

# Building Scotland's Curriculum:

a draft resource for discussion and further co-design

## Part 3: What matters?

First draft edition for consultation: June 2026

Feedback: September until November 2026

Updated practice guidance publication: January 2027

Formal adoption into practice: August 2028



## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

***Building Scotland's Curriculum will be an interactive, digital resource that provides national practice guidance and supports curriculum making in schools and education settings.***

### **It aims to:**

- outline all policy relating to curriculum in one place
- build on the work undertaken for the refresh of the curriculum narrative in 2018/19 and for *Realising the Ambition: being me* in 2018/20
- build on the learning from the range of curriculum design activity that has taken place across Scotland since 2021
- replace the *Building the Curriculum* series
- support and strengthen curriculum making at school and setting level over the ten years of the CIC
- include provocations and practical activities to support professional learning and a shared understanding curriculum making.

**This is a first DRAFT for discussion and further co-design with Scotland's educators.**

**It is deliberately being shared as a draft document.**

We encourage leaders and educators to engage with this document and **provide feedback to ensure the final version is practical and is responsive** to their needs and those of the children and young people they work with.

This draft will be updated in September 2026 following initial testing with focus groups.

More **formal feedback** on this guidance will then be gathered until November 2026.

The publication of the finalised first edition of this guidance will be January 2027.

This guidance will continue to evolve over the ten years of the Curriculum Improvement Cycle (CIC) to support continuous improvement and in line with new approaches to inspection.

## Language Matters

As work progresses with the CIC it is important that everyone has a shared understanding of what is meant by the use of some key words and phrases.

To support this, Education Scotland (ES) worked with the Curriculum and Assessment Board (CAB) to produce a first glossary of terms related to the emerging work of the CIC. Further terms will be added to the next version of Language Matters as the work develops.

A number of these definitions are used and are highlighted throughout this guidance:

**Curriculum** in Scotland is defined as the totality of all that is planned and enacted for children and young people from early learning and childcare, through school and beyond. That totality is shaped by the purpose (the 'why') set out in the four capacities and a set of entitlements and can be planned for and experienced by learners across four contexts (the 'what'): opportunities for personal achievement; the ethos and life of the school/setting as a community (and with its community); curriculum areas and subjects and interdisciplinary learning.

**Curriculum making** – the development of practices, processes and policies – happens across different parts of the education system. Place based curriculum making which happens, for example, in early learning and community learning settings and schools involves work such as curriculum design and the development of pedagogical practices.

**Pedagogy** is curriculum enacted and manifested in and through the interactions, experiences and spaces and times of teaching, learning and assessment.

The narrative for **Scotland's Curriculum Framework** was refreshed in 2019 and hosted on a [dedicated microsite](#). It re-states the purpose ('why?') in the four capacities and the relevance of the four contexts to enable the 'what'. The key elements for curriculum making were identified in a new section to support the 'how'.

The **technical framework** for a curriculum is the set of guidance documents which educators use in order to plan learning for children, young people and adult learners.

# Contents

## 1. Introduction

- 1.1 Intended audience and purpose
- 1.2 Overview of main changes

## 2. Why? Purposes of curriculum

- 2.1 The Four Capacities
- 2.2 The curriculum entitlements

## 3. What matters?

- 3.1 Curriculum
- 3.2 Being Me: My opportunities to achieve
- 3.3 Being Us Together: The ethos, life and culture of our communities
- 3.4 Scotland's Big Ideas Model: Know-Do-Understand
- 3.5 Interdisciplinary learning
- 3.6 An inclusive, diverse and anti-racist curriculum

## 4. How do we enact our curriculum?

*This section will be the main focus of further development and co-design over the coming months after the publication of the full Draft KDU Model for each curriculum area in September 2027 . Significant work is currently underway to support educators in pedagogy and assessment. This includes practical tools to support and inform planning and day-to-day practice.*

*These will explored as part of the professional learning offer and feedback loop from September to November 2026.*

- 4.1 Understanding our learners and our communities
- 4.2 Knowing the big ideas
- 4.3 Being clear on the practical approaches
- 4.4 Using meaningful learning networks
- 4.5 Knowing our own learning & support needs

## References

## 3. What matters?

### 3.1 Curriculum

After exploring a shared understanding of purpose, educators will consider the ‘what’ of curriculum. The CIC aims to strengthen all 4 contexts for learning and to support better connections between and across the contexts.

This section will be a focus during the professional learning events for head teachers and leaders. Professional learning activities for this section will be available in September 2026.

Scotland’s approach to curriculum recognises that curriculum is more than a set of documents. It is shaped by the ongoing interactions between policy, professional judgement and the lived experiences of children and young people.

