

Curriculum Rationale

School Vision and Values

At King Edward School our vision based on whole school community shared values is that King Edward is a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can.

Our School Values are at the heart of everything that we do –

Respect

- Respect Ourselves
- Respect Others
- Respect our School
- Respect our Community and Environment

Responsibility

- Behave Well
- Have Good Manners
- Be honest and trustworthy

Friendship

- Be Fair
- Work Together
- Be Understanding

Working Hard

- Do Your Best
- Challenge Yourself
- Aim High

Stay on the Right Track to Excellence



We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

We believe that this Vision and set of Values can be delivered through a carefully thought out Curriculum which develops the four capacities of a Curriculum for Excellence, ensuring that all children develop the attributes, knowledge and skills they will need to achieve their best in life, learning and work.

Children will be able to demonstrate the four capacities to become

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Children will learn through and activities will be based on the four contexts for Learning

- Life and Ethos of the School as a Community
- Curriculum Areas and Subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

The Curriculum will link clearly with and reflect the Principles of Curriculum Design

- Breadth
- Progression
- Depth
- Personalisation and Choice
- Challenge and Enjoyment
- Coherence
- Relevance

The Curriculum will provide opportunities for children to develop Skills for Learning, Life and Work – transferable skills, skills for life and skills for work (see Appendix C). Skills to be developed and assessed are identified within Cross Curricular Contexts, IDL opportunities and are embedded into progressions within all curricular areas.



The Principles of Curriculum Design

Challenge and Enjoyment

- ❖ Staff provide a range of motivating and creative activities, where children are active in their learning
- ❖ Staff have high expectations for all learners, are very aware of individual needs and abilities and challenge learners to think hard
- ❖ Staff provide relevant learning intentions and success criteria
- ❖ Staff use the Aberdeenshire Curricular Frameworks as an aid to assessment, to monitor pace of learning and to ensure challenge

Breadth

- ❖ Staff use the Aberdeenshire Curricular Frameworks to design learning activities and contexts based on all the experiences and outcomes in all curricular areas to ensure breadth of learning and development and application of skills in a variety of environments
- ❖ Learners reflect on their own learning

Progression

- ❖ Staff use the Aberdeenshire Curricular Frameworks (significant aspects of learning and benchmarks) to ensure progression through the Curriculum for Excellence
- ❖ Staff use planning, assessment, monitoring and tracking to show learner's individual progress
- ❖ Staff, learners and parents use profiling to highlight and celebrate progression and achievement

Depth

- ❖ Learners share what they already know, what they want to find out and what they need to do to achieve next steps
- ❖ Use of higher order questioning
- ❖ Opportunities for IDL (Inter Disciplinary Learning) within each context to discuss learning and apply knowledge and skills

Personalisation and Choice

- ❖ Learning experiences should respond to individual needs and support aptitudes and talents
- ❖ Learners are involved in dialogues focused around skills used and interests they have in their wider lives
- ❖ Learners are involved in what they want to learn at the start of each topic and in setting success criteria
- ❖ Learners can choose how to present their learning – homework tasks, spelling, IDL opportunities, Number Talks, Profiling

Coherence

- ❖ Staff ensure that learning is contextualised where appropriate and that clear links are made
- ❖ Staff highlight similarities and differences between different skills and the use of a skill in different contexts

Relevance

- ❖ Staff ensure that learning is linked to real life and learner's interests – Police Speed Checks, Community Café, Minion Election, Commonwealth Games
- ❖ Staff ensure that individualised programmes for identified learners are kept relevant to their interests and needs
- ❖ Staff ensure that learners see the value of what they are learning and its relevance to their lives

Children will learn through activities which cover The Eight Curriculum Areas

- Expressive Arts – including Art and Design, Dance, Drama and Music
- Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing, Physical Education, Food and Health, Substance Misuse and Relationships, Sexual Health and Parenthood
- Languages – Listening and Talking, Reading and Writing in Literacy and English and Modern Languages
- Mathematics – including Analysing Information, Solving Problems and Assessing Risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other World Religions, and developing Values and Beliefs
- Sciences – understanding important scientific concepts across Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science
- Social Studies – understanding People, Place and Society in the Past and Present including History, Geography, Modern Studies and Business Education
- Technologies – including Computing Science, Food, Textiles, Craft, Design, Engineering, Graphics and Applied Technologies

