

RMA Curriculum statements 2025 – 2026

Subject	Science
Key Stages /Years	Key Stage 3 and Key Stage 4

Intent	Implementation	Impact
The Science curriculum across KS3 and KS4 is designed to ensure that all pupils—regardless of starting point, need, or emotional profile—develop secure scientific knowledge, practical competence, and scientific literacy. Our aim is to help pupils understand the world around them, make informed decisions, and grow into confident, scientifically literate citizens. The curriculum follows a coherent progression from KS3 into the AQA GCSE Combined Science: Synergy course at KS4. It is structured around the big ideas of Building Blocks, Interactions, Change and Sustainability, linking biology,	The Science curriculum is delivered through a clearly sequenced programme from KS3 to KS4, ensuring that foundational concepts are introduced early and revisited in increasing depth. At KS4, teaching aligns with the AQA Synergy specification, delivered through Life and Environmental Sciences and Physical Sciences strands. Teaching and Learning Approaches Teaching is adapted to meet the needs of SEMH pupils through: • Explicit teaching of core knowledge with clear, consistent routines	By the end of KS3 and KS4, SEMH pupils: • Demonstrate secure understanding of key biology, chemistry and physics concepts • Apply scientific knowledge to real-world and unfamiliar contexts • Analyse, interpret and evaluate data using scientific methods • Communicate effectively using scientific vocabulary, units and conventions • Show improved practical competence and confidence in handling equipment

chemistry and physics to real-world contexts and contemporary global challenges. In an SEMH setting, the curriculum also aims to: • Provide a safe, predictable learning environment where pupils can engage with challenging ideas at a pace that suits them • Build curiosity, resilience, and confidence through hands-on learning and success-focused experiences • Develop pupils' ability to think scientifically, ask questions, and apply knowledge to unfamiliar contexts • Strengthen practical skills, data handling, and evaluation through structured, supported practical activities • Prepare pupils for further education, employment and life, including pathways into STEM • Consolidate and extend KS3 foundations, ensuring	• Guided practice and scaffolded application to build confidence and independence • Regular retrieval practice and exam-style questioning to strengthen long-term memory • Integrated practical work to develop Working Scientifically skills in a structured, supported way • Chunked tasks, visual supports, and multisensory resources to reduce cognitive load • Predictable lesson structures that support emotional regulation and engagement All required practical activities are embedded within teaching, enabling pupils to: • Plan investigations • Use apparatus safely and accurately • Collect, analyse and evaluate data • Reflect on methods and outcomes Lessons are differentiated for Foundation and Higher pupils, with additional scaffolding,	• Are prepared for GCSE examinations and post-16 pathways, including vocational and STEM routes Beyond academic outcomes, pupils also show: • Increased confidence, resilience and independence in scientific enquiry • Improved problem-solving, reasoning and decision-making skills • Greater ability to regulate emotions during practical and theoretical tasks • A sense of achievement and curiosity about the world around them Impact is measured through assessment outcomes, practical skill development, retention of knowledge,
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cumulative knowledge and increasing depth and challenge Overall, the intent is to equip pupils with the scientific understanding and personal skills needed to navigate modern society and make informed choices about their health, environment, and future.	modelling, and emotional support where needed. Assessment and Feedback Assessment is ongoing and varied, including: • Low-stakes formative checks • Summative topic tests • GCSE-style mock examinations Feedback focuses on addressing misconceptions, improving exam technique, and strengthening scientific communication. Staff use trauma-informed approaches and relational practice to ensure assessment supports confidence rather than anxiety.	engagement in lessons, and pupil confidence. Pupils leave KS4 as informed, capable individuals equipped with the scientific understanding and life skills needed to participate fully in modern society.
Enrichment		