We should consider:

- The **intended curriculum**: the aims, expectations and structures set out in this national practice guidance and the Know-Do-Understand model
- The **enacted curriculum**: how educators interpret the intended curriculum. How they design and organise pedagogical approaches to reflect their own children, young people and communities

- The **experienced curriculum**: children and young people’s reflections on what they learn and how

Curriculum making is deliberate and ongoing work. It means selecting appropriate content, organising aspects of knowledge, shaping pedagogy and aligning assessment.

These decisions must respond to local circumstances and the individual needs of children and young people. Across Scotland, we have hugely diverse contexts that range across rural, island, urban and inner-city settings. Each school and setting has its own local place-based opportunities and challenges for curriculum making. Taking time to make sense of these local opportunities, and working collaboratively with others to address shared challenges, is central to ensuring that the evolved curricular model for Scotland can be meaningfully experienced within individual schools and settings, in ways that meet the needs of **all** children and young people.

#### Provocations:

How connected is our interpretation of intended curriculum across our cluster/learning community?

What are the biggest influences in curriculum decisions in our setting?

How do we know what children and young people actually experience across their curriculum journey?

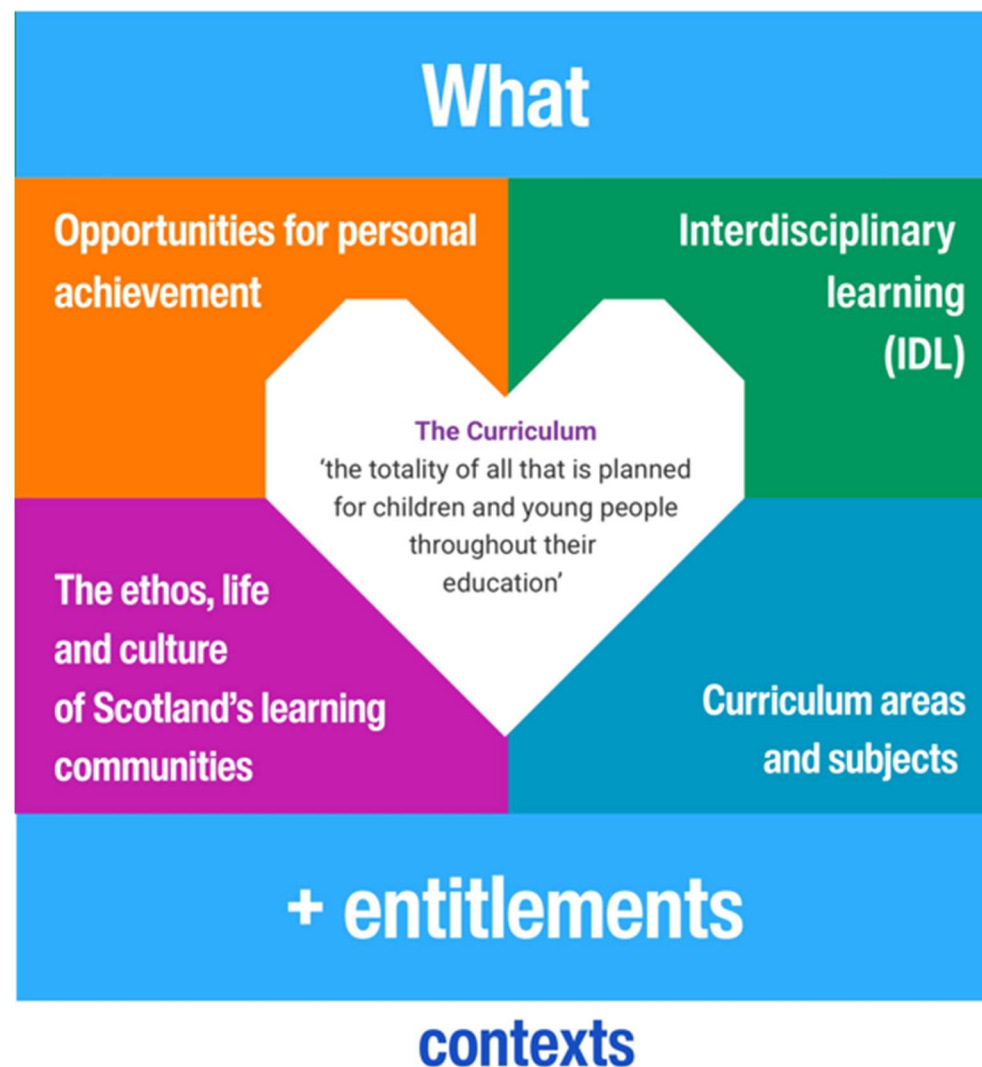
#### Professional Learning Activities / practical tools:

- [Youth Voice Toolkit | Resources | Education Scotland](#)

## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

- [Young Leaders of Learning Programme - Information for Parents and Carers | Curriculum in Scotland | Parentzone Scotland | Parentzone Scotland](#)

Throughout the 3-18 curriculum, learning should be planned for and experienced across all **four contexts for learning**.