In addition there are three key areas which are covered by all teachers/practitioners

- Literacy across Learning – Talking, Listening, Reading and Writing (including using digital communications)
- Numeracy across Learning – including Money, Time, and Measurement
- Health and Wellbeing across learning – including making informed choices for a healthy lifestyle



At King Edward Primary School we provide a curriculum which fully embraces the four contexts for learning of a Curriculum for Excellence

Opportunities to Contribute to the Life and Ethos of the School as a Community (Effective Contributors/Responsible Citizens)

This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offering support and service to others and playing an active part in putting the values of the school community into practice

- ❖ Pupil Council Representatives
- ❖ Eco School Representatives
- ❖ Health Promoting School Representatives
- ❖ Green Flag Awards
- ❖ Organising charity fundraising activities
- ❖ Supporting our local community – Community Café, Open Days, School Performances, Litter Picking, Beach Clean, Bat Boxes, Picnic Area Clean Up, Police Speed Checks, Eco Garden
- ❖ Supporting Parent Council Events – Christmas Fair, Soup and Sweet, Coffee Mornings, Charity Auction
- ❖ Assemblies – organising of, participation in, School Chaplain led
- ❖ Behaviour System and Smiley Badge Reward System
- ❖ Circle Time
- ❖ Cross Class/Age Group working – Minion Election, Plant Pot designs, Behaviour system
- ❖ Contributions to Vision, Values and Aims, Behaviour System, Curriculum for Excellence Four Capacity Audit
- ❖ Decision Making – Wendy House, Playground Markings, Behaviour System, Smiley Badge System
- ❖ Joint First Aid Training
- ❖ Bikeability Training

Opportunities for Personal Achievement (Confident Individuals)

- ❖ School Performances and Assemblies
- ❖ Achievement Awards - Smiley Badge Award System, Prize Giving Ceremony, Endeavour Awards, Perfect Attendance
- ❖ Sporting Opportunities – Sports Days, Rugby Tournaments, Football Coaching, Junior Joggers, Street Dance, Ballet, Swimming, Sports Champions
- ❖ Creative Opportunities – School Art Gallery, Wall Displays, Musical Performances
- ❖ Celebrate Personal Achievements – Achievements Wall, Assembly
- ❖ Joint Residential P7 Trip

Curriculum Areas and Subjects and Interdisciplinary Learning (Successful Learners)		
Core Entitlements		Assessment
Curriculum Area	Key Resources	
Literacy Writing	<ul style="list-style-type: none"> ❖ Big Writing Approach – VCOP linked to real/relevant contexts for writing ❖ North Lanarkshire Active Literacy – Spelling Progression ❖ Early Phonics – Jolly Phonics ❖ Dedicated weekly writing slot ❖ Read, Write, Inc ❖ Read, Write, Gold ❖ Nessy – keyboard/spelling ❖ Jolly Grammar ❖ Prim Ed Grammar Minutes ❖ Handwriting – Jolly Phonics ❖ Handwriting - regular feedback and intervention ❖ Toe by Toe ❖ Word Wasp ❖ Dyslexia Friendly ❖ Learning Boxes ❖ Aberdeenshire Literacy Framework ❖ Scottish Criterion Scale ❖ Pupil Support Assistants – scribing 	<p>Teachers and pupils identify targets for writing through 'Feedback Friday' sessions</p> <p>Teachers and pupils set weekly class targets in Big Writing sessions</p> <p>One unsupported piece of writing per term is assessed against the Scottish Criterion Scale and a level is given to individual pupils – Staff moderate between stages</p> <p>Teachers meet with colleagues from other schools to moderate pieces of writing two or three times a year</p> <p>Regular spelling homework</p> <p>Standardised Assessment (spelling) – P3, P5 and P7</p>
Reading	<ul style="list-style-type: none"> ❖ Oxford Reading Tree ❖ PM Readers ❖ Variety of novels – book banded ❖ Non Fiction – Floppy's Phonics, Fireflies, Treetops ❖ Read, Write, Inc ❖ Class novels ❖ Class library areas ❖ Dyslexia Friendly ❖ Learning Boxes ❖ Regular library and ERIC sessions – access to a broad range of novels, fiction and non-fiction, comic strips, poetry etc ❖ Jolly Phonics – sight words/blend ❖ Reflective Reading approach ❖ Book Swap Area ❖ Use of media – websites, articles, current affairs etc ❖ Aberdeenshire Literacy Framework 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Regular reading homework</p> <p>Standardised Assessment – P1, P3, P5 and P7</p>

