

## The Curriculum

All children and young people aged 3-18 in Scotland experience *Curriculum for Excellence* – a forward looking, coherent, flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, and includes not only those experiences in the classroom to include:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6). The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.

The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

Our learning and teaching activities are based on the outcomes and experiences within these curriculum areas and all learners are entitled to experience these in all eight curriculum areas up to and including the third level – as far as this is consistent with their learning needs and prior attainment.

Literacy, Numeracy and Health and Wellbeing are recognised as being particularly important – these are seen as being the ‘responsibility of all’ staff. Developing skills for learning, life and work is central to all learning experiences.

Our curriculum has been developed in line with the seven broad principles that schools take into consideration when planning children’s learning:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

## Our Broad General Education (S1-3) Curriculum

Across the broad general education young people learn within the following Curriculum for Excellence levels:

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.
Third	Secondary 1 to Secondary 3, but earlier for some the fourth level broadly equates to SCQF level 4.

We work closely with our learning community Primary Schools and other Primarily Schools where our prospective S1 pupils attend to ensure there is continuity of education between primary and secondary. Significant work has taken place to link curriculum experiences, share information about young people's latest and best achievements, and care and welfare needs to support an effective transition.

Pupils in S1 experience learning in all curriculum areas through Core English, Mathematics, Science, Modern Language (French), PSE (Personal and Social Education), RME (Religious and Moral Education) and PE (Physical Education). Social Studies are delivered by five-week rotations within the Humanities faculty across Classical Studies, Geography, History and Modern Studies. Expressive Arts are delivered through discrete teaching of Art, Music and Drama and Technologies through discrete teaching of ICT (Information and Communications Technology), Technical Education and Home Economics. Pupils learn in Tutor groups or in practical classes where appropriate and in mixed ability sections with the exception of Mathematics where young people learn according to the level of learning. Where appropriate, additional support is provided through smaller literacy intervention classes in English and Social Subjects.

At the end of S1, young people choose two subjects from both Expressive Arts and Science, in addition to an on-going Core Science experience, to enable personalisation and choice and deeper learning in these areas. Learners continue to build on prior learning in all curriculum areas to receive their entitlements within the broad general education and there is continuity in Core English, Mathematics, PSE, PE, RME and Social Studies with a continuation of the rotation. Young people continue their entitlement to Modern Foreign Language and experience tasters in a second language other than core French. In Technologies, young people experience specialised learning within Administration and Business contexts, Computing Science, Design Manufacture, Graphic Communication and Home Economics.

At the end of S2, young people will continue core experiences of English and Mathematics according to their level of learning, as well as PE, PSE, and RME. Additional learning time is provided for an enhanced focus on literacy, numeracy and Career Education. Challenge, depth of learning and specialisation takes place at this stage as learners select one option from Social Studies, Expressive Arts, Scientific Studies, Language and Technologies, in addition to one Free Choice from any curriculum area.

Our curriculum is planned to allow young people to consolidate prior learning and to work across the third level within curriculum areas until S2, and progress to fourth level in S3 where learners are ready to do this, supporting progress to the senior phase.

## Overview of S1-3 Curriculum Model

	S1	S2	S3
<b>Literacy &amp; English</b>	<b>English</b> 4 periods	<b>English</b> 4 periods	<b>English</b> 4 periods 1 rotational period
<b>Numeracy &amp; Mathematics</b>	<b>Mathematics</b> 4 periods	<b>Mathematics</b> 4 periods	<b>Mathematics</b> 4 periods 1 rotational period
<b>Health &amp; Wellbeing</b>	<b>Personal &amp; Social Education</b> 1 period  <b>Learning to Learn</b> 1 period  <b>Religious &amp; Moral Education</b> 1 period  <b>Physical Education</b> 1 period	<b>Personal &amp; Social Education</b> 1 period  <b>Religious &amp; Moral Education</b> 1 period  <b>Physical Education</b> 1 period	<b>Personal &amp; Social Education</b> 1 period  <b>Career Education</b> 1 rotational period  <b>Religious &amp; Moral Education</b> 1 period  <b>Physical Education</b> 1 period
<b>Scientific Studies</b>	<b>Science</b> 4 periods	<b>Science</b> 1 period  <b>Choice of two from:</b> Biology Chemistry Physics  1 period each	<b>Choice of one from:</b>  Biology Chemistry Physics  3 periods
<b>Expressive Arts</b>	<b>Art</b> 1 period  <b>Drama</b> 1 period  <b>Music</b> 1 period	<b>Choice of two from:</b>  Art Drama Music  2 periods each	<b>Choice of one from:</b>  Art Drama Music  3 periods

