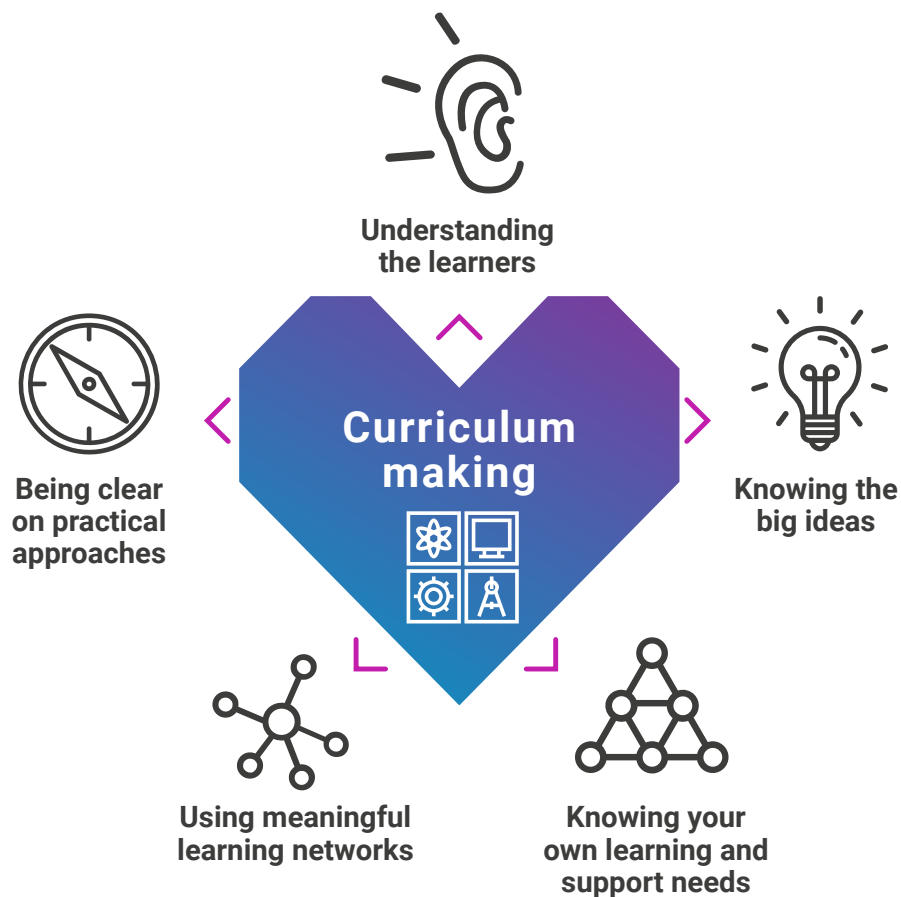


How we do it

Taking curricular aims and translating them into practice is a continuous process. Getting this right is critical and this diagram sets out key considerations, activities and ways of working to support the process of curriculum making.



Scotland's curriculum

This narrative revisits the initial CfE narrative and sets it within the current context. It is designed to stimulate and support ongoing and future thinking about the curriculum.

Scotland's approach

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.

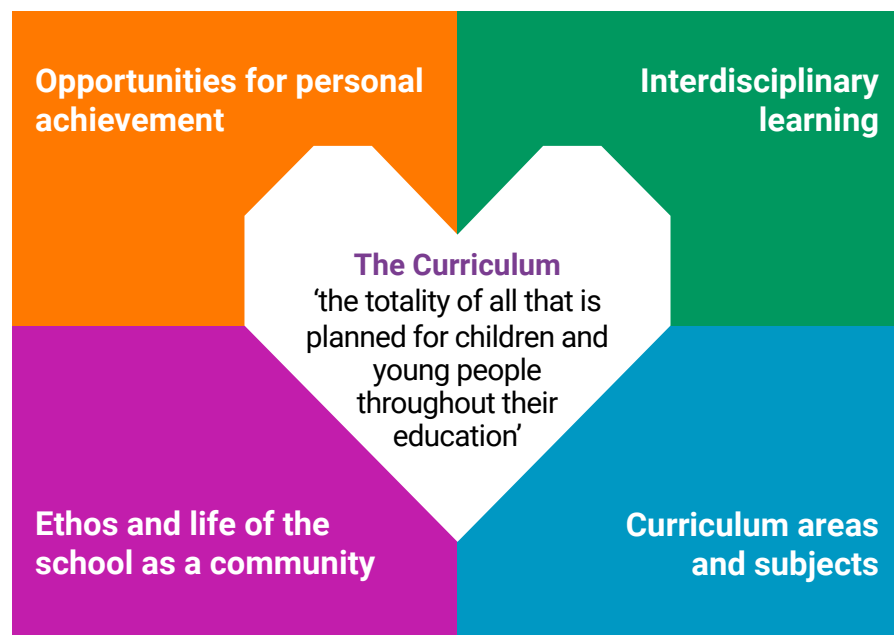


Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

What matters?

Four contexts

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.



Curriculum Entitlements

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- **a curriculum which is coherent from 3 to 18**
- **a broad general education**, including well planned **experiences and outcomes** across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- **a senior phase** after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing **skills for learning, skills for life and skills for work**
- opportunities to maximise their individual potential, benefitting from appropriate **personal support** and challenge
- support to help them move into positive and sustained destinations beyond the school.