IAG and SMSC within the Curriculum 2025-2026

Science	KS3	KS4	EPCS6
Spiritual: reflecting on own beliefs and the beliefs of others; learning about themselves and the world around them; using imagination and creativity to reflect on their experiences	Students begin to experience awe and wonder, begin to explore the values and beliefs of others, and begin to understand human feelings and emotions. They become more knowledgeable about the world around them, and more imaginative and more creative in their thinking and problem solving. Students begin to understand there are conflicts between some science and spiritual ideas and begin to develop mutual respect and tolerance for differing viewpoints. This is achieved through; ● The development of the periodic table	Students experience awe and wonder, explore the values and beliefs of others, and understand human feelings and emotions. They become more knowledgeable about the world around them, and more imaginative and more creative in their thinking and problem solving. Students develop their understanding of conflicts between some science and spiritual ideas and develop mutual respect and tolerance for differing viewpoints. This is achieved through; ● GMO crops	Students demonstrate awe and wonder, explore the values and beliefs of others, and understand human feelings and emotions. They deepen their knowledge of the world around them, and demonstrate imaginative and creative thinking and problem solving. Students reflect on their understanding of conflicts between some science and spiritual ideas and develop mutual respect and tolerance for differing viewpoints. This is achieved through; ● Study of evolution in A level biology ● Study of Drug Synthesis

	● Interdependence ● The impact of drug misuse	● The impact of pollution ● The impact of waves	● experience of and skill in performing scientific investigations.
Moral: recognising the difference between right and wrong, could and should; understanding the consequences of their behaviour and actions; investigating moral and ethical issues and understanding the viewpoints of others	Students are encouraged to investigate moral values and ethical issues, recognise right from wrong, could and should and understand consequences of their actions. ==Students are exposed to different points of view and debate various technologies and their impact on human society and economy.== This is achieved through; ● Space exploration ● Plant growth and farming ● Human impact on our planet and environment	Students are encouraged to investigate moral values and ethical issues, recognise right from wrong, could and should and understand consequences of their actions. ==Students are exposed to different points of view and debate various technologies and their impact on human society and economy.== This is achieved through; ● The debate of the use of alternative energy forms ● Genetic modification and selective breeding ● Ethics of Stem Cells ● Global warming and recycling	Students are encouraged to investigate moral values and ethical issues, recognise right from wrong, could and should and understand consequences of their actions. ==Students are exposed to different points of view and debate various technologies and their impact on human society and economy.== This is achieved through; ● Sustainable energy, nuclear power and rockets/projectiles ● Recombinant DNA technology ● ==Debates on the ethics of stem cell use and other treatments== ● Diesel/Petrol fuel choices and sustainable alternatives
Social: using a range of social skills in different contexts; participating in a variety of communities and social settings,	Students begin to consider their impact on the world around them. They begin to develop personal	Students consider their impact on the world around them. They develop personal qualities and	Students evaluate their impact on the world around them. They demonstrate personal qualities

communicating well; engaging with fundamental British values and demonstrating the ability to positively contribute to life in modern Britain.	qualities and social skills, participate cooperatively, and understand how communication and societies function. Students begin to consider their impact on the world around them and how to better protect and provide for future generations. This is achieved through; ● Discussion of viewpoints of others, different scientific groups and politicians ● Performing safely during practical work ● Evaluating how science is portrayed in the media ● Communication when working scientifically	social skills, participate cooperatively, and understand how communication and societies function. Students consider their impact on the world around them and how to better protect and provide for future generations. This is achieved through; ● Discussion of viewpoints of others, different scientific groups and politicians ● Performing safely during practical work ● Evaluating how science is portrayed in the media ● Communication when working scientifically	and social skills, participate cooperatively, and understand how communication and societies function. Students evaluate their impact on the world around them and how to better protect and provide for future generations. This is achieved through; ● Discussion of viewpoints of others, different scientific groups and politicians ● Performing safely during practical work ● Evaluating how science is portrayed in the media ● Communication when working scientifically
Cultural: understanding and appreciating the wide range of cultural influences that have shaped their own heritage and those of others; understanding and appreciating the range of different cultures within school and further afield; knowledge of Britain's democratic parliamentary system; Opportunities to participate in and respond positively to: artistic, musical, sporting and cultural opportunities; showing an understand, acceptance and respect for diversity	Students begin to understand that scientific development comes from all around the world, from people of all backgrounds and cultures. Students begin to explore, understand and respect diversity. They discover the role scientists have played in our society. This is achieved through; ● Classification and ecology	Students develop their understanding that scientific development comes from all around the world, from people of all backgrounds and cultures. Students explore, understand and respect diversity. They explore the role scientists have played in our society. This is achieved through; ● Climate change and its effects	Students demonstrate their understanding that scientific development comes from all around the world, from people of all backgrounds and cultures. Students demonstrate their understanding and respect for diversity. They evaluate the role scientists have played in our society. This is achieved through; ● Star formation

	- Changing ideas about the universe - Useful materials and recycling	- Improving plant and animal biodiversity - The National Grid	- Medicinal Chemistry - Conservation of species and habitats
IAG: providing information linked to the real world, careers and enterprise.	Science Week Careers Week STEM activity days	Science Week Careers Week GCSE Science Live	Science Week Careers Week Brain Day Talk Biology Olympiad
School Values: Honesty, Faith and Courage	**Honesty** Students work together towards a desired goal. They have to discuss and debate with mutual respect and tolerance and learn to embrace ideas from different cultures and backgrounds. **Faith** Students are taught a curriculum which challenges them appropriately and inspires them towards academic success. **Courage** Students are encouraged to think for themselves and take chances in order to challenge themselves and their own misconceptions. They take ownership of their own success and failure in the pursuit of becoming independent learners.	**Honesty** Students work together towards a desired goal. They have to discuss and debate with mutual respect and tolerance and learn to embrace ideas from different cultures and backgrounds. **Faith** Students are taught a curriculum which challenges them appropriately and inspires them towards academic success. **Courage** Students are encouraged to think for themselves and take chances in order to challenge themselves and their own misconceptions. They take ownership of their own success and failure in the pursuit of becoming independent learners.	**Honesty** Students work together towards a desired goal. They have to discuss and debate with mutual respect and tolerance and learn to embrace ideas from different cultures and backgrounds. **Faith** Students are taught a curriculum which challenges them appropriately and inspires them towards academic success. **Courage** Students are encouraged to think for themselves and take chances in order to challenge themselves and their own misconceptions. They take ownership of their own success and failure in the pursuit of becoming independent learners.