

Connecting CP to Curriculum for Excellence

Curriculum for Excellence describes the purposes of learning from 3 to 18 and entitlements for all learners. Guidance on how and what children and young people learn is presented through **experiences** and **outcomes**. The curriculum includes all of the experiences which are planned for children and young people. These include: the ethos and life of the school; curriculum areas and subjects; interdisciplinary learning; opportunities for personal achievement.

While most consideration has been given to Curriculum for Excellence in the school context it should also help frame children's learning in **all** contexts, including when they are involved with the Children's Parliament. Curriculum for Excellence has identified 8 key curricular areas. Each has a set of experiences and outcomes. The experiences and outcomes are written at five levels with progression to qualifications described under a senior phase. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some.
Senior phase	S4 to S6, and college or other means of study.

In identifying outcomes which the Children's Parliament experience can contribute toward our focus is largely (but not exclusively) up to second level, thinking especially that our work is primarily located with primary school age children, with the transition into S1. In addition rather than making overly grand claims about how the work we do results exactly in the given outcomes, we talk about these outcomes as things we contribute towards alongside other supports for learning and personal development which the child experiences in other settings.

In the pages which follow we suggest (from a number of the curricular areas) how CP participation contributes to a child's learning. The 'code' which follows each statement provides a reference back to the full experiences and outcomes published as part of Curriculum for Excellence.

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From Literacy experiences and outcomes As a Member of the Children's Parliament:

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. **LIT 2-08a**

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more. **LIT 2-09a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. (This may include images, objects, audio, visual or digital resources) **LIT 2-10a / LIT 3-10a**

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. **LIT 2-18a**

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

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From Health and Wellbeing experiences and outcomes As a Member of the Children's Parliament:

I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a**

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a**

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a**

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a**

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a**

I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a**

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. **HWB 1-19a**

I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. **HWB 1-24a**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b**

I recognise that we have similarities and differences but are all unique. **HWB 0-47a / HWB 1-47a**

I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it. **HWB 2-49a**

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From Religious and Moral Education experiences and outcomes As a Member of the Children's Parliament:

I am developing respect for others and my understanding of their beliefs and values. [RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a](#)

I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. [RME 1-08a / RME 2-08a / RME 3-08a / RME 4-08a](#)

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. [RME 2-05b](#)

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. [RME 2-09c](#)

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. [RME 3-05b](#)

From Expressive Arts experiences and outcomes As a Member of the Children's Parliament:

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. [EXA 0-01a / EXA 1-01a / EXA 2-01a](#)

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. [EXA 0-05a / EXA 1-05a / EXA 2-05a](#)

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. [EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a](#)

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. [EXA 0-13a / EXA 1-13a / EXA 2-13a](#)

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. [EXA 2-14a](#)

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. [EXA 0-15a / EXA 1-15a / EXA 2-15a / EXA 3-15a](#)

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From Social Studies experiences and outcomes

As a Member of the Children's Parliament:

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. [SOC 2-08a](#)

Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. [SOC2-10a](#)

I can contribute to a discussion of the difference between my needs and wants and those of others around me. [SOC1-16a](#)

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. [SOC2-16b](#)

I can discuss issues of the diversity of cultures, values and customs in our society. [SOC2-16c](#)

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. [SOC0-17a](#)

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. [SOC1-17a](#)

I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. [SOC2-17a](#)

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. [SOC0-18a](#)

I have participated in decision making and have considered the different options available in order to make decisions. [SOC1-18a](#)

I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. [SOC2-18a](#)