



EILIDH

Eilidh required additional support with her learning. She progressed at her own pace and level and loved music and performing in school concerts and shows.

She achieved N1 units in independent living skills, N2 units in Performance Arts and a Personal Development award at Bronze.

Through participation in a local youth group she received a **Youth Achievement Award**. These all helped her self-esteem and in S6 she transferred to a Lifeskills course at the local college.



SAJIDA

Sajida showed ability in maths, science, project work and problem solving. By the end of S4 she had achieved

N4 courses in English, history, PE, Administration and IT music, N5 courses in maths and physics and an SQA Award in Employability.

She left school for work then went on to complete an HNC in mechanical engineering at the local college and went straight into second year of a mechanical engineering degree course at university.



ALISON

Alison always wanted to be a doctor. A high achiever throughout her Broad General Education, she planned her senior phase to maximise her opportunities while volunteering at the local hospice.

Alison completed Higher courses in English, maths, biology, chemistry, French and N5 in history.

By S6, she had top grades and with her voluntary experience, Saltire and Leadership Awards achieved in S6, she achieved her dream of studying medicine.



GREGOR

Gregor's parents encouraged his involvement in sports from an early age. He was an excellent team player and was selected as captain for his football team. Gregor also enjoyed home economics and languages.

He achieved a wide range of N4, N5 and Higher qualifications, and a Sports Leadership Award.

Through his wide range of subjects and his commitment to sport he progressed to College to study HND in Sports Coaching.



STEVEN

Steven showed strengths in numeracy and technologies. Working with one of the school's business partners in S4 helped him develop skills for work. Steven achieved

N4 courses in lifeskills maths, business management and computing and N5 in graphic communication.

He also achieved a Skills for Work Course in Construction, NC Units in Construction Skills and Personal Development before securing a modern apprenticeship through the school's work programme.

Benefits of the curriculum:

It's more flexible to meet the needs of every child and has more opportunities to experience a wider range of learning.

New qualifications, from S4 onwards, are designed to build on the experiences and outcomes of the Broad General Education.

There is no ceiling to the level at which young people can learn, so learning progresses at the pace of the child.

Literacy, numeracy and health and wellbeing are central to Curriculum for Excellence and remain a priority throughout your child's education.

This leaflet explains what happens in school education now, and how this approach - known as **Curriculum for Excellence** - benefits your child.

The experience and learning your child receives at school should engage their attention, be exciting, and give them confidence in their abilities and what they can achieve in a world that is changing constantly. **Curriculum for Excellence** is helping your child to meet the challenges they will face.

From a wide consultation, parents and educators recognised that Scottish education must adapt to equip every child with the skills and confidence to succeed. Much has now been done to improve the way we deliver learning and teaching, making it more relevant, challenging and motivating for every child.

These approaches to learning and teaching will:

- ★ make connections between subjects to make learning more relevant to the world we live in.
- ★ develop confidence, adaptability, resilience and independence.
- ★ give your child opportunities to develop and learn more about themselves, their strengths, interests and aspirations.
- ★ prepare them for study for qualifications and other achievements.
- ★ support every young person when they need it.

Some other things that you may notice:

- ★ not all learning takes place in school – it could also be outdoors, in college, in the community, at home.
- ★ like before, schools and nurseries will vary from area to area with approaches best suited to their learners and communities but although approaches may differ, entitlements remain the same for every child.
- ★ formal study for qualifications will not begin until towards the end of S3. All young people will now have a Broad General Education across all curricular areas before they choose a range of subjects for qualifications during S4 to S6. Fewer subjects in S4 can offer a chance to leave school with a better set of qualifications and achievements overall.

The information on the other side of this leaflet explains this in more detail.

Scottish education puts the child at the heart of their own learning. This means helping each child understand how and why they are learning, and what they need to do to make progress. This will be captured through assessment, personal profiles, qualifications and awards.

This is an exciting and positive change for Scottish education, welcomed by universities, employers, parent and youth organisations and colleges, who have all been involved in its development. Your own child's school or nursery will be able to explain more about how they are using Curriculum for Excellence to benefit your son or daughter. [Ask them for more details.](#)

Want to know more or read more learner journeys? Visit Parentzone at www.educationscotland.gov.uk/parentzone

"We look forward to welcoming a new generation of students from Scottish schools who will be better prepared and more ready for success in Higher Education, and to develop into the kind of graduates that our economy and society needs." Professor Anton Muscatelli, Principal and Vice-Chancellor of the University of Glasgow