Curriculum Areas and Subjects and Interdisciplinary Learning (Successful Learners)		
Core Entitlements		Assessment
Curriculum Area	Key Resources	
Listening and Talking	<ul style="list-style-type: none"> ❖ Presentations to an audience – Assemblies, Concerts, Open Days, Church Services, Community Café, Community Events, Homework Sharing ❖ Circle Time ❖ Pupil Council, Eco Committee, Health Committee ❖ Gathering information from different medium – TV programmes, clips, DVDs ❖ Drama and Dance Lessons/Resources – Bubbles Drama Progression, Let's Move, Let's Make a Story, First Steps in Drama ❖ Cross class/stage work ❖ Personal Talks with clear success criteria ❖ Aberdeenshire Literacy Framework 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Self and Peer Assessment</p>
Modern Languages	<ul style="list-style-type: none"> ❖ French Specialist ❖ PLP platform ❖ Singing French ❖ Developing French ❖ Skoldo 	<p>Continual formative assessment against success criteria by teachers and pupils</p>
Numeracy	<ul style="list-style-type: none"> ❖ Heinemann Active Maths ❖ Scottish Heinemann Maths ❖ Tee Jay Maths ❖ Heinemann Active Maths online ❖ Number Talks ❖ Bank of active games and activities to support learning ❖ Interactive/Online resources ❖ Real Maths contexts – Community Café, Enterprise Activities, Breakfast Club ❖ Plus One ❖ The Power of Two ❖ Heinemann Rapid Maths ❖ Aberdeenshire Numeracy Framework ❖ Highland Numeracy Progression and Hub 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Regular classroom assessments built into each programme/unit</p> <p>Regular maths homework</p> <p>Standardised Assessment – P1, P3, P5 and P7</p>

Curriculum Areas and Subjects and Interdisciplinary Learning (Successful Learners)		
Core Entitlements		Assessment
Curriculum Area	Key Resources	
Health and Well-Being	<ul style="list-style-type: none"> ❖ Curriculum for Excellence experiences and outcomes and Aberdeenshire Health and Wellbeing Framework ensures progression/breadth and depth embedded into three year cycle (Appendix A) ❖ PE specialist ❖ Princess Royal Sports Coaches ❖ Active School activity blocks – Rugby (P1-7), Street Dance (P1-7), Swimming (P4-7) throughout the year ❖ Follens PE ❖ Bubbles Dance ❖ After School Clubs – football, ballet, dance, Junior Joggers ❖ P7 Cluster Residential Trip ❖ Substance Misuse – CLD input ❖ Road Safety – Ziggy Books, Street Sense ❖ Bikeability – cycling proficiency programme (P5-7) ❖ Internet Safety – SID website ❖ Emotional Literacy – Circle Time, Emotional Thermometer ❖ Educational trips and visitors to enhance learning where appropriate - Local Fire Safety Officer, Coastguard, Lifeboat etc. ❖ Emotional Literacy – Circle Time, Emotional Thermometers ❖ Autism Friendly ❖ Community Café ❖ Living and Growing 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Tracking of pupils knowledge, understanding and skills using Benchmarks identified within the Aberdeenshire Health and Wellbeing Framework</p> <p>Self and Peer Assessment</p>

