

# WHAT'S ALL THIS ABOUT 'FOUR CAPACITIES'?

## A Volunteer's Guide to Curriculum for Excellence



### What is Curriculum for Excellence?

Curriculum for Excellence (CfE) is the name of the Scottish school curriculum which children and young people from age 3 to 18 follow. The implementation of the curriculum started a few years ago, with all Scottish local authorities and schools having moved to the new Curriculum by 2010. Schools and Local Authorities are continuing to develop how they approach the curriculum and new qualifications are being developed. It is hoped that CFE will be transformational for the state education sector providing a coherent education for all young people. One of the main developments is that greater value is being given to young people's learning *experiences* and not solely the outcomes that they achieve. It also established a clear aim of the curriculum to foster various values and capacities within all young people.

### Why is this relevant to volunteers in Scouting?

Curriculum for Excellence requires schools and teachers to consider a child's full sphere of learning, including both what they learn formally in school, and what they learn out with school. Through Scouting, volunteers provide non-formal education for young people, helping them develop their skills and abilities, show leadership and take on responsibility, all whilst having a great deal of fun and taking part in many different adventures. What our young people learn through Scouting is definitely relevant to their wider learning.

### Do we, as volunteers, need to learn a lot about Curriculum for Excellence?

No. Not surprisingly, the curriculum is vast and it is not necessary for volunteers to know it inside-out to be able to contribute to the learning of our young people. However, it is useful to have a general overview of the curriculum to see how what they learn through Scouting links with our young people's more formal education at school.

### What are the 'Four Capacities'?

The purpose of Curriculum for Excellence is to enable children and young people to develop the capacities of:

**Successful Learners**

**Confident Individuals**

**Effective Contributors**

**Responsible Citizens**

The next page shows a more detailed break-down of each of the four capacities. As you read these, you will get a very good picture of just how much of a cross-over there now is between the purpose of Scouting and the purpose of Curriculum for Excellence.

## The Purpose of Curriculum for Excellence

### **...Successful Learners**

**with**

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

**and able to**

- use literacy, communication and numeracy 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**

**with**

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs

**and able to**

- 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 take informed decisions
- achieve success in different areas of activity

## **To enable all young people to become...**

### **...Responsible Citizens**

**with**

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

**and able to**

- 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 complex issues

### **...Effective Contributors**

**with**

- an enterprising attitude
- resilience
- self-reliance

**and able to**

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

**How is the Curriculum structured?**

It is useful to have a basic knowledge of how the curriculum is structured when developing a partnership with local schools or a local authority. The information below is a good starting point, and may be a helpful reference guide.

The curriculum is split up in a number of different ways: by level, by curricular or subject area, and by individual experiences and outcomes.

- **Levels**

From age 3 up until the end of S3, Curriculum for Excellence aims to provide young people with a ‘broad general education’. From the end of S3 pupils enter the senior phase of their education and have the opportunity to gain different, more focused, qualifications.

The levels are:

Level	School Stage	Age (approximate)	Relevant Scouting Section
<b>Early</b>	The pre-school years and P1 (or later for some)	3 to 6 years	N/A
<b>First</b>	To the end of P4 (but earlier or later for some)	6 to 8 ½ years	<b>Beavers</b> (Younger) Cubs
<b>Second</b>	To the end of P7 (but earlier or later for some)	8 ½ to 11 years	<b>Cubs</b> (Younger) Scouts
<b>Third and Fourth</b>	S1 to S3 (But earlier for some)	11 to 14 years	<b>Scouts</b>
<b>Senior Phase</b>	S4 to S6 and college or other means of study	14 to 18 years	<b>Explorers</b>

One of the design principles of the curriculum is that of ‘personalisation and choice.’ This means that young people are not restricted to a level according to their school stage or age and there is some flexibility to allow them to work on the level which is most relevant to their educational needs and aptitudes.

- **Curricular Areas**

For the Early to Fourth Levels the curriculum is split into 8 Curriculum Areas, which all young people will learn about. Below are the curriculum areas with their ‘three letter reference codes.’

<b>Expressive Arts</b> (EXA)	<b>Religious and Moral Education</b> (RME)
<b>Health and Wellbeing</b> (HWB)	<b>Sciences</b> (SCN)
<b>Languages</b> (LIT) and others	<b>Social Studies</b> (SOC)
<b>Mathematics</b> (MTH) & (MNU)	<b>Technologies</b> (TCH)

There are also over-arching curricular themes which are seen as the responsibility of all teachers to help pupils develop through their learning:

- *Skills for learning, life and work*
- *Literacy*
- *Numeracy*
- *Health & Wellbeing*

From a Scouting perspective, we provide many opportunities for our young people to develop across these curricular areas, but more opportunities in some areas than in others. For example the Scout Programme contributes a huge amount to Health and Wellbeing and Skills for learning, life and work.

- **Experiences and Outcomes (Es and Os)**

Within each curricular area, the curriculum is broken down further into individual 'Experiences and Outcomes' – you may hear some teachers refer to these as the 'Es and Os.'

“The title ‘experiences and outcomes’ recognises the importance of the quality and nature of the learning experience... An outcome represents what is to be achieved.”

Curriculum for Excellence: Introduction, 2009

An example of an experience which is relevant to Scouting is:

**HWB 1-25a** *Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of indoor and outdoor space.*

An example of a relevant outcome to Scouting is:

**HWB 2-17a** *I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.*

- **What do the codes mean?**

Each of the Experiences and Outcomes has a unique code, to help with quick reference. For example:

