



Saint Michael Catholic Primary School

Science Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

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1. Aims

Intent - What are we trying to achieve?

Our Science curriculum should provide the foundations for pupils to explore and understand God's world so that they are naturally curious and are able to make scientific enquiries. Our curriculum will help our pupils understand their responsibility for protecting our precious planet and having a positive impact on it as they grow older. We want our children to see the relevance of science in our daily lives and the impact it can have on our future lives in areas such as technology engineering and Maths. We want our pupils to be excited and curious about Science so that they can make a positive difference to their local and global community both now and in the future. Our aim is for children to develop an understanding of the world they live in to appreciate scientists, discoveries and breakthroughs of the past.

Implementation – How is the curriculum being delivered?

We follow the national curriculum programmes of study for Science, which is broken down into specific content for each group so that pupils learn about: animals including humans, plants, materials, seasons, living things and their habitats, rocks, light, forces, states of matter, sound, electricity, Earth and space, evolution with Working Scientifically being a theme throughout.

The curriculum approach to Science is an explorative one. Children are given opportunities to gain new, subject-based knowledge and use that knowledge to participate in child-led, scientific investigations. Strong links between the three core subjects (English, Mathematics and Science) and the STEM subjects (Science, Design & Technology, Computing and Mathematics) should be evidenced in children's workbooks and application of the agreed 'Working Scientifically' skills should be evidenced in the class Big Book.

In order to ensure a full, balanced Science curriculum can be delivered, a wealth of age-appropriate, science resources are available for use.

At Saint Michael's, we believe Science is effectively taught when:

Pupils build up a body of key foundational knowledge and concepts and are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

Lessons are child-led: Every child can ask their own scientific questions and investigate them in a practical way. Sometimes learning should be independent, sometimes it should be collaborative. Pupils should be able to make choices in the way investigations are carried out and explain their reasoning.

Pupils have logical yet practical opportunities: Every child is engaged and able to access relevant and high-quality practical activities. They are taught to investigate a logical way to gain a deeper understanding.

Pupils see themselves as Scientists inside and out: Every child can explore and question every part of the science curriculum allowing them to gain a better understanding of the world around them. Children's curiosity is nurtured with outdoor learning as a way of experiencing real, living science.

Pupils can Speak Scientifically: Every child is able to use precise scientific vocabulary in the correct context. They naturally use these words whilst working scientifically.

Pupils Record and Reflect: Every child is given time to reflect on their learning and reach conclusions. They understand that experimentation and fair testing in Science is the key to becoming an excellent scientist. Children know that making a mistake in Science can sometimes be the best way of developing scientific knowledge. Children can record their learning in a variety of different ways.

And most importantly... every child loves Science!

Science lessons are taught as part of a half-termly topic. A Curriculum Map is shared on the school's website so that parents are able to support their child's learning at home.

Our pupils will also be given opportunities to be taught Science both discretely and in other curriculum subjects e.g. Topic, English, Maths, RE, Guided Reading etc.

They will have opportunities to use a variety of resources in a dedicated learning space (The Lab), which will encourage pupils to learn through practical Science following their own lines of scientific enquiry whenever possible. Our outdoor environment will also be used to inspire their work.

We have chosen a group of pupils, the 'Mini-Einsteins', to support teachers in preparing for lessons in The Lab. These pupils also act as ambassadors for Science.

Teachers will create a Planning Overview for each Science topic tailored for their pupils and differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations.

Pupils will be given feedback for each piece of work so that they can make rapid and sustained progress over their school life.

Impact - What difference is the curriculum making?

Our PSQM Award was given in September 2018 in recognition of the quality of the teaching and learning of Science at St. Michael's and in 2023, St Michael's received the PSQM GILT accreditation to further recognize the excellent Science provision offered to our pupils.

Pupil attainment in Science is consistently above national averages.

Our Science curriculum is ensuring that our pupils have an accurate and precise grasp of scientific concepts and can express them using the correct scientific vocabulary. It will inspire our pupils to pursue further scientific education and careers in STEM industries. Our Science curriculum allows our pupils to pursue their curiosities about our world and grow to love the subject.

Science will promote the pupil's spiritual, moral, social and cultural development by discussing the scientific reasoning behind natural phenomena and how this can link to cultural, moral, social and spiritual beliefs both historically and in modern-day. The subject also relates classroom learning to real-life experiences, known as 'Science Capital', which allows children to make connections between Biology, Chemistry, Physics and Working Scientifically skills and every part of their daily lives. Science will help pupils understand and appreciate the world we live in and all of the life that inhabits our world.

Science will promote British Values by exploring the importance of tolerating others' beliefs through experimenting in groups and learning about historical scientific figures who may have had different beliefs to the children. Practical lessons, where group work is involved, will also promote mutual respect – encouraging children to share tasks fairly and listen to others' ideas with scientific interest. Our Science curriculum will ensure children develop their understanding of how science and scientific discovery can both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Science will help pupils develop a Growth Mindset by child-led investigations and experiments. Children will be encouraged to believe that, in Science, some of the best discoveries can stem from investigations which have not followed a predetermined plan or structure. Children are continuously encouraged to learn from unexpected results and ideas. Science will show pupils that enquiry and mistakes can lead to new discoveries. It will help them see that existing theories can be challenged and knowledge can evolve.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

At least 10% of the curriculum is dedicated to Religious Education

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEND

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy
- Health and Safety Policy