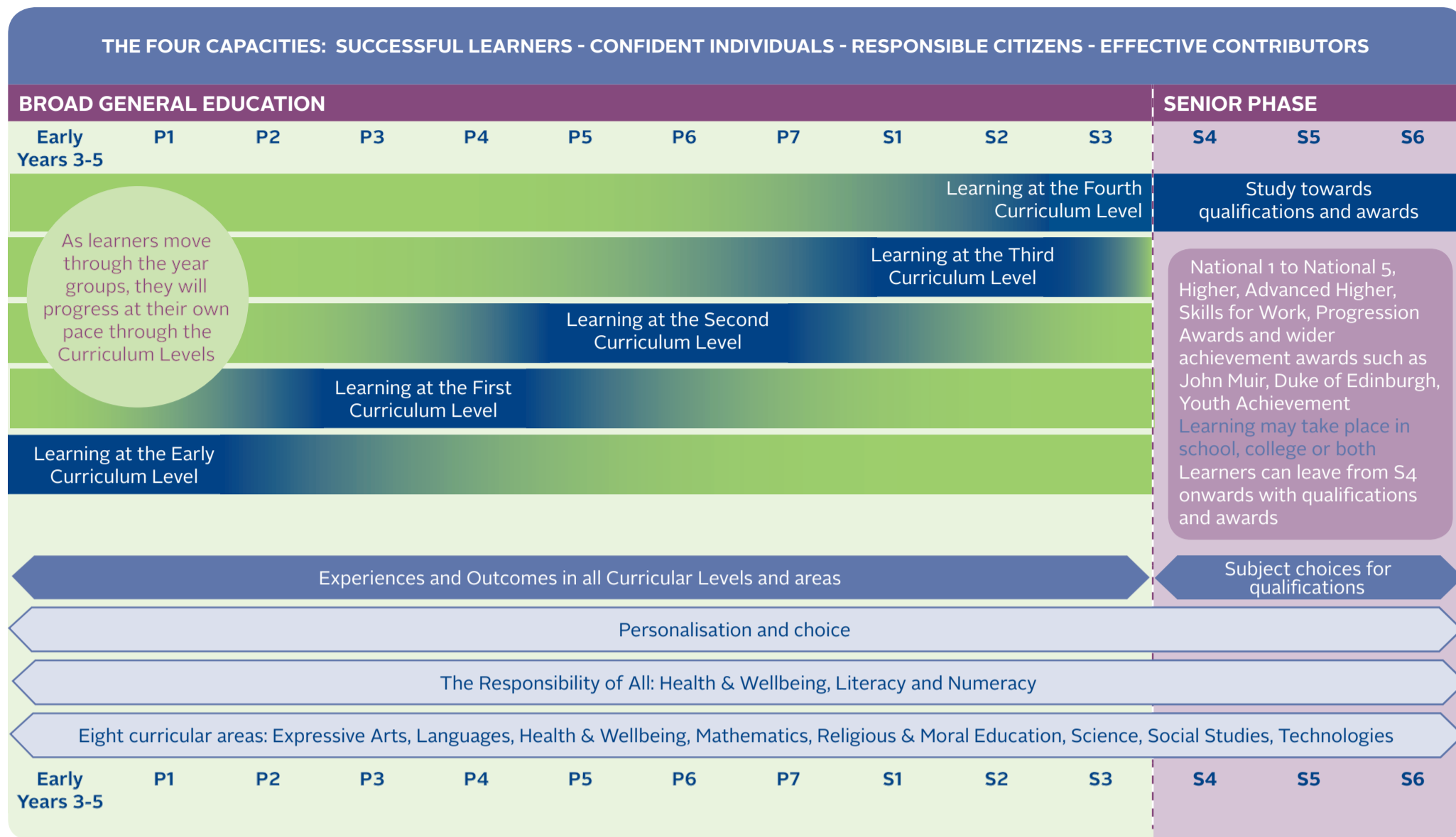


great learning in SCOTLAND

"Any leading employer needs school leavers to do much more than when we left school. The 3Rs are no longer enough, youngsters need to be contributing in employment from day one. Of all the improvements, none has been as relevant as Curriculum for Excellence." David Scott GTG, Arnold Clark



smarter scotland
SCOTTISH GOVERNMENT



Devised by Rocket Science UK Ltd www.rocketscienceuk.co.uk

The Curriculum for Excellence Learner Journey: Children and Young People aged 3–18

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BROAD GENERAL EDUCATION

Children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Learners progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Learners will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.

Experiences and Outcomes are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the Levels at which they are working.

SENIOR PHASE

Learners work towards qualifications in the Senior Phase. Available qualifications and awards include National 1, National 2, National 3, National 4, National 5, Higher, Advanced Higher, Skills for Work, Progression Awards. Learners may also gain awards such as the John Muir Award, the Duke of Edinburgh Award and Youth Achievement Awards. When young people leave school aged 16+, they are entitled to a positive and sustained destination. This may be college, university, work, apprenticeships or training.

Valuable learning also takes place outside school/college.

AGE 3 ▶ S3

All Scottish children from the age of three up until the end of S3 experience the

BROAD GENERAL EDUCATION

S4 ▶ S6

From S4 to S6, young people learn in the

SENIOR PHASE

LITERACY, NUMERACY AND HEALTH & WELLBEING

These are embedded in and across every year and every level; they are the responsibility of all school and college staff.

PERSONALISATION AND CHOICE

All learners are entitled to personalisation and choice within their learning. Schools are all different and offer these opportunities for personalisation and choice in different ways. Learners make subject choices for qualifications in the Senior Phase. The number of subject choices available is a matter for discussion between learners, parents, schools and partners.

EIGHT CURRICULAR AREAS

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

Subjects such as music, English, History, chemistry etc appear within the appropriate curricular area.

Useful Links

Education Scotland www.educationscotland.gov.uk
Scottish Qualifications Authority www.sqa.org.uk

EXPERIENCES ▶ the learning activities
OUTCOMES ▶ what the learner will be able to explain or do