### **3.2 Opportunities for Personal Achievement**

Beginning with the child or young person, wherever they are on their learning journey, is a crucial first step in curriculum making. When we have trusting relationships with children and young people, and scaffold reflective communication, we can better understand their motivation, interests and unique talents, as well as their developmental needs (see also Section 4.1).

The opportunities provided within the curriculum should be informed and shaped by what we know about our children and young people while maximising the assets of local communities/places (and partnerships)

Opportunities for Personal Achievement offers one way in which the curriculum can be attentive to UNCRC Article 29. It often creates space for a range of partners to contribute to the curriculum.

This context:

- Enables each child and young person to explore and develop their unique talents, interests and identity (What it means to 'Be Me')
- Fosters joy, curiosity and meaning in learning
- Builds confidence, resilience and a sense of self and belonging
- Recognises diversity of strengths and interests and celebrates achievement across all areas of life

- When carefully planned and supported, can remove barriers, leading to fairer access to opportunities
- Develop skills, young people's understanding of their skills, and their ability to articulate their strengths and next steps

Practically, in a school or setting, this context means making curriculum decisions about how we:

- Notice, value and acknowledge the achievements of our children and young people in our day-to-day interactions
- Ensure our children and young people have equitable opportunities to achieve through our collaborations with a range of partners
- Encourage and support all children and young people to reflect on what they learn through their achievements
- Recognise and celebrate achievement.

Schools and settings with their partners should work together to ensure that every child and young person has access to opportunities for personal achievement that meet their aspirations and needs. This includes opportunities for career-related learning, where children and young people apply their knowledge and skills in real-world contexts and develop an understanding of the pathways available to them

There is a wide range of [achievement awards](#) that can offer children and young people tangible, meaningful experiences and can help schools and settings to structure this context

## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

Profiling enables learners to recognise, capture and reflect on significant achievements throughout their learner journey. When embedded regularly and structurally, it helps them identify the knowledge, understanding and skills developed through their experiences.

[Scotland's Learner Profile](#) provides a free digital platform from P5 onwards, that stays with the learner and allows them to capture evidence of achievements. It can support and scaffold conversations with children and young people, and with parents and carers, about achievements, skills and future goals. A national educator group supports ongoing professional learning and enactment in profiling.

### **Provocations:**

*How does our curriculum allow the individual to explore and develop who they are?*

*Which aspects of our offer might excite or engage children and young people?*

*Where are there opportunities for choice, creativity or personalisation?*

*How are achievements recognised and celebrated?*

*How does this connect to real-life contexts relevant to the individual and stage?*

*How can we celebrate the joy of learning itself, not just outcomes?*

*Are the appropriate environments in place to allow each individual to thrive and grow?*

### **Professional Learning Activities / practical tools:**

Professional learning activities will be available from September 2026.

[Welcome || Awards Network](#)

[Empowering learners: An educator's guide to My Profile | My World of Work](#)

### **3.3 Being Us, Together: The Ethos, Life and Culture of Scotland's Learning Communities**

This context invites us to look beyond content and experiences, and to consider the environments, relationships and cultures that shape learning every day. Teachers and practitioners from across Scotland worked together to consider and evolve this context from the previous 'Ethos and Life of the School as a Community' articulation. Their work placed the voices of children and young people at the centre. It realises we are all influenced by the communities that we are part of - from before birth and across our lives.

The new title and description presented here recognises that education settings are not single, contained entities; they are complex, layered communities that intersect with families, local contexts and wider global networks. Within any setting, there are multiple interacting groups: learners, staff, partners and families, each bringing their own values, experiences and identities. Denominational settings have unique faith and community considerations which shapes ethos, life and culture.

In daily practice, we recognise that learning is shaped not only by what is taught, but by how it is lived and experienced. Relationships, culture, inclusion, equity, diversity and social justice are not abstract ideas - they are enacted daily through interactions, expectations and routines. The ethos we create influences whether children feel safe, valued, hopeful and able to participate fully as learners.

This connects closely with the four capacities - supporting each learner to develop and grow as a confident individual, responsible citizen, effective contributor and successful learner - within a wider sense of Being Us, Together. It reminds us that individual growth is inseparable from collective experience.

While co-created vision, values and aims are important in a school or setting, to be effective they must be continuously lived, revisited and reflected upon. Every interaction, every space - indoors and outdoors, natural and built - contributes to the ethos, life and culture of the learning community. Ethos, life and culture are therefore inseparable from what learners come to know, do and understand.

The co-design group identified that a helpful way to frame this work is through considering as a setting the terms of *Hope, Care and Action*.

