



Scotland Curriculum Alignment (R-Z)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

Religious and Moral Education, Stages S1-S4 (Ages 11-18)		Environment and Modern Agriculture	Healthful Eating
<p>Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry. Children who attend denominational schools will experience religious and moral education through the perspective of the school's faith community. This is considered in the section on religious education in denominational schools.</p>	<p>Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and to be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgment. The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.</p> <p>Learning through religious and moral education enables children and young people to:</p> <ul style="list-style-type: none"> • develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience • explore moral values such as wisdom, justice, compassion and integrity • investigate and understand the responses which religions can offer to 	✓	✓

questions about the nature and meaning of life

- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Developing successful learners

Religious and moral education offers insights into human beliefs, values and behaviour. It considers challenging questions and responses, and encourages young people to learn about different kinds of thinking and how faith and reason can help people to find meaning in life. There are important connections between themes in religious and moral education and, for example, in history, science and the arts. These connections can reinforce and enrich learning.

Developing confident individuals

Religious and moral education makes an important contribution to the personal and social development of children and young people. The development of secure values and beliefs plays an important part in children and young people's emotional and spiritual wellbeing. They learn to be secure in expressing their beliefs and values. Through the ethos of the school, children and young people can feel the security of being valued as individuals: learning in religious and moral education can reinforce this message. Their study of Christianity gives children and young people an understanding of one of the key influences in shaping Scottish society.

Developing responsible citizens

Through religious and moral education children and young people can be encouraged to develop an understanding and respect for people of faiths and

beliefs other than their own and for those who adopt a stance for living which is independent of religious belief. By considering moral and ethical questions in a secure environment, children and young people can develop their own ability to make moral and ethical judgements about right and wrong. They can learn to act with concern for others and for the world we live in.

Developing effective contributors

One of the most important outcomes of learning through religious and moral education is that children and young people put their values and beliefs into action in positive ways which benefit others in the local, national and global communities.

Learning and teaching in religious and moral education

Teachers will recognise that religious and moral education is wider than the experiences planned by teachers in schools, and schools should support the promotion of links with the home, the faith community to which a child may belong, and the local community more broadly. It is important for children and young people to know that they are valued and respected whatever their belief or faith background may be, and learning and teaching in religious and moral education can help to underline this.

Staff can build learning activities upon celebrations and family events. In planning learning and teaching in religious and moral education, teachers will be able to take account of the religious and cultural diversity within their own local communities, whilst recognising the unique role of Christianity within the story of Scotland. They can also take account of the developmental stage of the children and young people and their capacity to engage with complex ideas.

Time for reflection and discussion in depth is very important for effective learning and teaching in religious and moral education. Through prioritisation within the religious and moral education curriculum, teachers should be able to plan for this.

Teachers will be able to model and promote an ethos of inclusion and respect within the classroom. Learning and teaching approaches should enable children and young people increasingly to understand and sensitively probe the basis for beliefs. Children and young people should experience participation in service to others and meet people who show their faith in action.

There is considerable scope for connections between themes and learning in religious and moral education and other areas of the curriculum. For example, there will be important synergies between many aspects of health and wellbeing and religious and moral education. An understanding of the influences of religion in Scotland is important in understanding the history of Scotland and features of its culture and institutions today.

The proposed guidance

As part of the curriculum for religious and moral education, children and young people will be given opportunities to consider philosophical concepts and approaches, again taking account of their stage of development.

The revised guidance will reflect the thinking behind many recent developments within religious and moral education.

It will offer flexibility to schools to take account of the religious and cultural diversity within their own local communities when planning for religious and

moral education.

It will be prioritised to open up room for more learning in depth and less fragmentation than is sometimes the case at present. In particular, there will be advice on appropriate starting points for the introduction of themes and concepts in other world religions. The aim of this is to encourage deeper learning across relatively fewer themes than at present.

Experiences and outcomes for religious and moral education will be grouped under:

- Christianity
- Other World Religions

Personal search – establishing personal views, stances and beliefs – will permeate throughout both. The process of personal search will recognise that not all children will adopt a religious standpoint, although many will.

The religious education curriculum offers a valuable contribution to the whole school approach to the development of faith, attitudes and values. Learning through religious education enables children and young people to:

- develop their knowledge and understanding of significant aspects of Catholic Christian faith and an understanding of other Christian traditions and world religions
- investigate and understand the responses which faith offers to questions about truth and the meaning of life
- highlight and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions

- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Developing successful learners

Religious education in a Catholic school challenges children and young people to develop an understanding of life from a Catholic perspective. It considers challenging questions and responses, and encourages young people to learn how faith and reason can help people to find meaning in life. Learning in religious education is fundamentally interlinked with learning throughout the curriculum, the ethos of the school, and the wider community of faith.

