

# The Four Capacities

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. The attributes and capabilities of the four capacities are outlined below:

successful learners	confident individuals	responsible citizens	effective contributors
<p><b>attributes</b></p> <ul style="list-style-type: none"><li>• enthusiasm and motivation for learning</li><li>• determination to reach high standards of achievement</li><li>• openness to new thinking and ideas</li></ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"><li>• use literacy, communication and numeracy skills</li><li>• use technology for learning</li><li>• think creatively and independently</li><li>• learn independently and as part of a group</li><li>• make reasoned evaluations</li><li>• link and apply different kinds of learning in new situations.</li></ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"><li>• self-respect</li><li>• a sense of physical, mental and emotional well-being</li><li>• secure values and beliefs</li><li>• ambition</li></ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"><li>• relate to others and manage themselves</li><li>• pursue a healthy and active lifestyle</li><li>• be self-aware</li><li>• develop and communicate their own beliefs and view of the world</li><li>• live as independently as they can</li><li>• assess risk and make informed decisions</li><li>• achieve success in different areas of activity.</li></ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"><li>• respect for others</li><li>• commitment to participate responsibly in political, economic, social and cultural life</li></ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"><li>• develop knowledge and understanding of the world and Scotland's place in it</li><li>• understand different beliefs and cultures</li><li>• make informed choices and decisions</li><li>• evaluate environmental, scientific and technological issues</li><li>• develop informed, ethical views of complex issues.</li></ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"><li>• an enterprising attitude</li><li>• resilience</li><li>• self-reliance</li></ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"><li>• communicate in different ways and in different settings</li><li>• work in partnership and in teams</li><li>• take the initiative and lead</li><li>• apply critical thinking in new contexts</li><li>• create and develop</li><li>• solve problems</li></ul>

Establishments can use the attributes and capabilities as a guide to check whether the curriculum for any individual child or young person sufficiently reflects the purposes of the curriculum. The experiences and outcomes for each curriculum area build in **all** the attributes and capabilities and so develop the four capacities.

## The Four Capacities Audit Tool

How do we use it?

- Choose a curricular area
- Read the included excerpt from the principles and practice paper
- Choose a capacity
- Discuss how you are providing opportunities for the development of capabilities and attributes for this capacity within the chosen curricular area.
- Identify next steps
- Discuss progress within each of the four capacities and identify next steps

## Expressive Arts and the Four Capacities

The expressive arts experiences and outcomes will support staff in planning challenging, inspirational and enjoyable learning and teaching activities. The initial statements are closely linked to the four capacities and can be used to help to plan a wide range of learning activities, which will enable our young people to become:

- **successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation
- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.

Successful Learners	Effective Contributors
Responsible Citizens	Confident Individuals

## Health and Wellbeing and the Four Capacities

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

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<b>Responsible Citizens</b>	<b>Confident Individuals</b>

## Literacy and English and the Four Capacities

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They take account of national and international research and of other skills frameworks. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

In particular, the experiences and outcomes address the important skills of critical literacy. Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

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<b>Responsible Citizens</b>	<b>Confident Individuals</b>

## Numeracy and Mathematics and the Four Capacities

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

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## Religious and moral education and the Four Capacities

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgment. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly. Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Successful Learners	Effective Contributors
Responsible Citizens	Confident Individuals

## Sciences and the Four Capacities

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Children and young people develop as scientifically literate citizens with a lifelong interest in science by:

- developing scientific values and respect for living things and the environment
- assessing risk and benefit of science applications
- making informed personal decisions and choices
- expressing opinions and showing respect for others' views
- developing informed social, moral and ethical views of scientific, economic and environmental issues
- developing self-awareness through reflecting on the impact, significance and cultural importance of science and its applications to society
- demonstrating honesty in collecting and presenting scientific information/data and showing respect for evidence
- being able to read and understand essential points from sources of information including media reports
- discussing and debating scientific ideas and issues  
reflecting critically on information included or omitted from sources/reports including consideration of limitations of data

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## Social Studies and the Four Capacities

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

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## Technologies and the Four Capacities

Within *Curriculum for Excellence*, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers.

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

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<b>Responsible Citizens</b>	<b>Confident Individuals</b>