- **What do we hope for as a learning community?**
- **What do we, and should we, collectively care about?**
- **How do we continually action our hopes and cares?**

Action turns vision, values and aims into meaningful daily practice. This framing aligns with GIRFEC, UNCRC and the United Nations Sustainable Development Goals, supporting us to embed rights-based, inclusive and values-driven practice. It also aligns with the professional standards of Scotland's educators.

Practically, in a school or setting, this means making curriculum decisions about:

## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

- How we meaningfully notice, listen to, capture and act upon our children and young people's voices
- Our practices to ensure equity
- Our representations and appreciation of diversity
- Our meaningful approaches to inclusion
- Our ongoing connections with the community and multi-agency partners
- Our partnerships with parents, carers and families
- Our nurturing and relational approaches

**Leadership teams may want to add considerations to suit their unique context.**

**Hope Inspires  
Care Sustains  
Action Transforms**

### **Provocations:**

How does the lived experience of our setting consistently reflect the values we aspire to, for every learner, their families and those who work with and for them?

In what ways do our interactions, experiences and spaces actively nurture a sense of belonging, agency, wider connection and shared responsibility within our learning community?

### **Professional dialogue / practical activities:**

Professional learning activities will be available from September 2026.

## What does it mean to 'be us, together'?

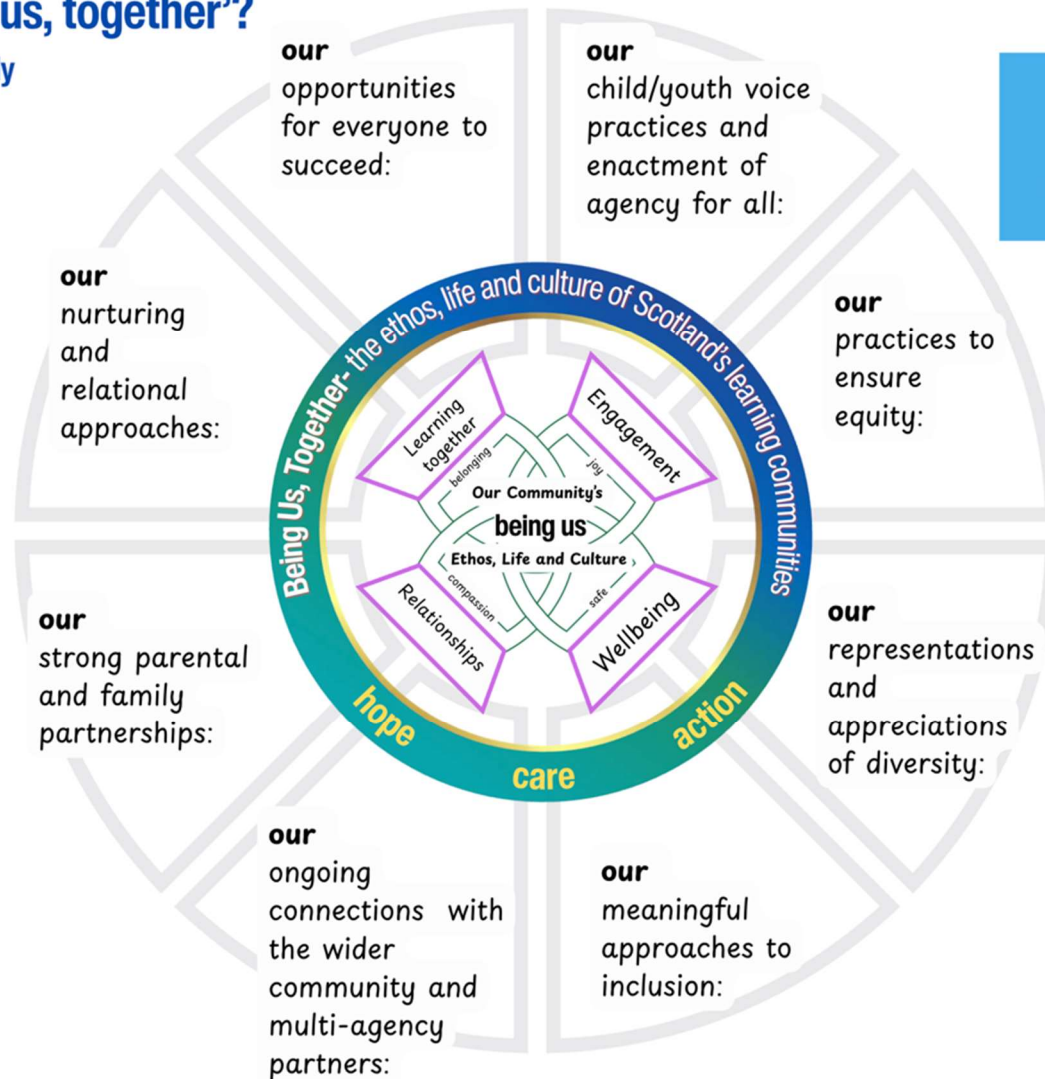
Noticing and working to enrich the daily interactions, experiences and spaces of our learning communities



This resource is designed as a starting point for ongoing discussions about aspects of your community's inclusive ethos, life and culture.