Curriculum Areas and Subjects and Interdisciplinary Learning (Successful Learners)		
Core Entitlements		Assessment
Curriculum Area	Key Resources	
Social Subjects	<ul style="list-style-type: none"> ❖ Curriculum for Excellence experiences and outcomes and Aberdeenshire Social Subjects Framework ensures progression/breadth and depth embedded into three year cycle (Appendix A) ❖ Opportunities for cross curricular and IDL within each topic/context (Appendix B) ❖ Educational trips and visitors to enhance learning where appropriate – ‘Battlescar’, Duff House, Auchmill Pond, Aberdeenshire Ranger, Local Church, Delgaty Castle, Beach Clean, Luncarty Picnic Site, Kinnermit Farm ❖ Relevant websites to support learning ❖ Stand-alone lessons if experiences and outcomes are not fully covered within the three year cycle 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Tracking of pupils knowledge, understanding and skills using Benchmarks identified within the Aberdeenshire Social Subjects Framework</p> <p>Self and Peer Assessment</p>
Science	<ul style="list-style-type: none"> ❖ Curriculum for Excellence experiences and outcomes and Aberdeenshire Science Framework ensures progression/breadth and depth embedded into three year cycle (Appendix A) ❖ Opportunities for cross curricular and IDL within each topic/context (Appendix B) ❖ Educational trips and visitors to enhance learning where appropriate – Satrosphere, K’Nex, Techfest Outreach, Generation Science Outreach ❖ Relevant websites to support learning ❖ Stand-alone lessons if experiences and outcomes are not fully covered within the three year cycle 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Tracking of pupils knowledge, understanding and skills using Benchmarks identified within the Aberdeenshire Science Framework</p> <p>Self and Peer Assessment</p>

Curriculum Areas and Subjects and Interdisciplinary Learning (Successful Learners)		
Core Entitlements		Assessment
Curriculum Area	Key Resources	
Technology	<ul style="list-style-type: none"> ❖ Curriculum for Excellence experiences and outcomes and Aberdeenshire Technology Framework ensures progression/breadth and depth ❖ Regular use of ICT to enhance learning – websites, computer programmes, camera, iPad voice/sound recorders etc ❖ Most IDL opportunities include the use of ICT (Appendix B) ❖ Community Café – food preparation ❖ 'One Note' Profiling ❖ Farm to Fork project 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Tracking of pupils knowledge, understanding and skills using Benchmarks identified within the Aberdeenshire Technology Framework</p> <p>Self and Peer Assessment</p>
Religious and Moral Education	<ul style="list-style-type: none"> ❖ Curriculum for Excellence experiences and outcomes and Aberdeenshire RME Framework ensures progression/breadth and depth ❖ Weekly relevant Assemblies – global issues, environmental issues, world festivals and celebrations, delivered by the HT and a variety of visitors (school chaplain, SSPCA, Fairtrade representative, Books Abroad etc ❖ Regular religious worship opportunities – monthly Assemblies, Christmas and Easter services at local church ❖ Monthly classroom visits from the school chaplain 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Tracking of pupils knowledge, understanding and skills using Benchmarks identified within the Aberdeenshire RME Framework</p> <p>Self and Peer Assessment</p>

Curriculum Areas and Subjects and Interdisciplinary Learning (Successful Learners)		
Core Entitlements		Assessment
Curriculum Area	Key Resources	
Expressive Arts Art and Design Music Drama and Dance	<ul style="list-style-type: none"> ❖ Curriculum for Excellence experiences and outcomes and Aberdeenshire Expressive Arts Frameworks ensure progression/breadth and depth ❖ Presentations/Performances to an audience – Assemblies, Concerts, Open Days, Community Café, Community Events, Fundraisers, Homework Sharing ❖ Music Specialist ❖ Kodaly Specialist ❖ Local pianist visits to support with music for Assemblies, Church Services and performances ❖ Street Dance ❖ Social Dance ❖ Drama Lessons/Resources – Bubbles Drama Progression, Let's Move, Let's Make a Story, First Steps in Drama ❖ Art lessons, where possible are linked to contexts ❖ Art units – Famous Artists, Colour, Light and Shading 	<p>Continual formative assessment against success criteria by teachers and pupils</p> <p>Tracking of pupils knowledge, understanding and skills using Benchmarks identified within the Aberdeenshire Expressive Arts Frameworks</p> <p>Self and Peer Assessment</p>

