

# Section 5.1 Curriculum Policy

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# Section 5.1 Curriculum Policy

## Rationale

St Saviour's and St Olave's is a successful Church of England school. Our curriculum is designed to provide a broad, balanced, and inclusive education that nurtures the academic, spiritual, moral, and personal development of all students. Rooted in Christian values, it seeks to inspire a love of learning while reflecting our Christian ethos. This policy ensures that the curriculum aligns with national standards and best practices while supporting high-quality teaching and learning, and preparing students for further education, employment, and life as responsible global citizens. Through a holistic approach, our curriculum encourages students to develop their God-given potential, grow in faith, and flourish in order that might contribute positively to society.

## Purpose

The purpose of this curriculum policy is to establish a clear framework for curriculum planning, implementation, and evaluation within the school, ensuring that all students experience a rich and meaningful education shaped by Christian values. It seeks to cultivate a love of learning, academic excellence, and character formation, equipping students with the knowledge, skills, and moral foundation to flourish in all aspects of life. The policy provides guidance for teachers in delivering a high-quality, transformative curriculum and serves as a reference for key stakeholders including our governors, our staff, our students, our parents, and the wider community, reflecting the school's commitment to nurturing the whole child—academically, spiritually, and socially—in a compassionate, supportive and inclusive environment.



# 1. Curriculum Intent

## i. Our aim, ethos and vision

*The thief comes only to steal and kill and destroy; I have come that they may have life and have it to the full.  
John 10:10*

Our school motto reflects the aims of our school which is **Heirs of the Past, Children of the Present, Makers of the Future**. Our Christian ethos is summarised through 5 key words which encapsulates who we aim to be as a school: **Compassionate, Reflective, Inclusive, Supportive and Transformative**. At St Saviour's and St Olave's we draw upon our motto and ethos whilst incorporating the image of **mirrors, windows** and **doors** to capture and articulate our curriculum vision.

### **Mirrors**

Mirrors are for looking into and reflecting alone and together. The image of the mirror reminds us that our curriculum needs to be representative, decolonised and diverse. Our students need to see themselves positively reflected and celebrated within the curriculum. This supports our commitment to being an **inclusive** anti-racist school.

The image of the mirror also reminds us of the importance of reflection. Through the curriculum our students learn from their own and each other's responses and experiences. This helps them to become **reflective** and **supportive** learners.

### **Windows**

Windows are for looking out into the world. The image of windows reminds us to create opportunities for critical thinking and meaningful dialogue about a wide range of societal issues. Students are taught how to question, analyse, interpret, evaluate and make judgements about the things they are learning and the world around them.

As a school, being **compassionate** is important to us, therefore through the curriculum our students are taught to be responsible and **compassionate** citizens who become advocates for change. They are taught what it means to be **transformative** and make a difference.

### **Doors**

Doors are for looking through and also provide an opening which facilitates transition. The image of the door therefore reminds us that our curriculum must enable our students to step out and take part in the wider world and become **makers of the future**.

Through the curriculum we also teach our students to **transform** themselves and the world in which they live. We do this to enable them to realise their God given potential. The curriculum therefore encourages our students face the future with faith and boldness as they embrace life in all its fullness.

As a school, our overall aim is to provide a curriculum that helps all students to become **compassionate, inclusive, reflective, supportive** and **transformative** lifelong learners who flourish in the workplace and all other areas of their lives.

## 2. Curriculum Implementation

### i. Content and Entitlement:

We provide a rich curriculum which meets and exceeds the requirements of the National Curriculum and offers routes to a range of qualifications at the end of key stage four and five. We deliver a curriculum which broadens and deepens knowledge for students of all abilities and interests. Through the curriculum students are given the necessary skills, knowledge and understand that enables them to progress on to Higher Education and vocational routes, such as degree level apprenticeships.

Our curriculum is structured to give every student access to the academic and cultural experiences all young people are entitled to. We give students access to the rich historical and cultural environment around our school whilst enhancing our students' appreciation of their own and others' cultural context and values This aligns with our mission to ensure our students grow as **heirs of the past**.

For us, entitlement also means providing our students with an ambitious curriculum which is well taught and well-resourced that prepares them to become **makers of the future**.