It links Ethos, Life and Culture to what you will already be doing through GIRFEC, UNCRC and LfS approaches.

The words and questions here are suggestions. You may wish to adapt this resource to suit the needs of your unique context.



It can be helpful to remember that;

- Every setting is a 'community of communities' within themselves.
- Our settings are part of, co-exist with, and relate to many other local communities.
- We are part of wider national and global communities
- Ask, what do our children, young people and adults **hope** for and **care** about - and how do we continually **action** this together?

Advice from the National Ethos, Life and Culture Curriculum Improvement group teacher and practitioner participants (2026)

## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

### 3.4 Curriculum areas and subjects Scotland's Big Ideas Model: Know-Do-Understand

Scotland's curriculum is deliberately moving away from experiences, outcomes and benchmarks to a concept-based curriculum. This will be a Know-Do-Understand (KDU) model informed by overarching big ideas in each of the curriculum areas:

- Expressive arts
- Health and wellbeing
- English and Literacy
- Literacy and Gàidhlig (Gaelic Medium Education)
- Languages (including Gaelic (Learners) and Scots)
- Mathematics
- Religious, Moral and Philosophical Studies (includes Religious and Moral Education (RME) in non-denominational and Religious Education in Roman Catholic Schools (RERC))
- Sciences
- Social studies
- Technologies

The KDU model is aligned to CfE levels and will bring greater clarity, and coherence to curriculum design. It will inform planning for learning, teaching and assessment.

Its core purpose is to make explicit what learners should know (**knowledge**); be able to do (**skills, processes and strategies**); and **understand** (deep, transferable), at developmentally appropriate stages, strengthening the role of knowledge while avoiding fragmentation.

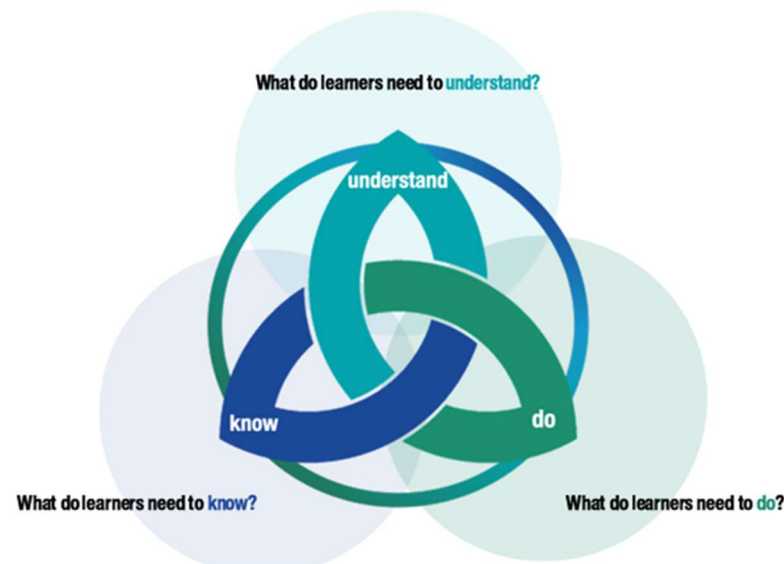
It supports the interconnectedness of know, do and understand, and will support deeper and more meaningful experiences for children

and young people from 3- 18. This will provide a nationally agreed **articulation of progression**.

This concept-based model will allow Scotland to balance clear, national expectations about knowledge with the flexibility to contextualise learning to suit local needs. It will also enable better pedagogy, assessment and progression. Work is currently underway to align with and build on the ASN Milestones.

### Scotland's Know-Do-Understand model

3 – 18 Big Ideas



## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

### 3-18 Big Ideas

Big Ideas provide a rationale for the ‘why’ and ‘what’ children and young people learn within a curriculum area. They capture the most important overarching understandings and insights that articulate the way that a curriculum area makes sense of the world, the significance of this learning and how it contributes to development of the four capacities.

In the CIC co-design process, Big Ideas were the first part of the new model to be co-created.

The Know, Do and Understand, are deliberately presented as a Celtic knot to further reinforce their interconnectedness. The relative emphasis of KDU shifts according to the learner and the learning.

### Understand

“Understand” sits at the top of the KDU knot.

Understand statements describe the relationship between concepts. The concepts that form the understand statements are drawn from the Big Ideas.

Understand statements capture the most important learning across a curriculum level and are transferable across different case studies, contexts, cultures and times. This transferability is what gives them power, enabling learners to use their knowledge beyond the classroom.

