

<u>Science</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>Science is delivered at Culcheth High School in all key stages. Students develop their SMSC in a variety of ways based on practical, discussion and reflective tasks that take place in all Science lessons.</p> <p>The new curriculum for Science is based around problem solving and how to practically solve them. SMSC enables all students to think and challenge themselves to discover how each problem can be solved using Science.</p>	<p>SP2 - Sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward.</p> <p>SP4 - It is also seen more often that science is able to stand alongside the spiritual beliefs of many. This is looked at often from a neutral stand point within science lessons.</p> <p>SP5 - Students can experience many moments within lessons that can lead to a 'wow' factor such as</p> <ul style="list-style-type: none"> • Using a van de graffe machine • Looking at how combustion can happen whilst burning methane • Questioning the solar system and reflecting on 	<p>M5 - Our understanding of Science has allowed us to develop technology we couldn't have imagined 50 years ago. M1 - We must now start to decide if we should complete all of the scientific activities we are able to do or morally should we decide not to.</p> <p>M5 - This can be as simple as should we test lifesaving medicines for humans on animals that then cause them cruelty? Or should we allow somatic or germ line cell therapy? Moral development is a vital part of any scientist's development.</p> <p>M3 - Students will need to develop a good understanding of it to firstly pass GCSE exams which always comprise of ethical questions but more importantly to become a good rounded scientist.</p>	<p>So5 - Science is changing our society. The life expectancy is getting larger, people are driving more efficient cars and more and more people are putting solar panels on their rooftops. So1 - Our society has become dependent on scientific developments which we could not have foreseen 50 years ago and many of these are focused on within Science lessons.</p> <p>So5 - Students must consider their impact on the world around them and start to look at what they can do to help the next generation have a habitable planet.</p> <p>So4 - By looking at renewable energy and the use of solar energy, students can reflect on why this type of energy usage will help to sustain an</p>	<p>C2 - Scientific development comes from all across the world, from people of all backgrounds and cultures.</p> <p>C4 - Some of science's most important discoveries have come from other parts of the world and it's important for students to understand this as many believe that progress comes largely from the UK or America. C5 - It is also important to understand how the different cultures around the world can have different impacts on the planet and what impact more economically developed countries have on poorer areas.</p> <p>C4 - At GCSE level, students focus on the development of humans from homosapiens and how culture and location within the world has impacted on the development of species.</p>

	<p>whether there is more to life than this?</p> <p>SP4 - Students are given the opportunity to experience real-life problem solving challenges. In year 8 students are given a task of how to calculate speed, and with just the equipment needed to do this, students are left to work out how to do this by themselves. SP5 - From completing such a practical challenge students feel satisfaction and pride once the problem has been solved.</p> <p>SP3 - Year 11 students are given the chance to encounter shocking real life images of parasites attacking a human body and also what are the effects of taking pure Ecstasy for a person. SP5 - These both lead to students using their imagination and creativity</p>	<p>M2 - In year 10 students are given the opportunity to focus on organ transplantation and whether cloning is a good thing or not. M3 - Students reflect on questions such as should a whole body be cloned using reproductive cloning or is therapeutic cloning of just an organ more acceptable within society?</p> <p>M1 - Nuclear fusion is debated and the merits and uses of using nuclear power are debated and thought about by students.</p> <p>M1 - Year 8 students learn about the moral dangers of society legally allowing cigarettes and alcohol to be bought, but then this may lead to addiction for many.</p> <p>M5 - Students in year 10 focus on diabetes and the rate of this being caused due to obesity. M4 - By looking at ways to morally</p>	<p>environmentally friendly society.</p> <p>So1 - Students in year 10 are given the chance to reflect on scientific research in relation to drug trialling. By looking at various examples of drug trials being completed, So5 - students reflect themselves on which would be the best to continue in order to make the biggest impact on future society.</p> <p>So4 - Evolution and the impact of scientific theories that have been discovered in relation to society and people are also looked at. Why people are changing still and what impact this will have for society in the future.</p> <p>So5 - Laws for society are focused on, such as the classification of drugs and how the units of alcohol system works.</p>	<p>C5 - Within Chemistry lessons, students are taught to look at how can we improve things? And focus on the cultural way Science is used in Western society in order to improve and help lifestyles or technology.</p> <p>C6 - extra-curricular event that has become popular to attend is the Moon watch and this is organised by Science. Staff from Jodrell Bank bring telescopes and resources used in teaching about space in to school, enabling all students to culturally develop a deeper awareness of space and the solar system.</p> <p>C4 - Key scientists that are studied and the cultural context of each of these people is also reflected on. They include:</p> <ul style="list-style-type: none"> • Newton • Darwin • Mendel • Mendeleev • Galileo • Kepler
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	<p>to produce work around their findings and developed knowledge.</p>	<p>develop health education for society, students are taught about prevention, education and cure for diabetes developed due to obesity.</p>	<p>So1 - Students can reflect on the need for drug and alcohol laws based on the strength and impact each may have on a body if consumed and what impact this may have for the rest of society if people all drink alcohol or all take illegal drugs.</p>	<ul style="list-style-type: none">• Franklin
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