

To deliver our curriculum successfully we will continue to:



Carstairs Primary School Curriculum Rationale



Together we strive to:

Value learning and each other

Ensure strong, high quality communication at all levels

Nurture and support all individuals to be the best that they can be, upholding Nurture UK Principles

Welcome our parents and community, valuing the skills and support they have to offer

Demonstrate high levels of staff motivation in order to secure high levels of pupil motivation and engagement

Get our learners and partners involved in decision making

Uphold key messages represented by *Better Relationships, Better Behaviour, Better Learning* (2013)

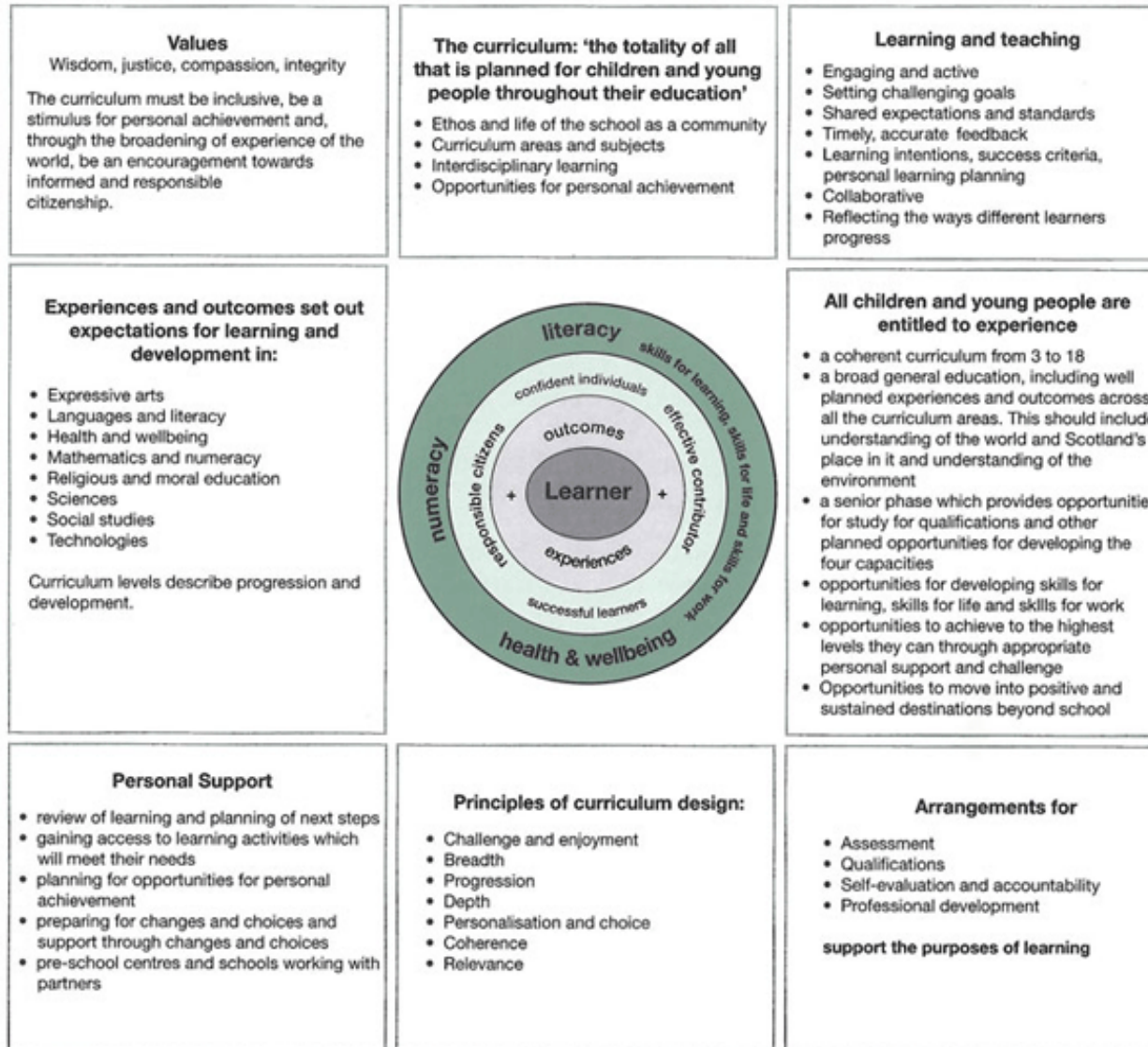
Build confidence, esteem and resilience – promoting ‘can-do’ at all times

Provide challenge and variety, along with active, enjoyable, collaborative approaches

