

## St Peter's Science Newsletter - Summer 2021

Children think of medicine and chemicals when they think of Scientists. They often have a singular image of what Scientists look like and do. Each time you introduce a new Science topic and at the start of lessons/ investigations, we should make children aware of what kind of Scientists they are being, e.g.

- Plants - Botanist, Phytologist, Agronomist
- Animals inc humans - Biologist, zoologists, Ethologist
- Evolution - Anthropologist, Geneticist
- Space - Astronomer
- Sound - Audiologist

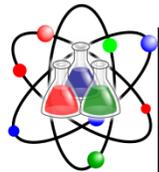
(Use the document from ThatScienceLady)

Children need to know that they don't just 'do' Science in Science lessons, they are taking on the role of a Scientist. This increases a child's Science Capital and their likelihood of pursuing STEM subjects in the future.

### Helpful websites links:

There are lots of places that you can go to for planning ideas to ensure that you cover a range of enquiry types and WS skills:

- [PLAN Knowledge matrices](#) and example work.
- [PSTT](#) - Primary Science Teaching Trust
- [ScienceSparks](#)
- [WOW Science](#)
- [STEM](#)
- [Explorify](#)
- [Thatsciencelady](#) Careers link
- [Ogden Trust](#) (Earth & Spaces 9-11 / Solar System in my pocket)



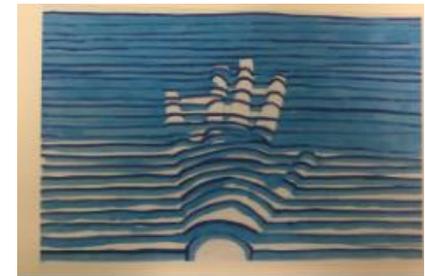
### Did You Know...?

St Peter's is a member of CLEAPPS. CLEAPPS produce termly newsletters for primary & secondary Science, Art & DT (Design and Technology.) These contain important H&S updates, highlight new services or publications and offer a vehicle to share useful ideas and experience from its members. Back copies of the newsletters are available on their website. In addition, they produce guides and leaflets - all of which can be found on their website. These cover everything from hatching chicks to managing radioactive sources and almost everything in between. Guidance covers Science, Design & Technology (including Food) and Art.

The website is: <http://primary.cleapss.org.uk/>

### Science Day 2021

On Friday 28th May, St Peter's held a Science Day. Looking at the photos, it is obvious that the children (and staff) thoroughly enjoyed themselves. Throughout the day, there were challenges and investigations to be done. Each class carried out an investigation relating to biscuits, as well as creating an optical illusion. In addition, each class learnt about a scientist. After interviewing the children, we have decided that we should make this an annual event.



### If You Were An Engineer

This year, in Year 5 & 6, we have been lucky enough to take part in Q & A sessions with engineers - mainly female. Our pupils enjoyed learning about the different engineering roles. Ash Class entered the 'If You Were An Engineer' competition and have submitted their entries. They had to identify a problem, come up with a solution, draw and annotate their solution and then write a letter to 'pitch' their idea to the judges. We are now awaiting the results and are hoping that some of our entries are chosen.

### The Great Science Share



In June, Ash Class had the opportunity to take part in a webinar with Professor Brian Cox. During the event, pupils from around the UK were able to ask questions to a panel of climate science experts about our planet and climate change.

# RISK ASSESSMENT

## IT'S A PROCESS NOT

Often, when people think about 'doing a risk assessment' they imagine filling out a form listing the hazards including any substances or equipment being used, and then populating a grid with numbers that symbolise how dangerous each hazard is.

At CLEAPSS we do not believe in forms. Instead, think about the risk assessment process:

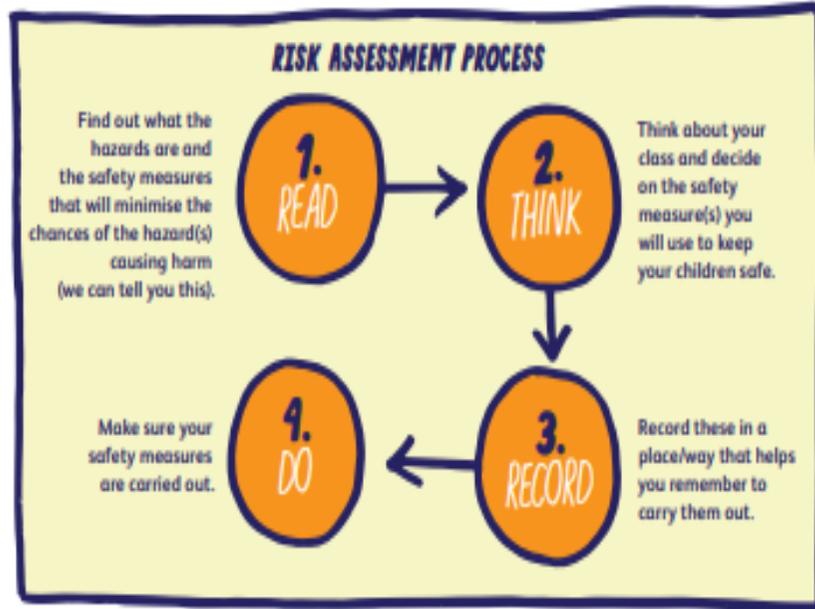
**WHAT ARE YOU GOING TO DO TO KEEP YOUR CHILDREN SAFE DURING THE PRACTICAL ACTIVITY?**

The law says that it is the employer's responsibility to provide its employees (you) with risk assessments and safety advice. As a member of CLEAPSS, your employer has devolved this to us.

Does this mean that getting a risk assessment from CLEAPSS is all you need to do?

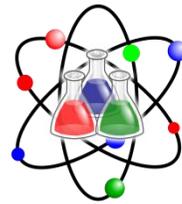
Nearly...but not quite. Our resources are 'model risk assessments'. You need to consider what we say about the activity/substance/equipment in relation to what you know about your children. In most cases this will simply mean doing what we suggest.

However, you may, having read our advice, decide your children need extra support to remain safe. This is fine and exemplifies how the process is, essentially, about thinking.



## A FORM!

How should I record my safety measures? Record them in whatever way helps you to ensure that they are carried out. For example:



**Annotations about the class on a CLEAPSS document**

**Some notes on your lesson plan or in your planner**

**A sign next to a piece of equipment**

**A list of actions you want to remember, or to remind others to do**

**A "things to remember list" on your desk**

These are just examples; the legislation says you can decide what works for you and your school. What you record will help you to remember to carry out your safety measures and is the evidence that you've completed the risk assessment process.

If your risk assessments are taking a long time, are very complicated, or if

when you read them you can't pinpoint actions that keep you and your children safe, then alarm bells should ring.

If you are unsure about how to make an activity safe for your class, give us a ring on the Helpline.

For more information and resources about risk assessment, search **risk assessment** on the CLEAPSS website.