#### **Key Stage Three (KS3)**

At KS3 all students follow a curriculum which includes English Language and English Literature, Mathematics, Science, Humanities, Religious Studies, Modern Foreign Languages, Creative Arts, Physical Education and Technology subjects. These are studied for three years and fulfil our intention to provide every young person with a breadth of knowledge and skills which enable them to develop and grow in confidence in a broad spectrum of ways.

The KS3 curriculum prepares students for further study in all areas, as well as standing alone as a worthwhile experience for students who choose not to take the subject further.

#### **Key Stage Four (KS4)**

At KS4 all students select from three option blocks subjects which, along with a core of English Language, English Literature, Mathematics, Science, Religious Studies and Physical Education, they study for two years. This KS4 course of study leads to assessment and qualifications by public examinations.

Students are guided through a free option choice structure covering a wide range of subjects designed to cater for all the students' needs, allowing pathways both for the most able and those who may be less academic. The English Baccalaureate suite of qualifications is

available to all students; it is clearly explained and offered to all students and their parents, but it is compulsory for none. Students receive excellent guidance which enables them to make a well-informed decision about their subject selection for GCSE.

## **Sixth Form**

Our Sixth Form offers an exceptional range of subjects and for a small institution, we have a strong subject provision across A-Level. We also offer vocational qualifications. To offer the best support for some students, we provide a mixed pathway of A-Level and vocational qualifications. As an inclusive and fully comprehensive Sixth Form, we are committed to offering Level 2 qualifications for students who need it if, staffing and student numbers permit.

All students are supported by a comprehensive programme of opportunities, study support and preparation for life beyond school. Our enrichment provision includes EPQ, volunteering placements and debating. We provide compulsory work experience in year 12 and work with external providers including Construction Youth and our Livery companies to offer unique work-related learning curriculum programmes.

## **ii. Structure, Sequencing and Planning**

*“When the curriculum lacks coherence, it is both harder to teach and harder for children to locate and place their new knowledge.” – Viviane Robinson.*

As a school we seek to have curriculum content arranged in an order which secures progression. We believe alignment and coherence is important. We therefore aim for knowledge to be connected rather than ‘bitty’ and fragmented as this helps students to learn and consolidate what they are being taught. Heads of Departments (HoDs) therefore hold this in mind when constructing long and medium-term plans and in the daily delivery of lessons.

We expect HoDs and teachers to ensure coherence by paying attention to the big ideas and key concepts which underpin their curriculum area when they are engaged in curriculum planning. During lessons, teachers we expect teacher to remind students about the connections between what is being taught and how this links to prior knowledge, big ideas, key questions and life as a whole.

Additionally, we expect HoDs and teachers to consider concepts such as interleaving, spiral knowledge, horizontal curriculum structures and cross curricular links when structuring and sequencing the curriculum. We also expect HoDs to work together to create a curriculum

and curriculum maps that align and across different subjects and disciplines, where possible. We believe that this interconnected approach enables students to apply learning in various contexts and fosters deep learning which ultimately secures progression and bolsters success.

### **iii. Knowledge**

#### **Joyful Rigour**

*“Students do not become critical thinkers overnight. First, they must learn to embrace the joy and power of thinking itself.” - Bell Hooks*

We recognise that students today are bombarded with knowledge and information. We therefore seek, through the curriculum, to provide them with the skills to interpret and evaluate this information and apply knowledge.

In our pursuit of academic excellence and rigour, we recognise that a robust and comprehensive curriculum must empower students with the critical knowledge and information necessary to navigate and contribute to an increasingly complex world. By creating an environment that values rigorous scholarship and the free exchange of ideas, we aim to liberate students' potential, enabling them to become informed, reflective, and open-minded learners.

However, our school is not an ‘exams factory’ because we understand that true education transcends the mere accumulation of information; it involves the harmonious integration of knowledge and wisdom. Our curriculum is designed to not only impart factual understanding, but also to cultivate wisdom discernment and ethical reasoning.

We therefore view knowledge as a stepping stone to deeper insights and we believe that knowledge is the foundational building block which promotes joyful rigour in learning. With the insights gained through knowledge and the joy of being able to apply it, we enable our students transform their thinking and grow in wisdom. We promote joyful rigour by providing students with opportunities to delight in seeking wisdom and knowledge and developing talents in all areas of life.