### Know

This part of the knot outlines the facts, definitions, examples or case studies that children and young people need in order to build and illustrate their understanding.

### Do

This part of the knot outlines the things that children and young people learn to do within a discipline. These practical actions and experiences sit alongside knowledge and contribute to the development of understanding. This includes curriculum area and subject specific skills, processes and strategies.

**Together, Know, Do and Understand provide a national articulation of progression in each curriculum area.**

**Co-design thus far (until summer 2026) has focussed on Early to Fourth Level.**

**Work to co-design the curriculum for the Senior Phase will now take place, in partnership with Qualifications Scotland from academic year 26/27.**

*A very short extract is shown here from Science (2<sup>nd</sup> level) and Technologies (4<sup>th</sup> Level) , solely to exemplify a Big Idea and the KDU model:*

**DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN**

<b>Science</b> <b>BIG IDEA</b>	
<p><b>Our scientific knowledge: What we understand so far</b> - Scientific knowledge helps us to make sense of the world around us and to discover our place within it. Our understanding of the sciences is refined over time as new evidence emerges. We can all contribute to the development of scientific knowledge.</p>	
<p><b>UNDERSTAND (2<sup>nd</sup> Level)</b>                      The use of energy resources by humans is contributing to global warming and climate change.</p>	
<p><b>KNOW</b></p>	<p><b>DO</b></p>
<p>The Earth's natural Greenhouse Effect helps keep the Earth warm enough for life to survive, but changes to this natural balance can affect the Earth's climate.</p> <p>Burning fossil fuels releases more greenhouse gases into the atmosphere, which leads to an increase in the Earth's temperature.</p> <p>Global warming affects weather and climate systems, causing the climate to change.</p>	<p>Evaluate how different energy sources contribute to climate change.</p> <p>Identify the impact of human activity on climate systems over time.</p> <p>Use scientific vocabulary: Greenhouse Effect, greenhouse gases, climate change.</p>

<b>Technologies</b> <b>BIG IDEA</b>	
<p><b>Innovations, design and Enterprise in Action:</b> innovation is a continual, iterative process of problem finding, prototyping, testing, and refining. It relies on creativity, curiosity, and resilience through learning from failure and adapting to change. Through design, learners experience how products, services, and solutions are created with purpose, tested, and improved through feedback and iteration. They use creativity and collaboration to identify opportunities, use the techniques and knowledge from Make It Happen to develop and model ideas (whether physical, digital, or business related), and refine them against intended purposes and user needs. This demonstrates that strong solutions emerge not fully formed but through cycles of exploration, analysis, and improvement.</p>	
<p><b>UNDERSTAND (4<sup>th</sup> Level)</b>                      Solutions are created through a structured, iterative process in which problems are researched, ideas are represented and communicated, prototypes are tested, and solutions are refined based on evidence and constraints.</p>	
<p><b>KNOW</b></p>	<p><b>DO</b></p>
<p>Enterprise and innovation is an ongoing iterative process</p> <p>The entrepreneur will consider the feasibility of their idea</p> <p>Entrepreneurs use available data such as financial performance to consider if the enterprise has reached its outcomes or agreed success criteria.</p> <p>Barriers to becoming an entrepreneur may exist for certain groups</p> <p>Business plans and pitches can be used to secure finance from investors such as banks, shareholders, venture capitalists, government (grants).</p> <p>Customers can be split into segments to support the effectiveness of the marketing function</p> <p>USP highlights what makes a product different from competitors and can influence customers choice.</p>	<p>Collaborate effectively with others to solve an identified problem or respond to a brief within an enterprise activity or event planning context.</p> <p>Calculate simple costing of a project, event or product to determine pricing strategy and likely profitability.</p> <p>Evaluate the outcomes of the enterprise activity and the effectiveness of decisions made.</p> <p>Investigate barriers to becoming an entrepreneur and identify sources of support for certain groups</p> <p>Prepare a business plan or pitch for an enterprise idea or investment opportunity</p> <p>Anticipate questions from investors and interested parties</p> <p>Identify goods and services targeted towards different customer segments</p> <p>Develop and/or evaluate a marketing strategy used by an organisation towards their target market</p>

## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

**Provocations:**

What opportunities do we have to explore the sample materials and provide feedback?

What opportunities do we need to create next session to begin to consider what this means for our approaches to curriculum making?

Link to all 8 samples.

**Professional dialogue / practical activities:**

These will be available in September.

### **3.5 Making Interdisciplinary Connections across learning**

Interdisciplinary Learning (IDL) is the context in which children and young people experience and explore the ‘in-between’ spaces of curriculum and engage with problems or questions where the relevant knowledge, skills and understanding sit across more than one curriculum area. It supports children and young people to deepen their understanding of themselves, their learning and their world.

