The curriculum: ‘the totality of all that is planned for children and young people throughout their education’
- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning (IDL)
- Opportunities for personal achievement

Experiences and Outcomes set out expectations for learning and development in:
- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.

The Rationale for Our Curriculum

Engaging
- High aspirations
- Partner Agencies
- Diversity
- Leadership at all levels
- Meeting Learners’ Needs
- FUN

Challenging
- Building capacity
- Arrangements for
  - Assessment
  - Qualifications
  - Self-evaluation and accountability
  - Professional development
  - to support the purposes of learning

Empowering
- Pupil-centred
- Pupil-directed

Personal Support
- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Learning and Teaching
- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Developing learners’ thinking skills
- Reflecting the ways different learners progress

A curriculum framework to meet the needs of all learners 3 – 18

Values
- Wisdom, justice, compassion, integrity
  - Our curriculum is inclusive, providing stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

All children and young people are entitled to experience
- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding of the environment
- a senior phase which provides opportunities for the study of qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school

Experiences and Outcomes

Set out expectations for learning and development in:

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- Health and wellbeing
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