	<b>S1</b>	<b>S2</b>	<b>S3</b>
<b>Social Studies</b>	<p><b>Humanities</b> Two five week rotations of each of the following:</p> <p>Classical Studies Geography History Modern Studies</p> <p>3 periods</p>	<p><b>Humanities</b> Two five week rotations of each of the following:</p> <p>Classical Studies Geography History Modern Studies</p> <p>3 periods</p>	<p><b>Choice of one from:</b></p> <p>Classical Studies Geography History Modern Studies</p> <p>3 periods</p>
<b>Technologies</b>	<p><b>Home Economics</b> 2 periods</p> <p><b>Technical</b> 1 period</p> <p><b>Information Communications Technology</b> 2 periods</p>	<p><b>Home Economics</b> 1 period</p> <p><b>Technical</b> 2 periods</p> <p><b>Administration &amp; Business</b> 2 periods</p> <p><b>Computing</b> 1 period</p>	<p><b>Choice of one from:</b></p> <p>Administration &amp; IT Business Computing Design Manufacture Graphic Communication Home Economics</p> <p>3 periods</p>
<b>Languages</b>	<p><b>French</b> 3 periods</p>	<p><b>French</b> 3 periods</p> <p><b>German</b> <b>Latin</b> Introductory sessions</p>	<p><b>Choice of one from:</b></p> <p>French German Latin</p> <p>3 periods</p>
			<p><b>Additional free choice of any one subject not already selected within:</b></p> <p>Scientific Studies Expressive Arts Social Studies Technologies Languages</p> <p>3 periods</p>

## Our Senior Phase (S4-6) Curriculum

Young people in S4-6 are timetabled as a single cohort and organised according to course and level of qualification. Qualifications can be taken at National 3, National 4 and National 5 throughout the Senior Phase, and at Higher in S5/6 and Advanced Higher in S6. Not all subjects are available at all levels.

National 3-4 qualifications are based on units of coursework completed in school, assessed by teachers and verified by the SQA leading to the award being passed. National 5, Higher and Advanced Higher qualifications are based on course assessment components (an assignment, a case study, a practical activity, a performance, a portfolio, a project or a test) and a final examination assessed externally by the SQA. These courses are graded A-C (pass) and D (course completed).

All young people receive two periods of Physical Education and Personal & Social Education is delivered through assemblies, short programmes, presentations and workshop activities. Extended Time for Reflection assemblies continue a focus on Religious and Moral Education.

### Required number of Courses

- In S4, young people take **six courses** at National 3, National 4 or National 5. Each course will be taught for **five periods** each.
- In S5 and S6, where young people take one or more Higher qualifications, these will be taught for **six periods** with young people taking **five courses**. Young people not taking Higher courses should take six courses.
- In S6, where young people take Advanced Higher qualifications, these are taught for **four periods** per week and young people must take **a minimum of five courses**, unless three are at Advanced Higher in which case four courses would be required.
- Enhancement courses leading towards qualifications for pupils in S6 are normally **four periods** per week.
- Depending on the options chosen, where young people in S5/6 are not timetabled to classes, they will be allocated supervised study time to support their learning and attainment.

### Partnership Courses

Partnership programmes are delivered through New College Lanarkshire in selected courses for young people in S4 and young people follow these courses by attendance for one day per week. These courses are additional to the six courses studied in school and young people are offered tailored support to manage the balance between the school and college contexts.

Though uptake is at an early stage, Foundation Apprenticeships can be taken over two years starting in S5, leading to a Higher-level qualification by the end of S6 involving two half-days out of school and replacing a school-based option. The experience would comprise of learning in a further education establishment and workplace learning in the chosen field.

Young people across the senior phase can undertake a range of qualifications within the following curriculum areas:

<p><b>English</b></p> <p>English</p> <p>Media</p>	<p><b>Mathematics</b></p> <p>Applications of Mathematics</p> <p>Mathematics</p>	<p><b>Health &amp; Wellbeing</b></p> <p>Dance</p> <p>Health &amp; Food Technology</p> <p>Hospitality: Practical Cookery</p> <p>Physical Education</p>	<p><b>Scientific Studies</b></p> <p>Biology</p> <p>Chemistry</p> <p>Human Biology</p> <p>Physics</p>
<p><b>Expressive Arts</b></p> <p>Art</p> <p>Drama</p> <p>Music</p> <p>Music Technology</p> <p>Photography</p>	<p><b>Humanities</b></p> <p>Classical Studies</p> <p>Geography</p> <p>History</p> <p>Modern Studies</p>	<p><b>Technologies</b></p> <p>Accounting</p> <p>Administration &amp; IT</p> <p>Business Management</p> <p>Computing Science</p> <p>Design Manufacture</p> <p>Graphic Communication</p> <p>Practical Metalworking</p> <p>Practical Woodworking</p>	<p><b>Languages &amp; RME</b></p> <p>French</p> <p>German</p> <p>Latin</p> <p>Religious, Moral &amp; Philosophical Studies</p>
<p><b>New College Lanarkshire (S4)</b></p> <p>Beauty</p> <p>Early Education &amp; Childcare</p> <p>Construction Crafts</p> <p>Engineering Skills</p> <p>Uniformed &amp; Emergency Services</p>	<p><b>Foundation Apprenticeship (S5)</b></p> <p>To be confirmed</p>	<p><b>Enhancement Courses (S6)</b></p> <p>Cybersecurity</p> <p>Laboratory Science</p> <p>Leadership Award</p> <p>Legal Studies</p> <p>Travel &amp; Tourism</p> <p>Saltire Award</p> <p>Sports Leaders</p>	<p><b>School Involvement (S6)</b></p> <p>Paired Reading Programme</p> <p>Classroom Assistant</p> <p>Mentoring Violence Prevention</p> <p>Pupil Leadership Team / Captains</p>

**Option Choice**

An individual summary of achievement within Curriculum for Excellence levels at the end of the Broad General Education, with a recommended level of study for commencing the Senior Phase is provided at this point to help guide the discussion around selecting subjects. This information is used in a number of ways to enable progress from prior learning to future study.

In order to ensure that the parents of pupils entering or moving through the Senior Phase are fully aware of the processes for Option Choices, we shall publish a Parents' Option Choice Information Booklet in January 2018 outlining our processes and support for pupils at these important transition points.

S3 pupils will be working in Social Education with their Principal Teacher Pupil Support/Additional Support Needs to look at potential courses of study and what the content of these courses will be and will have an individual interview to discuss and refine their options. Pupils in S4 and S5 will continue to have individual interviews with their Principal Teacher Pupil Support/Additional Support Needs to do likewise.

Pupils will select courses with a direct link to their intended post- school destinations for example, employment, training, Further or Higher Education. In making course choices it has always been our advice that pupils should consider taking courses where their previous attainment has been positive and where they have experienced success. It is also important that pupils enjoy the focus of course content and are motivated to study specific contexts. At times, pupils can be influenced by the course choices which their friends may be making or because they may like, or dislike, a particular teacher. We would not consider these to be appropriate reasons for making course choices.

### **My World of Work website - Help for Parents**

When it comes to making career decisions, parents are one of the first people your child will turn to for help. We would encourage you to use My World of Work with your child, to help spark ideas for their career and explore the routes they might like to take. This web-based resource will help you feel confident in supporting your child to make important decisions.

My World of Work can help you understand a number of challenges that your child might be facing at school. Some of these will include subject choices, finding the right career and preparing to leave school.

- Subject choices are an important decision for your child. They have an impact on what courses they can study at college or university. They can also affect what careers are open to them when they leave school. Sometime between January and March, your child will pick subjects in S3-5 in preparation for their National Qualifications. But it's a good idea to start thinking about them earlier, to help support your child in the best way possible.
- Finding the right career is difficult for many young people. My World of Work is designed to make it easy for your child to explore, and find out more about, careers that might suit them. It helps them to build career management skills, so that they can make the best decisions about what's right for them.
- Leaving school – what next? Getting ready to leave school can be a tricky time. There are lot of options open to your child; but what will work best for them? As a parent, it helps to understand what those options are, so that you can support them in their decision. My World of Work has developed a guide for parents, along with information about Modern Apprenticeships, and preparing for the many different transitions.

## **Useful Websites**

<https://www.education.gov.scot/scottish-education-system/Broad%20general%20education>

<https://www.education.gov.scot/scottish-education-system/senior-phase-and-beyond>

<https://education.gov.scot/parentzone/learning-in-scotland>

<https://www.npfs.org.uk/nationals-in-a-nutshell/>

<https://www.myworldofwork.co.uk>

[www.ucas.co.uk](http://www.ucas.co.uk)

[www.planitplus.net](http://www.planitplus.net)