Scientific developments such as cloning and nuclear energy have generated many controversial issues pertain to many political, social, environmental, ethical and cultural values in different societies around the globe. These controversies delimited and encircled the potential of including and teaching some important aspects of science in schools and therefore caused less consideration to the influence of these issues on enhancing the scientific literacy of people in general. The purpose of this study was to investigate how Saudi science teachers in the city of Tabuk in Saudi Arabia view and teach SSI in Saudi Arabia. This study employed semi-structured interviews with Saudi science teachers. Methodologically, this study used a constructivist grounded theory as a method for analysis to generate in depth descriptive data about Saudi science teachers’ views and teaching strategies of socio scientific issues. Some direct and indirect benefits pertain to teaching science, understanding the relationship between science, religion, and society and some other topics are discussed in this study.

Keywords: Socio Scientific issues, Saudi science teachers, Science and religion, Teaching strategies.