Transitions and Partnerships

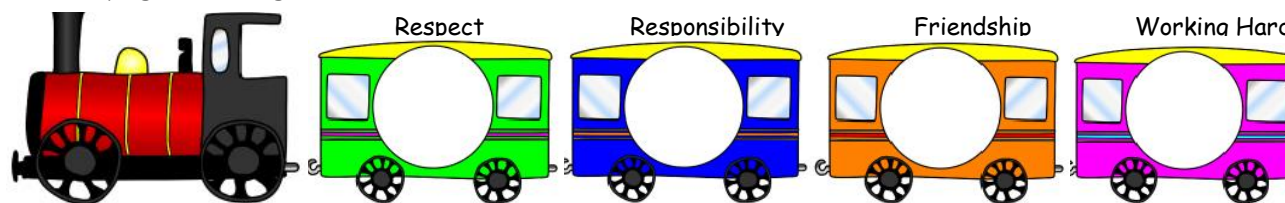
Strong partnerships are in place with pre-school providers and Turriff and Banff Academies to ensure that transition to or from King Edward School is undertaken with confidence and understanding. Children coming in to P1 spend 3 sessions in school in Term 4 at different times of the day to experience different routines, their parents attend information sessions and are invited to accompany their child to lunch one day, the P1 teacher visits feeder nurseries to meet with the children in their own setting and to discuss the children with their nursery teacher. P1 children are invited to school events in Term 4 and their parents start to receive the school newsletter.

Children leaving King Edward for secondary school benefit from several events during P7 Loch Insh Residential Trip, Enterprise Day, Science Day, 3 transition days, visits from guidance staff and planned transition meetings with ASL staff and extended transition programme if necessary. Parents of P7 pupils are invited to the Academies for information events and to discuss any concerns.

Appendix A – Three Year Context Cycle

	August-October	October-November	December	January-March	March-April	April-May	May-June
Year One	Healthy Me HWB SCN (A)	Ancient History SOC TCH (B)	Christmas Traditions RME (C)	Weather/Water SOC SCN (D)	Easter Story RME (E)	OWR OWR (F)	Plants/Growing/Local/Enterprise TCH SCN SOC (G)
Year Two	Senses/Safety HWB SCN TCH (K)	OWR OWR (I)	Design/Make Enterprise TCH SCN SOC (J)	Forces SCN TCH (H)	Easter Traditions RME (L)	Local Study SOC RME (M)	Local Study SOC RME (N)
Year Three	Our Planet SCN SOC TCH (O)	The Body HWB SCN (P)	Christmas Story RME (Q)	Scottish History SOC (R)	Easter Enterprise TCH SCN SOC (S)	Living Things SCN OWR HWB (T)	Living Things SCN OWR HWB (U)

Staying on the Right Track to Excellence



We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

Interdisciplinary Learning		Class/stage: P4	Date: December 2015
Rationale/ Drivers: Social Studies – People, place and environment	Experiences and Outcomes: MTH 1-17a SOC 1-07a SOC 1-14a	Relevance: Local area context Working in partnership with local community association	Context: Theme of 'My Community'
Big question/ issue/challenge/problem: Challenge: An important visitor is coming to visit our local community. Plan a journey which would identify the unique characteristics of our local community.			
Pupils' key questions/ contributions: <ul style="list-style-type: none"> • Who is the visitor? • We need some information about the visitor to know what they might be interested in seeing/doing. • How wide an area should we include? • Could we ask some of the local community to help us? • Is there something like this already available? • What we do might be useful to make available to other people. • Maybe the library would be interested in what we're doing. • We could make an app. • We could make a short film for youtube about our community. 		Skills developed and/ or extended (see appendix 2): <ul style="list-style-type: none"> • Applying maths skills in other areas • Creating – planning and constructing • Solving problems – evaluating impact and success of solutions 	
Learners' experiences: <ul style="list-style-type: none"> • Pupils work in groups alongside a member of the community/community association. • Research and evidence gathering in order to decide 'unique characteristics' of the community. • Groups decide, plan and prepare an appropriate method of presenting information to the visitor. • Work is presented to the local community during an open afternoon. 		End Product (if applicable): Each group to choose an appropriate method of presenting information to the visitor.	
Evaluation/ review/ next steps (learning and teaching): <ul style="list-style-type: none"> • Groups needed to be reminded that one of the success criteria was to 'describe the journey using signs, words and angles associated with direction and turning', but with prompting were able to demonstrate application of this outcome. • The involvement of members of the community/community council was extremely successful. Pupils' understanding of their local community has deepened and their skills in 'working with others' have improved as a result of working alongside these adults. A 'spin-off' is the setting up of a community café. 		Assessment: <ul style="list-style-type: none"> • Application of maths skills • Self and peer evaluation of impact and success of solutions. 	