Developing confident individuals

Through the ethos of the Catholic school, children and young people can develop a sense of their uniqueness and value as part of God's creation and as a member of a faith community. They learn to explain Catholic beliefs, and to be secure in expressing their beliefs and values. Their study of Christianity gives young people an understanding of one of the key influences in shaping Scottish society.

Developing responsible citizens

Through religious education young people can be encouraged to develop an understanding and respect for people of faiths and beliefs other than their own and for those who adopt a stance for living which is independent of religious belief. By considering moral and ethical questions in a secure environment, children and young people can develop an informed conscience to enable them to make moral and ethical judgements about right and wrong. They can learn to act with concern for others and for the world we live in.

	<p>Developing effective contributors</p> <p>One of the most important outcomes of learning through religious education is that children and young people put their values and beliefs into action in positive ways which benefit others in the local, national and global communities.</p>		
<p>Science, Stages S1-S4 (Ages 11-18)</p>		<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>
<p>Science includes experiences and outcomes in biological, chemical, physical and environmental contexts.</p>	<p>The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people.</p> <p>Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.</p> <p>Learning through the sciences enables children and young people to:</p> <ul style="list-style-type: none"> ● investigate their environment by observing, exploring, investigating and recording ● demonstrate a secure understanding of the big ideas and concepts of science ● make sense of evidence collected and presented in a scientific 	<p>✓</p>	<p>✓</p>

manner

- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- and, for some, establish the foundation for more advanced learning and future careers in the sciences and technologies.

Developing successful learners

Through science, children and young people develop their interest in, and understanding of, the living, material and physical world. They increase their understanding of scientific ideas and approaches. They become aware of the pace and significance of developments in the sciences and can evaluate the impact of these. Through first-hand observation, practical activities, open-ended challenges and investigations, and discussion and debate, children and young people can develop a range of skills in critical thinking as well as literacy, communication and numeracy.

Developing confident individuals

Science is an important part of our heritage and its applications are part of our everyday lives at work, at leisure or in the home. In order to develop as confident individuals, children and young people need to learn about current science in relevant, real-life contexts and acquire the confidence to use scientific terms and ideas. They can learn to express and justify their views on science-based issues of importance to society.

Developing responsible citizens

Children and young people should come to appreciate that science is a dynamic, creative, human process which contributes greatly to the

development of human culture, both nationally and globally. They can recognise that the rate of development in science and technology and their impact have enormous implications for the wellbeing of our society. The values that guide scientific endeavour – respect for living things and the environment; respect for evidence and the opinions of others; honesty in collecting and presenting data; an openness to new ideas – are the basis of responsible citizenship.

Developing effective contributors

Science offers opportunities for children and young people to engage in a wide range of collaborative investigative tasks, both within and beyond the classroom, where they learn to design and use experiments, interpret data, make deductions and draw conclusions based on evidence. Through these experiences and activities they can develop important skills to become enterprising and creative adults in a world where the skills and knowledge of science are needed across all sectors of the economy

Learning and teaching in science

Effective learning and teaching approaches will extend experiential learning from the early years into early primary school and beyond. As children embark on their learning of science, their teachers can take advantage of opportunities for study in the local environment and the needs and interests of the young people they teach. As young people progress, learning and teaching approaches should promote classroom talk, group discussion and debate – including about the benefits and risks associated with the applications of scientific knowledge. Learners need to have the opportunity to become actively involved in their learning, to engage in studies beyond the classroom and to deepen their knowledge and their understanding of the big ideas of science. Through involvement in a wide range of open-ended experiences, challenges and investigations they can develop critical thinking

skills and appreciate the key role of the scientific process in generating new knowledge. Young people should experience challenging activities throughout their learning of science and recognise and enjoy the progress they make. Learning in the sciences can be greatly enriched and extended through innovative teaching which uses the power of digital technologies. Science offers particular scope for developing partnerships which capitalise on expertise from research and industry.

The proposed guidance

The revised curriculum will be based on the big ideas of contemporary science and the scientific concepts that underpin these.

Experiences and outcomes will be grouped in the following way:

- Our living world: including
 - the diversity of living things
 - the uniqueness of being human
 - the importance of cells
- Our material world: including
 - uses and properties of materials
 - sustainability
 - the chemistry of life processes
 - the applications of chemistry in society
- Our physical world: including
 - harnessing and using energy sources
 - motion and travel on land and sea and in air and space
 - the development of communication systems.

