



SMSC summary of how it is embedded in this subject:

Science.

Social:

Social education involves group practical work which provides opportunities for pupils to develop team working skills and to take responsibility and contribute. During Ocean's Week children from Years 5 & 6 went out into the community to litter pick and help to improve our local environment both for the people and wildlife who live nearby. Years 1 & 2 visited our neighbouring allotments to learn about growing food and where our food comes from. It allows children to take into account the ideas, opinions and views of others – something that we actively value and promote at St Leonard's as a Rights Respecting School. Pupils must take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives and pupils are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.

Moral:

Moral education in Science encourages pupils to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Students should be given the opportunity to realise that moral dilemmas are often involved in scientific developments. It is an important moral consideration to think of the impact we have on the environment, the use of further natural resources and its effect on future generations. Pupils should be given the opportunity to think about and discuss the many ethical issues that surround current developments in Science. During Ocean's Week Year 2 heard about 'hidden plastic' in products such as wipes and toiletry products and Year 5 were tasked with 'cleaning up' plastic waste particles from water samples, raising awareness of the problems caused by micro plastics. In their recent STEM taster day at Stafford College, Years 3 and 4 considered whether we should be spending huge amounts of money on space exploration, when there are many pressing needs on our planet which would benefit from injections of cash. Discussion, debate, role-play and decision-making opportunities enable pupils to explore moral issues that can arise during Science topics.

Spiritual: Spiritual education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate those wonders, including for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows, the Earth from space etc. At St Leonard's children are encouraged to develop this love of discovery and learning through creative and imaginative approaches, as well as being reflective learners who enjoy re-evaluating their knowledge and understanding. During our visit from the WonderDome, all children had the opportunity to marvel at the vastness of space and the unique characteristics of the planets of the Solar System. During their work on the Water Cycle, children in Year 4 reflected on the amazing fact that the water on our planet has existed since time began and is constantly being recycled. As such it is a precious commodity that we should value and treasure.

Cultural: Cultural education in Science involves thinking of scientific discoveries as being as much of a part of our culture as great music and films. Credit is given to scientific discoveries of other cultures including, for example, the quest to send groups of people into Space, the development of medicines according to the issues and concerns of modern life. Science is also seen as a contemporary activity and developments are made all over the modern world. It is therefore an activity undertaken by a wide range of men and women in many different cultures both now and in the past. The interdependence of the world in environmental issues is central to science and, during Ocean's Week, Years 3 and 4 considered how engineers and scientists have responded to climate change by designing flood-proof housing in areas of the world where flooding is common place. Pupils at St Leonard's demonstrate a high level of cultural development as demonstrated in their understanding, respect and acceptance of cultural diversity.