

5. **Personalisation and choice** - The individual needs of all young people should be recognised and particular talents and skills supported and developed. Opportunities should be provided for young people to exercise responsible personal choice as they progress through the school.

6. **Coherence** - There should be clear links between the different aspects of learning.

7. **Relevance** - Young people should understand the purpose of their activities and see the value of what they are learning for their present and future life.

Curriculum Levels

Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Level	Stage
Early	The Pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third	S1 to S3, but earlier for some.
Fourth	The fourth level broadly equates to Scottish Credit and Qualifications Framework Level 4
Senior Phase	S4 to S6, and college or other methods of study

For more information please visit: www.ltscotland.org.uk and www.engageforlearning.org

Stepps Primary



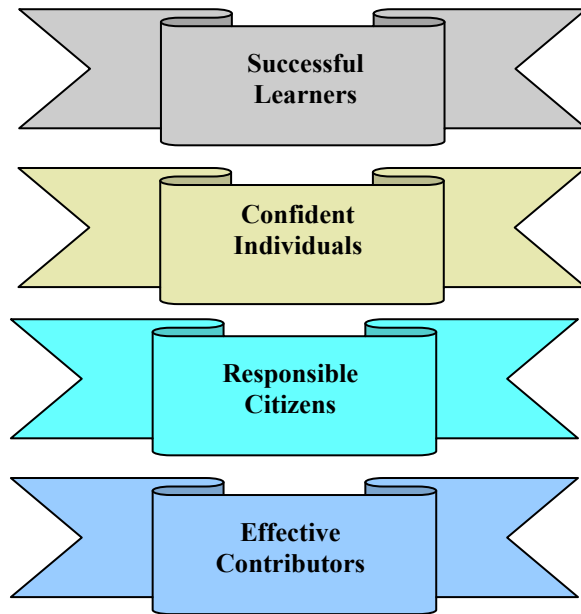
A Parental Guide to Curriculum for Excellence

Why is Scottish education changing?

Curriculum for Excellence is a major national educational reform designed to provide a richer, more flexible 3-18 curriculum which will equip children and young people for learning, life and work in the 21st century by focusing firmly on their needs.

What are the purposes of education in Scotland?

The ambition of a Curriculum for Excellence is that all children and every young person will become:



The 21st century curriculum will provide support, structure and direction to young people's learning so that they can maximise their potential in each of these four areas.

What do we mean by 'Curriculum'?

The curriculum is the complete range of experiences and activities planned for children and young people throughout their schooling. Learning in schools will take place through a wide range of planned

experiences and outcomes in eight curriculum areas:

- Numeracy
- Languages
- Health & Wellbeing
- Social Studies
- Sciences
- Technologies
- Religious & Moral Education
- Expressive Arts

Sometimes the learning experiences may be Linked together through themes and projects covering several areas of the curriculum. At other times learning will take place in individual subject areas. Learning will also be developed through day to day involvement in the life and work of the school community and the wider community. Such activities will include a variety of out of school projects and a range of school or community-based events. Planned experiences will be designed to achieve specific outcomes in terms of the knowledge, skills and understanding that show how young people are progressing and developing.

What will this look like?

When planning activities and experiences for young people, teachers will take account of the following seven principles:

1. **Challenge and enjoyment** - All young people should be active in their learning and have opportunities to develop and demonstrate their creativity.
2. **Breadth** - All young people should have access to a broad range of activities so that they can learn and develop in a variety of ways.
3. **Progression** - All young people's learning should build on earlier knowledge and achievement.
4. **Depth** - All young people should have opportunities to learn and study in depth. As they progress they should be able to draw different strands of learning together and deepen their learning to the best of their ability.