Place special value on the impact of nurturing health and wellbeing in order to secure greatest impact on learning life skills

Listen to pupil voice and value consultative approaches

Be flexible and open minded



Deliver high quality learning experiences across the curriculum, giving particular importance to high levels of achievement in skills for learning, life and work

Give high importance to happiness, health and wellbeing, respect and equality for all

Develop positive, confident, resilient children who care about themselves and others

Provide our learners with the ability to express themselves effectively

Nurture responsible, respectful, positive, hard-working attitudes

Support our children to believe in themselves, to believe in the power of education and what they can achieve – promote ambition and support our children to follow their dreams

Provide our children with the skills, attitudes, capabilities, attributes and strategies to lead successful, happy, healthy lives

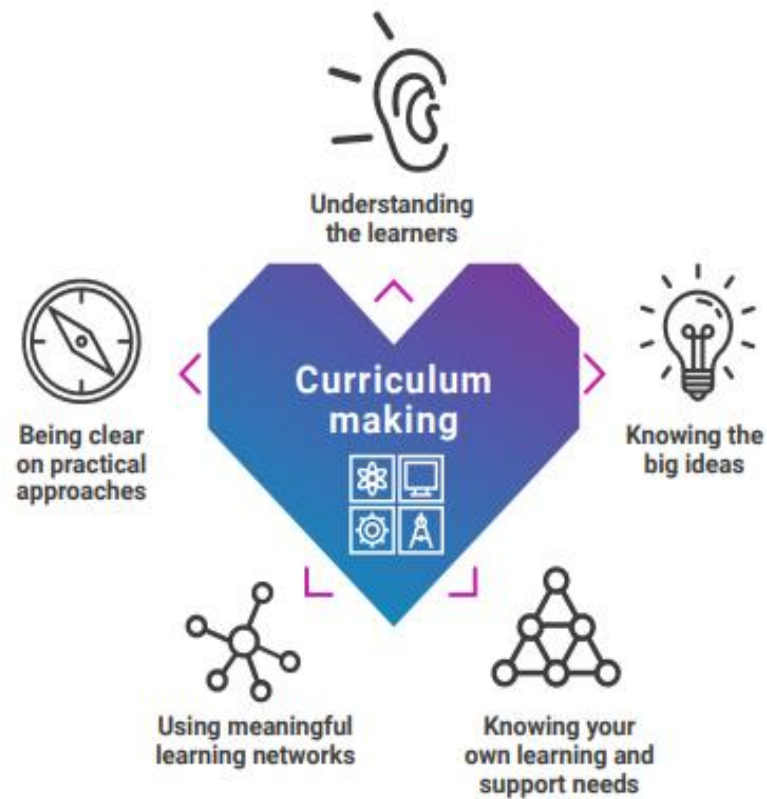


Our School Vision for All - Be Safe, Be Happy, Be All You Can Be

Values that we uphold to make this happen - Effort, Respect, Confidence, Kindness

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.



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SCOTLAND'S CURRICULUM

FOR EXCELLENCE

Putting learners at the heart of education

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.

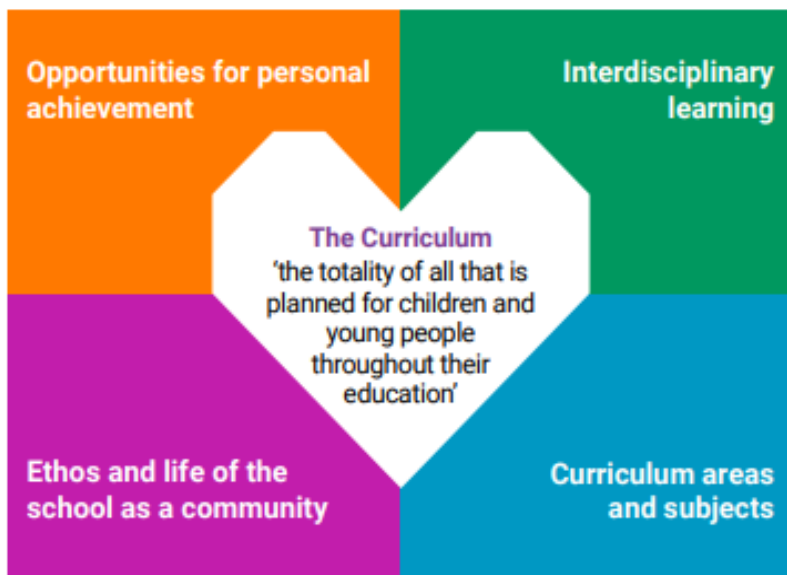


Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

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.