

Values

Compassion Faithfulness
 Forgiveness Integrity
 Justice Peace
 Respect Service

Experiences and Outcomes (Es & Os)

Es and Os drive curricular forward planning and assessment. Clear learning intentions and success criteria are formulated from the outcomes and shared with learners. Key resources; Wellbeing (SHANARRI), Wellbeing game: On the Trail With The Wellbeing Snail.' Know the Score; God's Loving Plan; Pupil Voice groups: School Council; Eco Committee; Health Committee, Fairtrade; Active Schools program, Food Technology, Artsnet, Swimming for Primary 5 and 7, curling for Primary 6, Primary 6 & 7 residential experience, transition program Early Years to Primary 1, Primary 7 to S1 and stage to stage.

Personal Support

Curriculum planning enables staff to identify skills being developed and appropriate success criteria given meet individual needs. Personal feedback is given throughout the working week. Termly evaluations highlight particular strengths or areas for development and impact on next term's planning. Cooperative learning enables pupils to work together, supporting each other's learning. Children with specific needs have an in class support plan or an ASP, reviewed termly and shared with all partners including parents and carers. Clear approaches to Child Protection case management are evident throughout the school. HWB assessment linked to SHANARRI indicators, is used to highlight and address particular pupil needs.

Principles: Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence, Relevance
 Teachers highlight planners to reflect the principle(s) that is being planned.

Curriculum Planner – Health and Wellbeing

Totality of the Curriculum

Learning in Health and Wellbeing ensures that children develop knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social, spiritual and physical wellbeing, now and in the future. Learning through HWB enables children to make informed decisions in order to improve their mental, emotional, social, spiritual and physical wellbeing, experience challenge and enjoyment, experience positive aspects of healthy living and activity for themselves, apply their skills to pursue a healthy lifestyle, make a successful move to the next stage of their education, establish a pattern of Health and Wellbeing which will be sustained into adult life, and which will promote the health and well being of the next generation of Scottish children.

Successful Learner

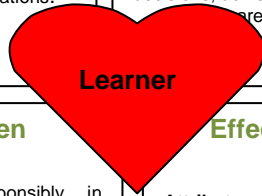
Attributes: Enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas.

Capabilities: use literacy, numeracy and communication skills; use technology for learning; think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations.

Confident Individuals

Attributes: self respect; a sense of physical, mental and emotional wellbeing; secure values and belief; ambition.

Capabilities: relate to others and manage themselves; pursue a healthy and active lifestyle; be self aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in different areas of activity.



Responsible Citizen

Attributes: respect for others; commitment to participate responsibly in political, economic, spiritual, social and cultural life;

Capabilities: develop knowledge and understanding of the world and Scotland's place in it; understand different beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and technological issues; develop informed, ethical views of ethical issues.

Effective Contributors

Attributes: an enterprising attitude; resilience; self-reliance.

Capabilities: Communicate in different ways and settings; work in partnership and teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems.

Learning and Teaching

Pedagogy: Engages children and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices, takes account of research and successful practice in supporting the learning and development of children, particularly in sensitive areas such as substance misuse, uses a variety of approaches including active, cooperative and peer learning and effective use of technology, encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment, encourages children to act as positive role models for others within the educational community, leads to a last commitment to follow a healthy lifestyle by participation in experiences which are varied relevant, realistic and enjoyable, helps to foster health in families and communities through work with a range of professions, parents and carers, and children and enables them to understand the responsibilities of citizenship harnesses the experience and expertise of different professions, including developing enterprise and employability skills. Learning Intentions and Success Criteria: The concept of LI and SC is evident throughout the whole school. From Primary 1 to Primary 7 the LI is displayed for pupils. The LI highlights the learning taking place and the success criteria is specific to enable pupils to be successful in their learning. Formative assessment: LI and SC is displayed in all classes. Pupils refer to them throughout learning and understand them clearly. AIFL approaches are used to assess understanding. Traffic lighting is used on written pieces to self, peer and teacher assess.

Entitlements

1. Every child and young person is entitled to experience a curriculum which is coherent from 3-18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

Assessment

Teachers and learners gather evidence of progress as part of the day to day learning inside and outside the classrooms and, as appropriate through specific assessment tasks. From Early years through to the Senior Stages, children's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making. Specific assessment tasks: Primary 1 – Primary 7 HWB linked to wellbeing indicators, what I think tool?-Will be assessed in September and May.