#### **Powerful Knowledge**

*“Knowledge is power. Information is liberating.” – Kofi Annan*

Additionally, as a school we believe our students should be taught powerful knowledge. However, as a truly inclusive school, this is not just knowledge of the ‘powerful’; but also, knowledge which comes from a range of communities and cultures, which will teach our students what they need to know to progress academically. By maintaining a broad and



inclusive definition of powerful knowledge, we empower our students to transform their thinking and their lives, whilst deepening their appreciation of the rich diversity reflected in the world around them.

At our school we ensure the distinction between substantive knowledge and disciplinary knowledge is understood.

### **Substantive Knowledge and Disciplinary Knowledge**

Substantive knowledge refers to the established facts, concepts, and principles within a discipline—what students need to know. It is the factual content and concepts within a subject—the "what" of learning. This includes historical events in history, scientific laws in physics, or grammatical rules in English.

In contrast, disciplinary knowledge refers to the methods and ways of thinking used within a subject—the "how" of learning. It focuses on —how students learn to think like historians, scientists, or literary critics. It also focuses on how knowledge is formed and understood within each subject—how students learn to think critically, question assumptions, and engage in thoughtful inquiry.

This integration of both forms of knowledge ensures that students are not just passive recipients of knowledge but active participants. It also ensures the curriculum supports students in becoming thoughtful and knowledgeable whilst developing them as individuals who are prepared and equipped to flourish and contribute to society.

## **iv. Inclusion within the Curriculum**

Being inclusive is an integral part of our ethos. We are committed to providing a curriculum that is firmly rooted in the values of inclusivity and work hard to ensure all students have access to a rich and empowering education.

We also aim to broaden and deepen knowledge for students of all abilities, including those with the highest prior attainment; for students with Special Educational Needs and Disabilities (SEND); and for students with English as an Additional Language (EAL) needs; and for students from disadvantaged backgrounds.

Across all key stages and all subjects, the curriculum is designed and adapted to stretch, celebrate and support all learners.

## **Decolonising the Curriculum**

As an **inclusive** school we seek to ensure that every student feels represented, empowered and included. One way we do this is through our strong commitment to being an anti-racist school.

We recognise that as "**Heirs of the Past,**" our diverse heritage calls for a curriculum that honours diverse traditions but also actively decolonises learning. Decolonising the curriculum means challenging established Eurocentric narratives and integrating a broad spectrum of histories, perspectives, and cultural contributions into every subject area.

By doing so, we commit to treating all members of our school community with dignity and respect, celebrating their unique contributions, and affirming their equal value. This approach creates a learning environment that reflects the rich diversity of our school community and ensures that every student has the opportunity to flourish, develop critical thinking skills, and build a deep understanding and appreciation of our shared human experience.

## **SEND**

We believe that Quality First Teaching is an important part of creating an inclusive and supportive learning environment. Differentiated resources allow students of all abilities to access the curriculum, by adapting the type of tasks accordingly.

Students with SEND are supported in a number of different ways within the curriculum, depending on the type and degree of their need. Through intervention groups we offer targeted support in a given subject and year group, usually in groups of about five students. This enables learners to engage more directly with topics, with more personalised assistance from our experienced Teaching Assistants (TAs). The role of the TA within or outside the classroom is to offer expert guidance and encouragement on the journey towards academic independence.

Students with an Educational Health and Care Plan (EHCP) have a higher proportion of 1:1 support in core subjects and other lessons. This enables them to practice and improve the best learning strategies and make progress towards their targets.

## **EAL**

St Saviour's & St Olave's School is a very diverse and inclusive school, and a huge amount of our students have EAL. We are very proud of this aspect of our school, and we seek to celebrate all the languages and cultures that are represented. We see having EAL as a gift

and a precious skill. The vast majority of our EAL students perform very well academically. That said, we also understand the potential barriers that exist for our EAL students.

If students speak another language at home and if they are interested in getting an extra qualification for it at GCSE or A level, the Modern Foreign Languages team supports with this process. We strongly advise students to get their home language qualification in Year 9 or Year 10. The languages on offer can include Italian, Polish, Bengali, Urdu, Modern Hebrew, Chinese (Spoken Mandarin or Spoken Cantonese), Panjabi, Russian, Arabic, Greek, Japanese Portuguese, Persian and Turkish.

