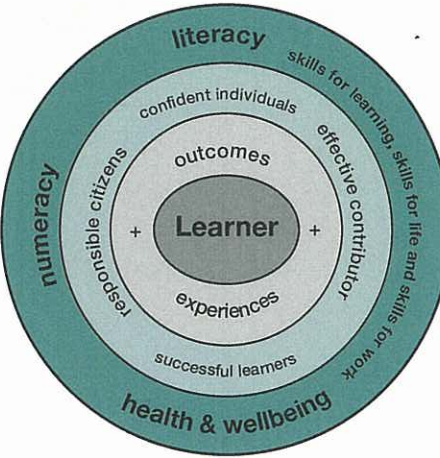


A curriculum framework to meet the needs of all learners 3 – 18
A schematic guide for curriculum planners

<p>Values</p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</p> <ul style="list-style-type: none"> • Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<p>Learning and teaching</p> <ul style="list-style-type: none"> • Engaging and active • Setting challenging goals • Shared expectations and standards • Timely, accurate feedback • Learning intentions, success criteria, personal learning planning • Collaborative • Reflecting the ways different learners progress
<p>Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none"> • Expressive arts • Languages and literacy • Health and wellbeing • Mathematics and numeracy • Religious and moral education • Sciences • Social studies • Technologies <p>Curriculum levels describe progression and development.</p>		<p>All children and young people are entitled to experience</p> <ul style="list-style-type: none"> • a coherent curriculum from 3 to 18 • a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment • a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities • opportunities for developing skills for learning, skills for life and skills for work • opportunities to achieve to the highest levels they can through appropriate personal support and challenge • Opportunities to move into positive and sustained destinations beyond school
<p>Personal Support</p> <ul style="list-style-type: none"> • review of learning and planning of next steps • gaining access to learning activities which will meet their needs • planning for opportunities for personal achievement • preparing for changes and choices and support through changes and choices • pre-school centres and schools working with partners 	<p>Principles for curriculum design:</p> <ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance 	<p>Arrangements for</p> <ul style="list-style-type: none"> • Assessment • Qualifications • Self-evaluation and accountability • Professional development <p>to support the purposes of learning</p>

