

Spiritual development in Science

A very large proportion of the AQA scheme of work we follow at KS3 and the AQA specification at GCSE naturally allow students to develop spiritually, constantly allowing students to feel a sense of enjoyment and fascination by learning about themselves, others and the world around them. Students' are made aware that sometimes science and spiritual ideas do not share the same opinion and conflicts can arise but we discuss why conflicts may arise so students can respect the views of others and move forward. The science team deliver science in a way that students can use their imagination to think about why, model ideas/processes and use creativity to support their understanding about the avenue of science they are exploring. Students are also encouraged, at regular points throughout the academic year, to reflect on their progress in science – whether that is at the end of a unit, after diagnostic feedback in exercise books or after a data collection. This is to ensure they are progressing as an individual and can take ownership of their own learning to know where their own strengths and weaknesses lie.

Moral development in Science

In science, we remind students of their expectations in a classroom and we issue rewards and sanctions, in line with the school behaviour policy. In relation to the learning of science itself, there are many topical discussions, which require students to think about moral and ethical issues surrounding a key idea and then offer their reasoned view – whilst appreciating the views of others. Topics such as the ethics of cloning and testing, the use of fossil fuels, deforestation and animal rights in drug testing allow the students to think about the pros and cons, or rights and wrongs, and form an opinion based on evidence. Equally, there are areas in the curriculum in which legal boundaries are covered, such as speed limits in the forces units and legalities associated with drug testing to name a couple. The science team understand the importance of delivering moral discussions in the correct manner because well thought out opinions can support the development of a well-rounded individual/scientist.

Social development in Science

An individual very rarely publishes scientific ideas and thoughts independently, scientists often work together in teams meaning they have regular discussions with each other – even peer review of research takes place. Due to this, here at The Boulevard Academy we promote social interaction in lessons, which allows us to support the development of keen scientists. There are regular opportunities for group work and for students to support each other – either verbally or written. Praise and encouragement is evident in our classroom environments, when a student stumbles or finds something challenging we encourage students to support each other. The five B's (brain, book, board, buddy, boss) is used to support the students in thinking for themselves and working with each other before they ask for teacher support. Where students struggle with social situations, teachers provide support and strategies for the students to develop their social skills gradually in a way which works for them. Every class has a seating plan set by the class teacher, which promotes the working of students they may otherwise not socialise with.

Cultural development in Science

Science has and still is constantly changing shape, old theories are developed and new discoveries are made. Students here at The Boulevard Academy are taught how scientists across all different backgrounds and cultures (both men and women) have been key in the development of scientific ideas, concepts and discoveries. We aim to make students aware that the scientific discoveries are as much of our culture as anything else is.