### **Pupil Premium**

We also prioritise the needs of students eligible for Pupil Premium, addressing barriers to learning through tailored interventions, mentoring, and enrichment opportunities. This approach reflects our dedication to fostering an inclusive learning environment where every student can flourish academically, socially, and emotionally.

## **v. Teaching Groups**

We carefully consider how to group students for different subjects to best support their learning and development.

By using a flexible approach to grouping, which includes mixed ability teaching and teaching sets, we aim to create an inclusive environment where all students are valued and supported to achieve their full potential and transform their learning.

### **Mixed Ability Teaching**

Mixed ability teaching is used at our school to foster collaboration, inclusivity, and the sharing of diverse perspectives. This encourages peer learning, builds confidence, and promotes a culture of mutual respect and support. At KS3 our tutor groups are all mixed ability and in some subjects at KS3, students are taught in their tutor groups. At KS4 some option subjects also teach mixed ability groups.

### **Teaching Sets**

Setting is used in some subjects at KS3 and KS4 and students are taught in sets based on their current level of understanding, allowing for tailored instruction that meets their

specific needs and challenges them appropriately. The use of sets helps ensure that every student can make progress at their own pace, with targeted support and stretch where needed.

## vi. Personal Development

*“Education is not just about information, but also formation.” – Mona Siddiqui*

As a school, that is not an ‘exam factory’ our concept of the curriculum goes beyond traditional academic subjects. Our approach to learning is therefore holistic, and we are committed to providing a curriculum that ensures our students leave compulsory education ready for life and ready for work, building the knowledge skills and character they need to flourish, including oracy skills, thinking skills and life skills.

As **makers of the future**, we want our students to explore what it means to be human in a world that is undergoing rapid change and becoming increasingly digital. Through the curriculum, we therefore teach our students to become critical consumers of information who can think for themselves. whilst embracing the opportunities that Artificial intelligence (AI) and modern technology brings. Through the curriculum we teach students to use AI and modern technology in a meaningful way whilst exploring any ethical considerations.

### PSHCE

Personal, Social, Health, Citizenship, and Economic (PSHCE) education is delivered through five themed drop-down days across the year. Each day focuses on a key topic: mental health, finance and careers, relationships and sex education, citizenship, and physical health. Drop-down days allow us to dedicate appropriate time to important topics, creating space for in-depth, age-appropriate learning that can be explored in a meaningful and engaging way. Additionally, Year 7 students benefit from weekly PSHCE lessons, designed to support their transition to secondary school.

We strive to make our PSHCE programme as practical and engaging as possible, bringing in a wide range of external visitors to deliver sessions and share their expertise. While we meet all statutory requirements, we go beyond these to provide a broader, more comprehensive programme. By addressing a wide range of topics, we aim to ensure our students feel confident, resilient, and fully equipped to navigate life beyond the classroom as **makers of the future**.

## **Themed weeks**

An aspect of the curriculum or a topical issue provides the focus for our themed weeks. These themes are then addressed directly or indirectly across all curriculum areas in a nominated week. This supports the development of the students' understanding of cross-curricular relevance.

Themed weeks are also used to demonstrate the lifelong value of a skill in different contexts, or to support our belief - that we are all made in the image of God, of equal value and worth. These weeks can vary from year to year according to priorities determined by the school community. They include Numeracy week, Literacy week, Black History Month week, LGBT+ week, Mental Health awareness week, Activities week, and Science week. The rationale for each of these weeks is given in Appendix 2.

## **Careers and Work-Related Learning**

Work related learning takes place throughout years 7-13 in age-appropriate ways. Careers and jobs are referenced where appropriate in lessons; business management is explored in Year 8 in 'world of work' week, software such as unifrog is used by the students to explore personal ambitions, and all the girls receive external guidance on career related issues. Using our exceptional range of partners, we offer a range of high-quality visits and experiences in workplaces. A lead staff member ensures that the Gatsby criteria are met and exceeded.

