

Singleton Church of England Primary School

Mapping SMSC through **C A R E** in the Curriculum – Science

Children benefit from spiritual learning in science by experiencing awe and wonder, being able to explore, and having opportunities for creativity. They can research evidence to make sense of the world around them, make discoveries, and look for meaning and purpose. Moral education is developed through the curiosity of children, promoting open-mindedness, and having consideration for the environment. Through Science, children can investigate moral and ethical issues, understand the consequences of actions, and recognise the importance of evidence to support any conflicts. Social development is incorporated through the Science curriculum it enables children to carry out practical work, develop team working skills, and ensure they take responsibility for the safety of themselves and others. They are therefore able to develop personal qualities, participate cooperatively, and understand how communities and society function. Cultural development in Science is demonstrated through scientific discoveries as well as environmental issues that are central to science. Children can explore and understand diversity, participate in cultural activities, and appreciate personal influences

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- By offering pupils the chance to consider the wonder of the natural world e.g., Seasonal change in Year 1.
- By offering pupils the chance to learn about inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By considering different perspectives and viewpoints. e.g., Nappy challenge Year 3
- Pupils are becoming increasingly more curious. They develop an open mind to the suggestions of others. Scientific developments may give rise to moral dilemmas and debates.
- They will consider the impact of humans on the environment

A – Aspiration – Cultural

- By asking questions about how scientific discoveries from around the world have affected our lives e.g., Forces and magnets Year 3
- By finding out about the significant work of scientists and their discoveries e.g., the work of female scientists during STEM week. By taking children on visits to different habitats and areas within the local environment Learn to appreciate scientific discoveries as part of our culture.
- They appreciate the scientific discoveries from other cultures.
- There is an understanding that scientific discoveries have been made by a range of men and women throughout history and across cultures.
- To know that environmental issues across the world a central to science.

R – Reflection – Spiritual

- By demonstrating openness to the fact that some answers cannot be provided by science.
- By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.
- By opening up questions about the size of the universe and how it might have been formed
- Looking for meaning and purpose in natural and physical phenomena. Gaining an awareness of the scale of living things from the small microorganism to the largest plant or animal.
- Learning about the interdependence of all living things and materials of the Earth.
- Having an emotional drive to know more and to wonder about the world.
- Wondering at the vastness of space and the beauty of natural objects

E – Engagement – Social

- By exploring the social dimension of scientific advances e.g., environmental concerns, medical advances, energy processes
- By researching the work of different scientists including chemists, naturalists, and behaviourists. e.g., Food and Our bodies in Year 4
- By finding out about the work of different female scientists in STEM week. Carrying out group investigations and practical work.
- Working as part of a team and taking on responsibilities. Taking responsibility for their own and other people's safety. e.g., teeth and eating Year 4
- Have an understanding that science has a major effect on the quality of our lives. Year 1 Material Monster
- Consideration of the benefits of scientific developments and the social responsibility involved in this.

British Values

- The children must take the views and opinions of others into account but still have the right to make their own choices.

- To take turns both in speech and practically with others and to share and cooperate
- Follow science investigation rules
- To understand that it is not always possible or right to have their way and understand the value of compromise.
- To listen to and consider the ideas and opinions of others even if they differ from your own.
- Justifying conclusions from experiments, respecting other people's results