By intentionally integrating disciplinary KDU from different curriculum areas and subjects, children and young people can explore different perspectives through a range of lenses, interrogate and challenge their thinking, and synthesise this learning for greater transferable understanding.

In a world where complex environmental, social, technological, economic and political issues are increasingly emerging, there is an urgency for children and young people to be equipped with the knowledge, skills and understanding to negotiate these challenges. IDL provides the context to enable them to do this.

In a 3-18 curriculum, IDL should be guided by developmentally responsive pedagogy. This means it will look different at different stages of the learner's journey. For example, at the early level, educators should cultivate an environment rich in open-ended possibilities, where IDL occurs organically through holistic, child-led play and where the learning is embedded in the experience itself.

As learners progress through the broad general education, IDL evolves to become an intentional bridge between curriculum areas

and subjects, challenging older learners to apply specialised disciplinary knowledge to complex real world problems.

The inclusion of IDL programmes in the senior phase is increasingly enhancing personalisation, choice and learning more directly aligned to interests and the preparation of young people to the world beyond ‘schooling’.

Questions or themes for IDL can be identified in a range of ways including:

- A (big) question identified by an individual or group of children or young people about which they are curious
- Assets, needs or questions in the local community
- Solving a real-world problem
- Global technological, health or environmental issues
- Cross-curricular themes such as Learning for Sustainability and Social Justice, Rights and Equalities
- Opportunities to engage with community partners
- Opportunities to engage with employers, industry sector representatives, and future destinations.

By considering IDL as a significant feature of curriculum design, we intentionally create a context which cultivates the four capacities through authentic, purposeful and meaningful connections.

Much has been learned over the past 15 years, and the co-design group are committed to supporting enhanced IDL through high quality professional learning, support materials and exemplification.

## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

### Provocations:

To what extent do we have a shared understanding of IDL and why it is important?

[Fresh approaches to interdisciplinary learning | Resources | Education Scotland](#)

### Professional dialogue / practical activities:

Professional learning activities will be available from September 2026. This includes a pilot national programme.

### 3.6 An inclusive, diverse and anti-racist curriculum

An inclusive curriculum refers to a curriculum that is accessible and flexible to meet the needs of all learners, including those with additional support needs and complex learning needs. An inclusive curriculum also refers to a curriculum with a wide range of diverse perspectives, with an intentional focus on marginalised perspectives.

There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term, or can simply refer to the help a child or young person needs in getting through a difficult period. Additional support needs can be due to:

- [disability or health](#)
- [learning environment](#)
- [family circumstances](#)
- [social and emotional factors](#).

During the period preceding the Curriculum Improvement Cycle, several national programmes of work have galvanised educators across Scotland to consider proactively the identities, perspectives and voices represented – and those not represented or under-represented in schools' and settings' curriculum offers. These include:

- The Anti-Racism in Education Programme
- The national approach to LGBT-inclusive education
- The Gender Equality in Education Task Force

## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

- Additional Support for Learning Action Plan & the Doran Review
- Keeping the Promise
- Gypsy Traveller education

These programmes, along with the Mentors in Violence Prevention (MVP) programme, gender-neutral play and anti-ableist and rights-based approaches, also aim to strengthen how children and young people recognise and challenge discrimination and prejudice.

This work continues to inform the development of the Big Ideas KDU model to ensure that the understanding, knowledge and skills that these national programmes have identified as being important in a contemporary curriculum are embedded within the tools that teachers and practitioners use to plan learning. This is an important part of strengthening the inclusivity of Scotland's curriculum and supporting learners to understand themselves, others and their place in the world.

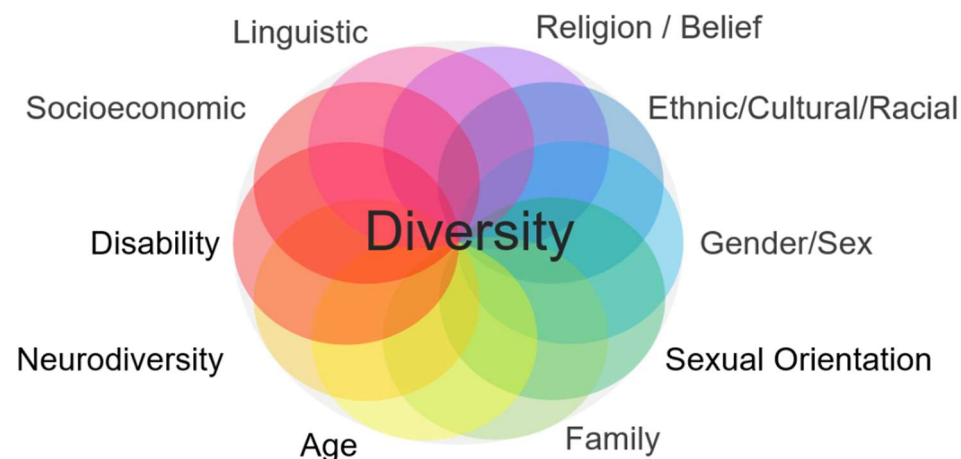
Another important focus is continuing to build capacity in schools and settings to develop curriculum experiences that are inclusive, diverse and anti-racist.