## **Extra-Curricular**

An exceptional range of extra-curricular opportunities supports our students' development academically, physically and spiritually. Our students can access additional qualifications in home languages, they can learn a musical instrument and take ABRSM qualifications, or they can pursue acting and obtain a LAMDA qualification. They are also encouraged to pursue extracurricular opportunities in all subjects – either for fun or to a highly competitive level.

HoDs are also expected to ensure that trips are being ran and facilitated within their departments to encourage students to learn and live their subject outside of the classroom.

## **vii. Spiritual, Moral, Social, and Cultural (SMSC)**

As a Church of England school and in keeping with our school ethos, our curriculum is designed to promote Spiritual, Moral, Social, and Cultural (SMSC) development, fostering an **inclusive** and **reflective** learning environment that inspires **transformative** growth in every

student. Our approach here links directly to the **mirrors, windows** and **doors** imagery mention which is integral to our curriculum vision presented in the curriculum intent section of this policy.

Grounded in the principles of compassion and respect, our curriculum encourages students to explore their own beliefs and values while appreciating the diverse perspectives of others.

In alignment with SIAMS principles, we emphasise the development of wisdom, hope, and a deep sense of community, ensuring that our educational approach nurtures both personal and collective flourishing.

Through opportunities for critical thinking, meaningful dialogue, and active participation in wider societal issues, we aim to empower students to become thoughtful, inclusive, and transformative individuals who contribute positively to the world around them.

## **3. Curriculum Impact**

### **i. Accountability**

There are 2 aspects to accountability in relation to the curriculum: the first is to be clear about what is to be taught, and the second is to know how well students have been taught.

Although ultimate curriculum responsibility sits with the headteacher and the senior leadership team (SLT), we believe all teachers are leaders because of influence they have on the students. Therefore, all teachers are accountable for the areas they manage and for the classes that they teach.

### **ii. Quality Assurance**

SLT and middle leaders are expected to use data and qualitative feedback to evaluate curriculum impact and adapt strategies accordingly.

SLT work with governors, middle leaders and external partners to ensure a range of monitoring and evaluative activities take place. These activities include reviewing departmental curriculum plans, lesson visits, book looks, conversations with subject leaders, student voice, and the analysis of performance data.

### **iii. Success Criteria**

We use the following measures to gauge the success of our curriculum and our curriculum policy:

#### **Governors are able to...**

- Demonstrate a clear understanding of the school's curriculum intent, implementation, and impact.
- Articulate how the curriculum meets the needs of all learners, including disadvantaged and SEND students.
- Monitor, evaluate and challenge the SLT effectively, ensuring the curriculum supports the school's vision, values and ethos.

#### **SLT are able to...**

- Lead on a cohesive, ambitious curriculum that aligns with the school's values and allows all students to flourish.
- Support HoDs and teachers in curriculum planning and delivery, ensuring coherence, consistency and depth.
- Use data and qualitative feedback to evaluate curriculum impact and adapt strategies accordingly.
- Ensure all statutory requirements, including those highlighted by Ofsted and SIAMS are met without compromising our school's unique Christian ethos.

#### **HoDs are able to...**

- Articulate their departmental intent, implementation and impact with clarity.
- Create a decolonised curriculum that aligns with the school's values and allows all students to flourish.
- Design and implement subject-specific curriculum that has ambitious content that is coherent and sequenced effectively to build knowledge and skills over time.
- Clearly articulate the substantive and disciplinary knowledge being taught across their curriculum areas
- Monitor and evaluate the implementation and impact of the curriculum providing constructive feedback and support to staff.
- Support staff in delivering high-quality lessons through training, resource provision, and collaborative planning.



### **Directors of Learning (DoLs) are able to...**

- Encourage students to be life-long learners who are compassionate, reflective, inclusive, supportive, and transformative
- Analyse and interpret student progress data across subjects, identifying trends and implementing and/or supporting interventions.
- Drive initiatives and projects that promote high aspirations and close attainment gaps, particularly for disadvantaged and SEND students.
- Work with PSHCE coordinator, tutors, inclusion officers, and other members of support staff to ensure that personal development, behaviour, and welfare are integral to the curriculum experience.
- Ensure all students are equipped with the knowledge and skills for their next stage of education, training, or employment.

