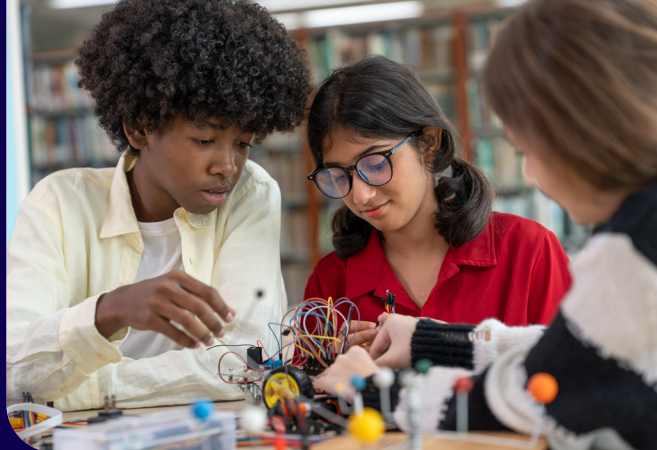


The science classroom tomorrow



“I hope learning will help me to solve problems that seem impossible today.”

- School Student

As we prepare for changes to curriculum and assessment, we asked 1,000+ secondary science teachers in England for their views in the [Pearson School & College Report 2026](#).

Here's their perspective on what's ahead:

The 'unknowns' of education reform



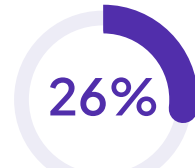
Secondary science teachers (like many secondary teachers surveyed) are unclear about the benefits of the **proposed education reforms** following the **Curriculum and Assessment Review**.

Around half of secondary science teachers **don't know what the forthcoming changes will improve** for students (54%) or teachers (48%).



1 in 5 (20%) believe they will have **no impact** of teachers.

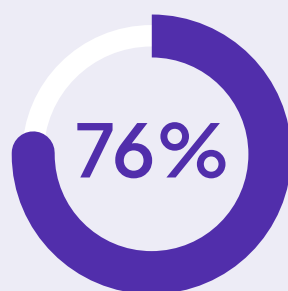
However, **26%** expect the recommendations to benefit teachers by **reducing curriculum volume**.



This is **9 pp** higher than the secondary teacher average.

Embracing AI

Secondary science educators are actively adopting and embedding advancing technologies, but more needs to be done to support them as they guide students in an AI-enabled world.



3 in 4 science teachers have witnessed an **increased use of AI in education** in the last five years.

Although this seems high, it's actually among the lowest of all secondary teachers.



use AI to support **teaching and learning**



say AI **saves them time**



Just **12%** of secondary science teachers **do not use AI in their role**.



While a **third (34%)** say they have had **training on how to use AI** this academic year (more than any other subject), **only 17% feel confident teaching their students about AI**.

To drive forward change in this area, science teachers identified a number of things that could assist them in supporting students to effectively use AI for learning:

CPD for teachers on using AI



Tried-and-tested, age-appropriate AI resources



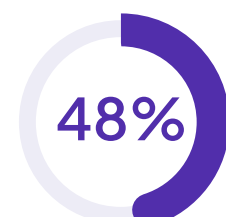
Case studies sharing best practice on using AI effectively



Classrooms of the future

Secondary science teachers anticipate that technology will continue to have an impact on classrooms. However, they are more sceptical than other secondary educators when considering the scale of this change.

By 2031, science teachers expect to see:



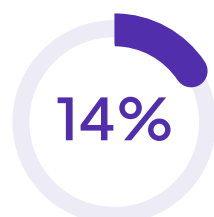
Increased use of AI tools

The lowest proportion across all subjects.



More emphasis on digital literacy and skills

Tied with maths teachers for the lowest score across secondary subjects.



Fewer devices

The highest percentage across all secondary subject teachers.

Rather than replacing core practical and in-person teaching, science educators see the true power of AI outside the classroom. They believe it can be utilised more for:



50% Revision support for home learning



40% Self-directed learning (e.g. homework)

Readying for the future

Secondary science teachers express strong confidence in their ability to equip the next generation with essential knowledge and skills for an ever-changing world.



“I feel I am currently preparing my students to...”

Be ready for further study or training



Be climate aware



Be sustainably-minded citizens



In each of these categories, science educators rated themselves higher than teachers of any other secondary subject.

Want to know more?

[Explore secondary science teachers' views on the classroom today](#) and find out more about how we're helping schools and colleges [navigate curriculum and assessment reform with confidence](#).

Discover what 50,000+ educators, students and sector representatives think about education today and its future in the [Pearson School & College Report](#).



About the research

Surveys of primary and secondary classroom teachers, middle leaders, school leaders and headteachers working in schools in England were conducted by Teacher Tapp between 9 January 2026 and 28 January 2026. Depending on the question, there were between 1,538 and 9,611 respondents. Results were weighted to reflect national teacher and school demographics.