Appendix B – Example of IDL

Appendix C – Transferable Skills – Skills for Learning, Life and Work

Skills for Learning

Skill for learning	What the skill might look like
<p>Applying (Using strategies, concepts, principles and theories in new situations)</p>	<ul style="list-style-type: none"> • Implementing • Carrying out • Using • Executing • Generalising
<p>Analysing (Breaking information down into its component elements)</p>	<ul style="list-style-type: none"> • Comparing • Organising • Deconstructing • Attributing • Outlining • Structuring • Integrating
<p>Evaluating (Judging the value of ideas, materials, methods by developing and applying standards and criteria)</p>	<ul style="list-style-type: none"> • Checking • Hypothesising • Critiquing • Experimenting • Judging • Testing • Detecting • Monitoring
<p>Synthesising (Combining separate ideas to create something new)</p>	<ul style="list-style-type: none"> • Comparing • Collating • Contrasting • Adapting • Generating • Rearrange • Incorporating • Modifying • Reconstructing • Reinforcing • Substituting • Organising • Designing
<p>Creating (Putting together ideas or elements to develop an original idea or engage in creative thinking).</p>	<ul style="list-style-type: none"> • Designing • Constructing • Planning • Producing • Inventing • Devising • Making
<p>Systems Thinking (Interprets the world as an interconnected network. Seeing how parts of a system work together)</p>	<ul style="list-style-type: none"> • Relating • Analysing • Generalising • Incorporating • Arranging • Connecting • Co-ordinating • Ordering • Predicting • Association • Correlation • Forseeing • Integrating

Skills for Life

Skill for life	What the skill might look like	
<p>Creativity Open-mindedness</p>	<ul style="list-style-type: none"> • Having a growth mind-set • Learning from mistakes • Being excited to try new things • Being flexible • Being adaptable • Functioning well with uncertainty • Hypothesising 	<ul style="list-style-type: none"> • Exploring multiple view points • Knowing you can do it if you have input and practice • Thinking inside and outside the box
<p>Creativity Curiosity</p>	<ul style="list-style-type: none"> • Asking open questions • Noticing things • Looking for patterns, connections and exceptions • Thinking of possible reasons 	<ul style="list-style-type: none"> • Researching • Asking “What if...” • Making use of previous knowledge
<p>Creativity Imagination</p>	<ul style="list-style-type: none"> • Creative thinking • Letting your imagination go • Think up new ideas and questions • Use your intuition 	<ul style="list-style-type: none"> • Generating and refining ideas • Exploring options • Inventing
<p>Creativity Solving Problems</p>	<ul style="list-style-type: none"> • Working hard • Keep practising • Keep going • Trying new strategies • Asking for help • Starting again • Taking a brain break • Asking questions • Knowing what to do when you don’t know what to do 	<ul style="list-style-type: none"> • Identifying problems • Finding resources to help • Using results to inform next steps • Distilling/refining ideas • Crafting, delivering and presenting solutions • Evaluating impact and success of solutions
<p>Creativity Transferability</p>	<ul style="list-style-type: none"> • Using what you have learned in real life context • Linking to previous learning • Modelling success • Using what works for others • Linking and applying different kinds of learning in new situations 	

Skill for life	What the skill might look like	
Literacy	<ul style="list-style-type: none"> • Communication – verbal and non-verbal • Active listening • Expressing feelings • Giving and receiving feedback 	<ul style="list-style-type: none"> • Identifying main ideas in texts • Comparing and contrasting language in their culture and others • Creating texts
Numeracy	<ul style="list-style-type: none"> • Using numbers • Having confidence in using numeracy • Applying skills in other areas • Understanding and using numeracy in real life contexts e.g. financial management 	<ul style="list-style-type: none"> • Explaining my thinking • Interpreting data
Health and wellbeing	<ul style="list-style-type: none"> • Respecting self • Setting challenges • Recognising strengths • Motivation • Perseverance • Having confidence • Having a positive attitude • Being resilient to change • Recognising others strengths • Respecting others • Having awareness of how to deal with conflict 	<ul style="list-style-type: none"> • Building relationships • Contributing to teamwork • Supporting other people • Inspiring others • Understanding what eat, how active we are impacts on our wellbeing • Making informed choices • Managing risk
Enterprise	<ul style="list-style-type: none"> • Showing initiative • Being creative • Contributing ideas • Identifying problems • Having a positive attitude to change • Leadership • Persuading others/ Exerting influence • Delegate to others • Take different roles 	<ul style="list-style-type: none"> • Having clear goals/planning • Set high standards • Managing money • Applying skill in real life context • Using different strategies • Finding resources to help • Use results to form next steps