### **Teachers are able to...**

- Articulate their departmental intent, implementation and impact with clarity.
- Clearly articulate the substantive and disciplinary knowledge being taught across their curriculum areas
- Deliver high-quality lessons that align with the school's and the department's curriculum intent and do implement this in a way that cater to the needs of all students.
- Use formative and summative assessment to identify gaps in learning and adapt teaching accordingly.
- Contribute to the development of the curriculum through feedback and collaborative planning.

### **Support Staff are able to...**

- Provide targeted support to students, particularly those with additional needs.
- Engage in professional development opportunities to enhance their ability to support teaching and learning, student progress and student well-being

### **All Students are able to...**

- Articulate what they are learning and why, showing an understanding of how their learning connects across subjects and to the wider world.

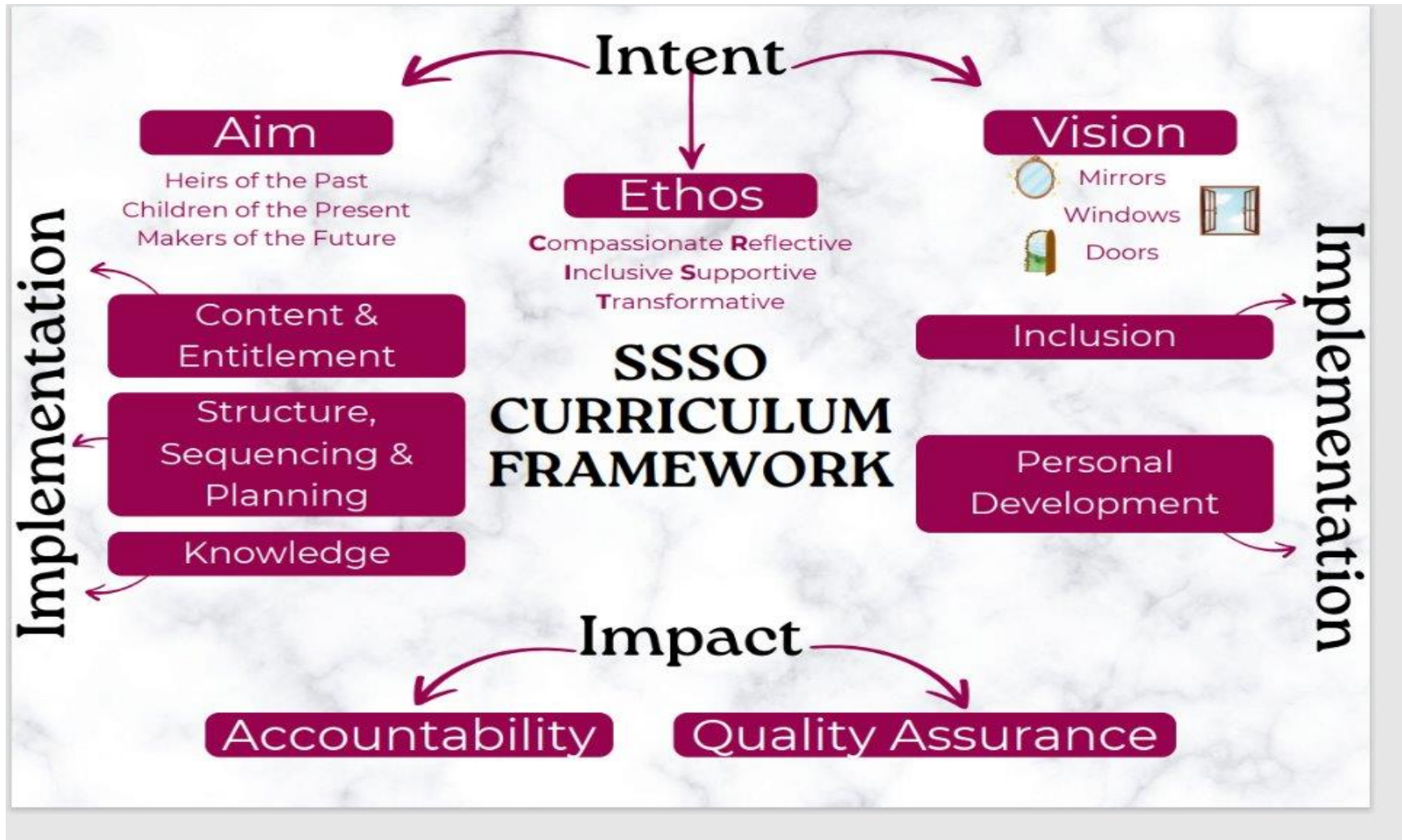
- Articulate the substantive and disciplinary knowledge being taught across the curriculum
- Identify their strengths and areas for development in their subjects and understand what they need to do to make progress.
- Achieve or exceed their good progress targets, regardless of their starting points.
- Show respect for their learning and the school ethos and the school environment.
- Flourish as **compassionate, inclusive, reflective and transformative** learners.

