



St. James' C.E.P School

**'Building One Faith, One Family,
Our Future'**

Science Policy

Updated by L. Malik – Autumn 2025
Approved by the Governors – Standards

Review Date – Autumn 2026 (Standards Committee)

Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

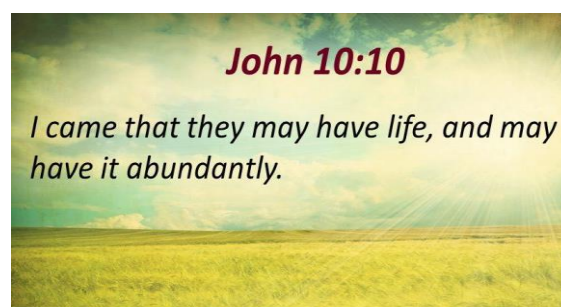
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

Statement

At St James' Lower Darwen Primary School we understand the need for all pupils to develop their Scientific ability as an essential component of all subjects and as a subject in its own right. A good understanding of scientific knowledge and conceptual understanding helps to support pupils work across the curriculum.

Aims

At St James' Lower Darwen Primary School we believe that Science is a body of knowledge built up through experimental testing of ideas. Science is also a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Our aims in teaching science include the following:

- Preparing our children for life in an increasingly scientific and technological world today and in the future.
- Helping our children acquire a growing understanding of the nature, processes and methods of scientific ideas.
- Helping develop and extend our children's scientific concept of their world.
- Building on our children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and developing the skills of investigation – including: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- Developing the use of scientific language, recording and techniques.
- Developing the use of computing in investigating and recording.
- Making links between science and other subjects.

Statutory Requirements

Statutory requirements for the teaching and learning of Science are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory framework for the Early Years Foundation Stage, September 2014.

How Science is structured through the school

Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Science 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. Science teaching at St James' Lower Darwen Primary School involves adapting and extending the curriculum to match all pupils' needs. Where possible, Science will be linked to class topics. Science will be taught as discrete units and lessons to ensure coverage. Science has been mapped out within our new enquiry based curriculum to ensure full coverage of 'The National Curriculum programmes of study for Science 2014'. This ensures progression between year groups and guarantees topics are covered. Teachers plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

Foundation Stage (reception pupils)

Science is taught through the strand of, 'Understanding the World' taken from the Statutory framework for the early years foundation stage 2023. Children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Children are encouraged to be creative and inquisitive as they participate in activities. Pupils are encouraged to use their natural inquisitiveness, while taking part in exploratory play in specific scientific areas as well as areas that link across the EYFS framework.

Key Stage One (year one and two)

During Key Stage one, pupils observe, explore and ask questions about living things, materials and the world around them. They begin to work together to collect evidence to help them answer questions, find patterns, classify and group objects, research using a variety of sources and carry out fair testing. Pupils use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables. Science lessons in Key Stage one are taught discretely and links made to other curriculum areas , where appropriate. Pupils often use the outdoor areas in their science learning.

Key Stage Two (years three – six)

Children are encouraged to extend the scientific questions that they ask and answer about the world around them. Pupils carry out a range of scientific enquiries including: observations over time, pattern seeking, classifying, grouping and researching using other sources (including computing resources). Children in Key Stage Two learn to plan science investigations by only changing one variable to make it a fair test. Pupils in Key Stage two extend their scientific learning using the outdoor areas.

The Governing Body

Regular reports are made to the governors on the progress of Science provision and to our Science Governor. This policy will be reviewed every three years or in the light of changes to legal requirements.

Cross-curricular Science Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Science lessons to other areas of the curriculum.

The Use of Computing

We recognise the important role computing skills have to play in the development of scientific skills. We also recognise the importance of being computer literate. Computing skills are used on a daily basis to enhance teaching and learning of science and to give all children the opportunity to use computing to research, collect, analyse and present scientific findings.

Assessment and Target Setting: Pupil's will be assessed using the Key Assessment Criteria for their year group to assess if they are on track and to assess if they have reached the national standard for their year group.

Working Scientifically

Working scientifically is taught through all science topic work. It is a key element of the science curriculum and is an important attainment target. The development of knowledge and understanding is best learnt through active exploration and teachers plan for some element of scientific enquiry in each lesson

Inclusion

We aim to provide for all children so that they achieve as highly as they can in Science according to their individual ability. We will identify which pupils or groups of pupils are underachieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Equal Opportunities

St James' Lower Darwen Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children: cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

Role of Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in Science through:

- Monitoring and evaluating pupil progress;
- Provision of Science;
- The quality of the Learning Environment;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to date with changes in the subject.