Skill for life	What the skill might look like	
Learning for Sustainability	<ul style="list-style-type: none"> • Taking responsibility • Demonstrating empathy and tolerance • Knowing place in family, community and wider world • Being aware of consequences of our actions • Awareness of Global and Environmental issues • Taking action locally and globally 	<ul style="list-style-type: none"> • Respecting the natural environment • Using evidence to form opinions • Understanding and respecting UNCRC rights • Understanding right and wrong and explaining reasoning • Compare similarities/differences
Digital literacy	<ul style="list-style-type: none"> • Demonstrating responsible and safe use • Creating digital and non-digital solutions • Being creative and innovative • Using technology to problem solve • Having knowledge and understanding of big ideas/concepts of technology and new technologies 	<ul style="list-style-type: none"> • Making informed choices about the use of digital technology • Searching and retrieving information to inform thinking • Evaluating products, systems and services • Presentation skills • Leading and interacting with others

Skills for Work

Skill for work	What the skill might look like	
Managing Time	<ul style="list-style-type: none"> • Prioritising • Delegating • Being aware of time passing • Accepting the deadline • Sharing roles/ responsibilities • Manage distractions 	<ul style="list-style-type: none"> • Do one thing at a time • Break things down • Using self-regulation strategies
Planning and Organising	<ul style="list-style-type: none"> • Focusing on the task • Planning and thinking it through • Drawing diagrams, jot down thoughts or things that help you think 	<ul style="list-style-type: none"> • Setting goals and challenges • Recognising your own and others' strengths
Communicating	<ul style="list-style-type: none"> • Talking about what they are learning and why • Can ask for help • Asking questions • Can share strategies for learning • Presenting in different ways 	<ul style="list-style-type: none"> • Recognising and using verbal and non-verbal • Active listening • Expressing feelings • Giving and receiving feedback
Undertaking tasks at short notice	<ul style="list-style-type: none"> • Flexibility • Keeping to timescales/deadlines • Reprioritising 	<ul style="list-style-type: none"> • Re-planning • Having a positive attitude to change
Working with others	<ul style="list-style-type: none"> • Make a positive contribution • Listening to others • Saying when you don't understand • Being kind when you disagree • Explaining things to help others • Being tolerant • Using positive language • Can use self-regulation strategies • Understanding others have expectations of me 	<ul style="list-style-type: none"> • Recognising and using others strengths • Valuing everyone's contribution • Inspiring and motivate others • Peer assessment • Treating others equally • Appreciating diversity
Thinking critically/ creatively	<ul style="list-style-type: none"> • Asking questions • Crafting, delivering and presenting solutions • Thinking inside and outside the box • Considering alternatives • Big picture thinking 	<ul style="list-style-type: none"> • Wondering 'What if...?' • Being curious • Playing with ideas • Developing ethical views

<p>Managing and being managed by others</p>	<ul style="list-style-type: none"> • Can use self-regulation strategies • Exerting influence • Taking a lead • Persuading others • Having empathy 	<ul style="list-style-type: none"> • Taking turns • Delegating to others • Contributing ideas • Accepting other ideas • Accepting roles and responsibilities
<p>Learning and continuing to learn</p>	<ul style="list-style-type: none"> • Being resilient • Perseverance • Reviewing your work • Improving one thing first • Trying to be better than last time • Taking small steps • Actively seeking feedback • Seeing errors as opportunities • Asking questions • Identifying areas of strength and development 	<ul style="list-style-type: none"> • Recognising how a skill can be transferred • Relating skills to work • Having a positive attitude • Making informed choices • Managing risk • Being ambitious • Evaluating
<p>Taking responsibility for our own development</p>	<ul style="list-style-type: none"> • Don't compare yourself to others • Feeling proud of all your achievements • Actively seeking feedback • Recognising when you need help • Seeking challenge • Showing initiative 	<ul style="list-style-type: none"> • Motivation • Perseverance • Self-belief • Goal setting skills • Having clear goals • Set high standards • Can self-assess • Knowing how you learn • Being independent