#### **iv. Links to other policies**

Further information can be found on a range of curriculum issues in the following policies:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- SRE Policy
- PSHCE Policy
- Careers Policy
- ICT Policy

## Section 5.1 Curriculum Policy (Appendix 1)



## Section 5.1 Curriculum Policy (Appendix 2)

Each year at St Saviour's and St Olave's a number of weeks will be identified, which will be focused on a particular theme and this will run through every curriculum and extra-curricular area. The dates will be published in the school calendar and the respective theme will be highlighted in assemblies and worship during that week. The themes will be discussed and agreed by SLT and the school chaplain. Themes arise from national, international and local priorities.

Listed below are some of the themed weeks from recent years with a brief outline of the purpose of the week:

### **Black History**

Two weeks during October is dedicated as part of the national Black History Month. Black history forms part of all of our history and all of our learning, so is discussed in all subjects throughout the year whenever appropriate and relevant. This specific week enables us to discuss the discrimination which has taken place historically and the ongoing issues of prejudice and discrimination which continue to occur around the world and more locally. Central to this week is the intention both to educate the girls about and to celebrate groups and individuals in black history, particularly in the UK, whose achievements have not been adequately acknowledged or recorded. During this week every collective act of worship and every subject area explores an aspect of this theme.

### **Disability awareness**

Our school is a diverse community, and we aim to be as inclusive as possible. Some in our school and many in the wider community live with health conditions which are either debilitating or life limiting, or with other physical limitations. The aim of this week is to raise awareness, especially of disabilities which are not visible, to improve the students' understanding of and empathy for others. It also aims to acknowledge and celebrate the contribution and achievement of groups of people too often overlooked, and to inspire all in our community to appreciate how barriers can be overcome.

### **LGBT+**

There is emerging research which indicates that young people who either question their sexuality or identify as LGBT+ are likely to find school more challenging than their peers and are more likely to experience mental health issues. The research also shows that homophobic language is less likely to be challenged than other forms of bullying. During

February, national LGBT+ awareness month, a week is focused on educating the girls about the discrimination faced by the LGBT+ community. The intention is to ensure that every student in school feels safe, respected, valued and included. Celebrations of the achievements and contributions of the LGBT+ community are particularly highlighted during this week.

### **Numeracy week**

Numeracy is a skill essential for living a secure and fulfilled life. Managing money and debt, having confidence in carrying out calculations, understanding weights and measurements are just a few of the skills which run across many subject areas and are essential in life. This week aims to challenge the perception that maths is a boys' subject, to eliminate the phrase 'I'm not any good at maths' and to answer the question of 'when will I ever use maths in real life?' Risk week Research shows that women and girls are much less likely to step outside their comfort zones in terms of learning and careers, and that this can be a factor in their underachievement academically and professionally.

### **Risk week**

Risk Week aims is to encourage all members of our school community to try to something new and/or different. Opportunities will be presented in lessons and in extra- curricular activities which encourage the girls to try to learn something new, to do something for the first time, or to do something in an unfamiliar way.

### **Science week**

This week aims to develop an understanding that science is a way of thinking and questioning rather than a body of facts and knowledge to learn. A scientist looks at the world and asks why, how and what if? Science develops logical thinking and can help us develop skills to investigate and pursue any line of enquiry. The week is also designed to highlight career opportunities in scientific fields where women are traditionally underrepresented, and to promote the achievements of female scientists. Themes are reviewed regularly for both intention, relevance and impact. Suggestions are welcomed from all stakeholders. If the rationale is in keeping with our vision and values and there is clear educational merit, a new theme will certainly be considered. One recent suggestion currently under consideration is 'climate change week'