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| **Science**  | We promote **social** *development by…* | We promote **moral** *development by…* | We promote **spiritual** *development by…* | We promote **cultural** *development by…* |
| By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person e.g. safety when using electricity. By research the work of different scientists including chemists, naturalists and behaviourists e.g. Carl Linnea’s in UKS2. By finding out about the work of different female scientists. By encouraging children to work together on scientific investigations and to share results (to improve reliability). Children consider the social impact (both positive and negative) of science and technology.  | By offering pupils the chance to learn about inventions which have made the world a better place. By considering different perspectives and viewpoints. By considering whether it is morally right to donate organs to those who need them (UKS2 – Circulatory system). When carrying out modelled or independent investigations, the children will decide which variable to use to ensure the text remains fair.  | By enhancing and considering the structure of the solar system and the formulation of the universe. By developing an emotional drive to know more and to wonder more about the world. By understanding why sometimes science and spiritual ideas do cause conflict and understanding the importance of respecting the views of others.  | By taking children on visits to different habitats and areas within the local environment e.g., the local area. By finding out about the significant work of scientists and their discoveries and how they make Britain Great (Big Question link). By exploring how scientific discoveries have shaped the beliefs, cultures and politics of the modern world.  |