Teachers will be able to draw from these experiences and outcomes to develop relevant teaching contexts and activities, both within and beyond science, to a depth appropriate for the stage, class or group being taught. It is

	<p>anticipated that teachers will integrate aspects of the living, material and physical world as appropriate. To enhance learning, the guidance will promote links with other curriculum areas, including the technologies, social subjects, expressive arts, health and wellbeing, and religious and moral education.</p>		
<p>Social Studies, Stages S1-S4 (Ages 11-18)</p>		<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>
<p>Social studies includes experiences and outcomes in historical, geographical, social, political, economic and business contexts.</p>	<p>It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about their own people and what has shaped them, other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.</p> <p>Learning through social studies enables children and young people to:</p> <ul style="list-style-type: none"> • broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies • develop the capacity for critical thinking, through accessing, analysing and using information • form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures 	<p>✓</p>	<p>✓</p>

- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

Developing successful learners

Learning through social studies extends children and young people's horizons and knowledge of time and place, and challenges them to look at the world in new ways. They learn to access and use information from different kinds of sources, and think critically about evidence and arguments in order to arrive at their own conclusions. They learn to justify these in discussion and debate. Learning in social studies also contributes strongly to the development of their skills in literacy and numeracy.

Developing confident individuals

Whatever children and young people's own cultural background may be, learning through social studies should enable them to understand more about their sense of identity. In learning about their environment and about their community and country's past and present they can develop an understanding of the political and social changes which have shaped Scotland. They should be supported in establishing their own values, and should achieve the confidence to communicate their own stances on social, political, historical and environmental issues.

Developing responsible citizens

Through social studies children and young people gradually build up a framework of historical, geographical, social, economic and political knowledge and understanding. Through learning about the values, beliefs and cultures of societies at other times and in other places they can become more willing to question intolerance and prejudice, and develop respect for other people. Exploring ethical dilemmas facing individuals and societies is an important feature of their learning. One of the most important outcomes of

learning in social studies is a commitment to participate responsibly in political, economic, social and cultural life.

Developing effective contributors

As their knowledge and understanding broadens through investigative, creative and critical thinking – individually and in groups – children and young people can develop attributes which will be important for their life and work. They learn about and apply concepts that stimulate enterprise and influence business, and gain an understanding of Scotland’s contribution to a sustainable global economy. They can be challenged to consider how they can contribute to the wellbeing of society through, for example, aid initiatives, environmental projects, volunteering or in other ways as active participants in civic society.

Learning and teaching in the social studies

From the youngest age, children want to explore and understand the world – first of all the world immediately around them, and later, how other people live, and the stories of past generations. Learning through social studies can harness the curiosity of young children about their surroundings and the people they know. As they mature, children and young people’s experiences can be broadened using Scottish, British, European and wider contexts for learning, yet maintaining a focus on historical, social, geographic, economic and political changes which have shaped Scotland.

It is important that learning in social studies allows sufficient flexibility for schools to reflect issues of importance to the local community. It should capitalise on opportunities for firsthand enquiry within the immediate environment and beyond. As children and young people progress in social studies, the contexts for their learning can widen to provide a breadth of knowledge and experience which allows comparison and contrast.

Learning and teaching at the upper levels of the curriculum framework should encourage young people to reach personal conclusions on issues in the different aspects of social studies, for example human and ethical issues in the past; land use and ecological dilemmas; and political, economic and social issues. Time needs to be available to allow worthwhile discussion and debate.

Learning in social studies is enriched and reinforced through linkages within the social studies and with other areas of the curriculum. Drama, literature, art and music can all enrich learning in social studies and there is scope for strong links with learning in languages, science and religious and moral education, for example.

Social studies offers rich opportunities for developing partnerships between schools and colleges and with employers, particularly in the areas of business and enterprise.

The proposed guidance

The curriculum will be based on important ideas underpinning social studies. These include identity, change and continuity, diversity, economic, social and environmental issues, needs and resources, decision making and participation as active citizens.

The framework will describe outcomes which will contribute to the development of secure values and beliefs.

Experiences and outcomes will be grouped in the following way:

People in the past: including

- people in societies

<ul style="list-style-type: none"> ● people and events in the past <p>People in place: including</p> <ul style="list-style-type: none"> ● people and landscapes ● people and communities <p>People and society: including</p> <ul style="list-style-type: none"> ● society and the economy ● decision making in a democracy. <p>Experiences and outcomes will be grouped in the following way:</p> <p>People in the past: including</p> <ul style="list-style-type: none"> ● people in societies ● people and events in the past <p>People in place: including</p> <ul style="list-style-type: none"> ● people and landscapes ● people and communities <p>People and society: including</p> <ul style="list-style-type: none"> ● society and the economy ● decision making in a democracy. <p>Pre-school centres and schools will be able to select contexts for learning and combine the experiences and outcomes to meet the needs of their own communities in the best way. An important focus in developing understanding across the social studies will be on key periods and turning points in Scotland’s past and present, and on key elements of Scotland’s geography, although Scotland’s place in the United Kingdom, Europe and the world will be fully reflected.</p> <p>Taken together, the experiences and outcomes should form a basis for progression in a wider range of specialised study in school and college including, in addition to history, geography and modern studies, economics,</p>		
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	classical studies, finance and business management.		
Technologies, Stages S1-S4 (Ages 11-18)		Environment and Modern Agriculture	Healthful Eating
This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies.	<p>To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children and young people’s creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy. Technologies are developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and children and young people need to be able to assess the impact of technologies so that they can take action in an informed way.</p> <p>Learning through technologies enables children and young people to:</p> <ul style="list-style-type: none"> • develop an understanding of technologies and their impact on society – in the past, present and future • apply knowledge, understanding and practical skills to design and create • products, processes and solutions that meet needs in play, work and daily life • gain the confidence and skills to embrace and use technologies now and in the future • evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors 	✓	✓

- experience work-related learning and, for some, establish the foundation for more advanced learning and careers in the technologies.

Developing successful learners

Children and young people need to become skilled users of a wide range of technologies, and learning in the technologies equips them with these skills. Technological activities can contribute strongly to the development of problem-solving skills. They promote creative thinking and encourage children and young people to make connections across different kinds of learning and so become innovative, critical designers.

Developing confident individuals

Learning through the technologies can equip children and young people with important practical skills for daily life and for work, and the confidence that they will be able to continue to learn to use new technologies in the future. They enjoy building models and preparing food, for example, and working with different materials. They can experience a sense of achievement when their products and solutions work well, and they can develop their capacity to deal with change, risk and uncertainty

Developing responsible citizens

As children and young people come to understand the roles of technologies in changing and influencing societies they can increasingly engage with questions relating to the environment, sustainable development and ethics. They can develop their sense of personal responsibility. Importantly, they can become informed consumers who have an appreciation of the merits and impacts of products and services and who are capable of making reasoned and ethical choices.

Developing effective contributors

The technologies allow children and young people to think creatively about how to solve practical problems. There is particular scope to learn how to work effectively in teams. The technologies promote enterprising behaviour and ways of learning that prepare young people for their future lives and careers. Young people may become computer scientists, chefs, food technologists, joiners, plumbers, engineers or designers. On the other hand they may apply their technological capability in other less specialist areas. All need to embark into work as skilled, thoughtful, adaptable and resourceful people able to identify and solve problems.

Learning and teaching in the technologies

From their earliest years children use their natural curiosity and imagination to solve problems they encounter in their play. They very quickly develop skills in using tools and processes, for example to make and modify things and prepare food. With little input from adults they can often become adept at using computers and digital media. They respond enthusiastically to new technologies and learn very quickly how to use them. Teachers can capitalise on this natural enthusiasm in their planning of learning and teaching in technologies.

The technologies value and promote the development of practical skills as the core of children and young people's experiences. Much of the learning is therefore hands-on and active. This practical focus is attractive to children and young people, and can be used as a springboard for the development of important attitudes, skills and knowledge. As young people's technological capability improves, teachers can offer scope for them to become more independent in designing solutions to real-life needs and challenges. They learn how people use creative thinking to help to address the needs and wants of

society. They begin to think critically and evaluate processes and products, becoming more practised at considering whether design solutions – their own and those of others – work, and if they are appropriate for the purpose. Importantly, they need opportunities for research and discussion about the impact of technologies on society and the environment.

The technologies provide fruitful territory for teachers to design challenging and motivating interdisciplinary work and projects, potentially with all other areas of the curriculum.

Colleges are important contributors in this area of the curriculum. They can provide valuable opportunities to enable young people to develop their knowledge and practical skills in a work-related context, potentially leading to more specialised training and employment.

The proposed guidance

The guidance in the technologies curriculum area will include experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies. It will cover outcomes in the current technical education curriculum, and aspects of home economics and computing.

Within each of the technologies, the main lines of development will be:

Investigating and designing: including:

- learning about technologies and their effects on society
- investigating resources and materials
- developing design skills and knowledge

Producing: including:

- using technologies effectively, including developing practical skills in

	<p>using tools, equipment, materials and processes</p> <ul style="list-style-type: none">● planning and organising <p>Evaluating: including:</p> <ul style="list-style-type: none">● evaluating and improving products and solutions● evaluating the impact of products, systems and processes. <p>Experiences and outcomes will be expressed to promote innovative, creative learning approaches with a strong emphasis on practical activities and where appropriate vocationally relevant learning.</p> <p>They will also be designed to ensure the development of knowledge and understanding, skills, and informed attitudes.</p>		
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