assessment will be used to establish what the children know and inform next steps of learning and final 'knowledge pages' at the end of topics are used to inform judgements on whether children are working below, at or above the expected standard for their year group and this is recorded on a standardised format across the school. The children are also encouraged to assess their own progress using a variety of AfL processes.

The Science Curriculum

At St Peter's, the science curriculum is taught over a 2-year cycle and in phases.

KS1 Phase – Cycle A: Materials, Animals & Humans; Cycle B: Habitats & Plants

LKS2 Phase – Cycle A: Materials (Rocks & Solids), Sound, Light, Humans & Animals (Digestion); Cycle B: Humans & Animals (Nutrition & the Skeleton), States of Matter, Plants, Habitats, Electricity, Forces including Magnets

UKS2 Phase – Cycle A: Properties & Changes in Materials, Electricity, Light, Forces, Earth & Space; Cycle B: Adaptation, Evolution & Independence, Humans & Animals including the Circulatory System, Habitats

Equal Opportunities and SEND

All pupils at St Peter's are entitled to equal access to the Science curriculum. It is the school's policy to provide a broad, balanced education to all children. Through our teaching of these subjects, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's diverse learning needs. Teachers also seek advice from the SENCo on how to ensure children with specific learning difficulties can access the Science curriculum. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels and gifted and talented pupils are also identified.

We enable pupils to have access to the full range of activities involved in our topic learning. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

It is our aim to have sufficient resources for all topics within the school. We keep these resources in a central store which is easily accessible to all staff. The library also contains a good supply of topic books to support children's individual research. We try to make use of the local environment where possible, and have a positive approach to outdoor learning. A selection of school trips throughout the year provide opportunities to enhance children's understanding of our topics.

Health and Safety

The general teaching requirement for health and safety applies to the teaching of Science. We teach children how to follow safe procedures for handling a variety of tools and materials, and those related to food and hygiene.

Monitoring and Review

The STEM team monitor both the children's progress across the school and the quality of teaching through planning and book scrutiny, pupil conferencing and observations. The STEM team are also responsible for supporting colleagues, where possible, in the teaching of Science (Computing and Mathematics) and will inform them of any current developments in these subjects. They will also feedback relevant information from any courses attended. The STEM team create and evaluate an action plan for each academic year in which they feedback progress and developments to both the head teacher and the governors. The STEM team has specially allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

This policy will be reviewed by the Full Governing Body in line with the overall policy timetable which is every two years/annually.

Policy Agreed:

At the meeting of the Quality of Education Committee on 24 April 2025

Next Review: March 2028