

# SCIENCE

*"Great are the works of the LORD, studied by all who delight in Him*



<p style="text-align: center;"><b>Human Dignity</b> (treating all people with respect)</p>	<p><b>Topics</b> Year 7: Unit D – variation; human reproduction Year 8: Unit K – Inheritance GCSE: Human health and disease (Biology) GCSE: Infection and response (Biology) GCSE: Homeostasis and response (Biology) GCSE: Inheritance, variation and evolution (Biology)</p>	<p><b>Skills</b> In all year groups and all science disciplines: many advances in scientific thinking, discovery and application must include consideration of moral and ethical implications of the advances being made. This is a vital part of the scientific education of our students</p>
<p style="text-align: center;"><b>Community Participation and</b> (teamwork)</p>	<p><b>Topics</b> The Scientific community worldwide relies on sharing and collaborating on developments in all areas of science. We see examples of this in topics we study – for example: the history of the atom (GCSE Chemistry and GCSE Physics)</p>	<p><b>Skills</b> Teamwork is an essential skill developed over all year groups and all units when practical science tasks are undertaken.</p>
<p style="text-align: center;"><b>Stewardship</b> (Care for Creation)</p>	<p><b>Topics</b> Year 7: Unit E – Earth’s structure Year 8: Unit K – Interdependence Year 9: Unit M – Climate and Earth’s resources GCSE: Ecology (Biology) GCSE: Atom Economy; Chemistry of the atmosphere; Using resources (Chemistry) GCSE: Energy: energy resources (Physics)</p>	<p><b>Skills</b> In all year groups and science disciplines: Research, debate and evaluation of the use of the Earth’s resources.</p>
<p style="text-align: center;"><b>Peace &amp; Reconciliation</b> (calm and forgiving approaches)</p>	<p><b>Topics</b></p>	<p><b>Skills</b> Working together in a safe practical environment</p>
<p style="text-align: center;"><b>Solidarity</b> (unity and togetherness)</p>	<p><b>Topics</b> Year 7: Unit A – Working in a lab Year 8: Unit K – Interdependence Year 9: Renewable and non-renewable energy resources GCSE: Human health and disease (Biology) GCSE: Infection and response (Biology) GCSE: Ecology (Biology) GCSE: Atomic structure and periodic table; Chemistry of the atmosphere; Using resources (Chemistry) GCSE: Energy: energy resources; Atomic structure</p>	<p><b>Skills</b> In all year groups and all science disciplines: many advances in scientific thinking, discovery and application must include consideration of moral and ethical implications of the advances being made. This involves finding common ground and acceptance of other world views in order to build towards a united future.</p>
<p style="text-align: center;"><b>Option for the poor</b> (Ending injustice)</p>	<p><b>Topics</b> Year 9: Unit M – Climate and Earth’s resources Year 9: Potable water GCSE: Ecology (Biology) GCSE: Chemistry of the atmosphere; Using resources</p>	<p><b>Skills</b> Research, debate and evaluation of the use of the Earth’s resources in the topics outlined.</p>

*"Some people say that religion and science are opposed; so they are, but only in the same sense as that in*