Diversifying the curriculum refers to addressing the absence of diverse narratives, ideas and practices. In LGBT inclusive, anti-racist, gender equal and anti-ableist education, educators across Scotland have been using Rudine Sims Bishop's "Mirrors and Windows" (Bishop, 1990) approach to diversify the curriculum. This approach is often impactful when done with children and young

people, auditing the curriculum and engaging in learning walks. It involves asking:

- Where are the "mirrors" in the curriculum for learners to see themselves and their diverse identities?
- Where are the "windows" into the lives and perspectives that are not their own?
- Are any of those mirrors and windows presenting distorted, stereotypical or harmful representations?

Drawing on protected and non-protected characteristics that can lead to marginalisation, the following types of diversity should be considered: **age**; **ethnicity, culture and race**; **disability and neurodiversity**; **gender and sex**; **linguistic**; **sexual orientation**; **family** (e.g. care-experienced, young carers, nomadic families, LGBT families, lone parents, etc.); **religion and belief**; **socioeconomic**.



## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

An anti-racist curriculum recognises that knowledge presented in education is not neutral. This might be considered a part of decolonising the curriculum. This requires educators to explore:

- which knowledge is valued?
- how is it assessed?
- how was it produced?
- by whom?
- at what cost?

By actively addressing colonial legacies, decolonising the curriculum enables anti-racist education and it uncovers multiple, intersectional diverse perspectives. It involves drawing attention to marginalised knowledge (e.g. indigenous oral practices) and to the roots of knowledge (e.g. Arabic and South Asian origins of numbers). It encourages consideration of the social, cultural, environmental implications of historical and ongoing unjust practices behind the creation of knowledge (Gandolfi, 2021).

Being aware, for example, of the human and environmental cost of artificial intelligence today and, in the past, of the discoveries during the Enlightenment period that relied on the exploitation of women, children, disabled, LGBT, colonised and enslaved people.

Using pedagogical approaches such as critical literacies, children and young people can contribute to the examination of traditionally dominant, normative knowledge, amplify historically marginalised knowledge and engage in the co-creation of new knowledge for a socially just and sustainable world.

All schools and settings are encouraged to consider, as they begin enacting the updated curriculum, their current capacity for an inclusive, diverse and anti-racist curriculum, and to consider what appropriate next steps are for them in strengthening this aspect of the curriculum.

### **Professional dialogue / practical activities:**

Exploration of Mirrors & Windows [professional learning](#) and [resource](#)

Exploration of national offers such as [antiracisted.scot](#); [lgbteducation.scot](#) ; [Mentors in violence prevention \(MVP\) | Resources | Education Scotland](#) ; [Toolkit home - STEP](#); [Toy Box Diversity Lab - Funded by the QMU Innovation Fellowship Fund](#); [Talking About Learning Disability – Lessons to promote understanding and acceptance of people with learning disabilities.;](#) [Home | Autism Toolbox](#) [Autism Toolbox](#) [Addressing Dyslexia Toolkit | Dyslexia Scotland - Dyslexia Scotland](#); [Keeping the Promise Award Programme | Resources | Education Scotland](#); [Neurodiversity | Resources | Education Scotland](#); [respectme | Scotland's anti-bullying service](#); [I Am Me Scotland Learning Platform](#)

How do Scotland's [Breaking the Mould](#) the anti-racist curriculum principles inform our approaches?

To what extent have we engaged with the national 2-stage offer on professional learning on LGBT-inclusive education, the ASN Teachers' Programme, the Building Racial Literacy programme, [Making Sense - Dyslexia Review | Addressing Dyslexia](#) [Addressing Dyslexia?](#)

## DRAFT FOR DISCUSSION AND FURTHER CO-DESIGN

Consider how partnership working in our learning community or local authority can support us (e.g. Building Racial Literacy alumni, UNCRC champions, MVP coordinators, Equalities representatives, Inclusion ambassadors, National ComplexNeeds network (NCNN) etc.)

What opportunities are there for co-designing an inclusive, diverse and decolonised curriculum with existing children and young people's groups and perspectives? E.g. pupil councils, equalities groups, anti-racist clubs, LGBT groups, Young Leaders of Learning, dyslexia ambassadors, inclusion ambassadors, etc.

Have our teachers and practitioners engaged with the [Digital Discourse Initiative](#) national PL offer?