



Science Policy

Teaching science through the lens of Catholic Social Teaching allows us to help students not only understand the world, but also their responsibility within it. Principles such as stewardship of creation, the dignity of the human person, and care for the common good naturally align with scientific inquiry — encouraging pupils to see science not just as knowledge, but as a tool for serving others, protecting our planet, and making ethical choices that uphold human dignity.

1. Introduction

At Margaret Roper Catholic Primary School, science is taught through investigation, fostering curiosity and the development of scientific skills and knowledge. Our curriculum encourages children to explore, ask questions, and draw on prior knowledge to make sense of the world, promoting self-motivated, active learners.

2. Aims

We aim to:

- Maximise each child's potential, recognising individual capabilities and experiences.
 - Foster enthusiasm and curiosity for science.
 - Develop scientific skills, knowledge, and understanding.
 - Promote clear and accurate scientific communication using subject-specific vocabulary.
 - Highlight the relevance of science in everyday life.
 - Build understanding of scientific concepts and the evidence-based nature of science.
 - Teach scientific enquiry methods and process skills.
 - Promote awareness of health and safety in scientific contexts.
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3. Curriculum

Aligned with the **National Curriculum**, our science teaching ensures pupils:

- Gain knowledge and conceptual understanding in biology, chemistry, and physics.
- Understand scientific processes and methods through enquiry-based learning.
- Apply scientific knowledge to current and future real-world contexts.

In the EYFS, exploration is integrated across all curriculum areas. Children are encouraged to investigate through structured and free-choice activities. The White Rose scheme for Reception is a document used by the teacher for guidance and inspiration.

4. Teaching and Learning

We use the **White Rose Science Scheme**, which aligns with the National Curriculum (Years 1–6). The scheme:

- Breaks down objectives into manageable steps.
- Builds skills and knowledge progressively.
- Includes practical activities to enhance learning outcomes.

Science is delivered through varied teaching approaches including:

- Direct instruction and modelling
 - Scientific enquiry (observing, testing, classifying, fair testing)
 - Group discussion and problem-solving
 - Use of digital tools and secondary sources
 - Recording via diagrams, graphs, and other media
 - Emphasis on vocabulary, recall, and application of knowledge
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5. Planning

Science is planned in accordance with the school's curriculum framework. Cross-curricular links are encouraged to show science's relevance.

Teachers adapt White Rose plans to suit class needs, local opportunities, and current events. Planning documents are monitored by the Science Subject Leader through lesson observations and work samples.

6. Assessment

Ongoing assessment informs planning and identifies learning gaps. Assessment methods include:

- Observation, tasks, and tests
- Teacher judgement based on the National Curriculum
- Use of assessment folders (Data) to track progress
- Pupil self-assessment, particularly in Working Scientifically

Key knowledge for each year group is included in the appendix.

7. Science Displays

Every classroom should maintain a science display to:

- Communicate current learning and vocabulary
- Stimulate curiosity and discussion
- Celebrate children's work and promote enquiry

Displays should include:

- Current topics and key questions
 - Supporting materials (books, visuals, fact sheets)
 - Hands-on resources
 - Vocabulary for knowledge and skills
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8. Inclusion and Equal Opportunities

Science teaching follows the school's **Equal Opportunities Policy**. We provide:

- Differentiated learning for all pupils, including those with SEND
 - Enrichment opportunities for more able learners
 - Pre-teaching of vocabulary as needed
 - Individual support where appropriate, in consultation with the Inclusion Manager
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9. Environmental Education

Our school grounds offer rich opportunities for environmental learning, including access to the pond, Forest School area, and wide outdoor spaces.

10. Health and Safety

Children are taught to take responsibility for their safety. All practical work is supervised, with clear instructions on safe procedures.

11. Resources

Resources are stored in the science cupboard near the Year 6 classroom. Staff are responsible for returning items to their labelled trays. Planning and resources are accessible through individual White Rose logins.

12. Role of the Science Subject Leader

The Science Subject Leader is responsible for:

- Supporting staff and improving science teaching
 - Monitoring progression and continuity
 - Managing the science budget and resources
 - Staying updated on current initiatives
 - Advising SLT and liaising with governors
 - Encouraging parental involvement
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13. Parental and Governor Involvement

Parents receive termly topic letters and are informed of progress through reports and consultation evenings.

The designated Science Governor meets regularly with the Subject Leader and has opportunities to observe lessons.

14. Further Information

Curriculum maps and progression documents can be found at:

<https://whiteroseeducation.com/resources/science/primary>

Next Review Date: Autumn 2026