**SECTION THREE – THE SCHOOL CURRICULUM**

**Curriculum for Excellence (CfE):** it seeks to achieve the following outcomes:

* a single curriculum 3-18, supported by a simple and effective structure of assessment and qualifications: this will allow the right pace and challenge for young people, particularly at critical points of transition from nursery to primary and from primary to secondary;
* greater choice and opportunity, earlier, for some young people, to help them realise their individual talents and to help close the gap by engaging those who may switch off from education too young;
* more skills for work options for young people, robustly assessed and helping them to progress into further qualifications or work – developing a young workforce;
* more space in the curriculum for work in depth, and to ensure that pupils develop the literacy, numeracy and other skills and knowledge they will need for life and work;
* young people achieving broad outcomes, both through subject teaching and cross-subject learning experiences including inter-disciplinary learning;
* opportunities for sport, music, drama, dance, art, learning about health, sustainable development and enterprise, and other activities that broaden children’s life experiences, life chances & skills

**Values and Purposes**

The curriculum is based on the values of wisdom, justice, compassion and integrity, and aims to develop four linked capacities. The aspiration for all learners is that they should be:

* Successful learners, who make progress and achieve
* Confident individuals, who lead safe and healthy lives
* Responsible citizens, who make a positive contribution to society
* Effective contributors, who can communicate in different settings

The curriculum is broadly defined as covering:

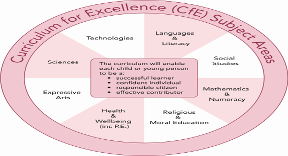
* The ethos and life of the school
* Curriculum areas and subjects
* Interdisciplinary (IDL) projects and studies
* Opportunities for personal achievement

(a Curriculum Overview is shared with parents annually; pupils are provided with opportunities to contribute to their learning – staff consult with them on what they want to learn and how and they add to the Curriculum Overview, IDL planners etc.)

**Principles of Curriculum Design**

*CfE* provides a single coherent curriculum, from ages 3-18, with continuity at transition points. In designing the curriculum, the following principles are taken into account:

* Challenge and enjoyment
* Breadth

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* Progression
* Depth
* Personalisation and Choice
* Coherence
* Relevance

Literacy, Numeracy and Health/Wellbeing are identified as “skills for life”

and are the responsibility of all staff. Key themes run through all areas of the curriculum:

* Citizenship
* Enterprise
* Creativity
* Sustainable development

**Progression and Levels of Attainment in CfE**

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| --- | --- |
| **Level** | **Experiences and outcomes for most children or young people** |
| Early | In pre-school and in Primary 1 |
| First | By the end of P4, but earlier for some |
| Second | By the end of P7, but earlier for some |
| Third/Fourth | In S1 to S3, but earlier for some. The fourth level broadly equates to Standard Grade General level/Intermediate 1 |
| Senior | In S4-S6, but earlier for some |

These levels provide scope for challenge for pupils and depth of study. Pupils can progress through them at a pace that suits their progress.