

# Curriculum for Excellence

## EXPERIENCES AND OUTCOMES – A GUIDE FOR YOUTH WORK

Youth Scotland is the network of youth clubs and groups across Scotland. It is the largest non-uniformed youth organisation in Scotland and delivers quality youth work programmes, information, resources, training and support to community based youth work across Scotland.



### What is Curriculum for Excellence?

**Curriculum for Excellence (CfE)** is an approach that supports young people as they learn and develop **the four capacities**: *successful learners, confident individuals, responsible citizens and effective contributors*.

The curriculum should be designed on the basis of the following principles: *Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence, Relevance*. The principles must be taken into account for all children and young people.

Enshrined in the ethos of CfE is the understanding that learning and achievement can take place in a variety of formats and settings; not just schools.

To help educators plan learning programmes, the Scottish Government created a document entitled '**experiences and outcomes**'. This document contains stage-specific learning outcomes across all eight curriculum areas. Educators use the experiences and outcomes document to reference the learning they are providing.



The experiences and outcomes document - which provides the full list of statements - can be found on the Education Scotland website. Visit [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) to learn more.

### How to use this guide

This guide provides a summary of the themes most relevant to youth work. It is intended to help you as you reference your work against the CfE experiences and outcomes. You may find that you are delivering outcomes which are not described in the experiences and outcomes document which nevertheless contribute to the four capacities and should be valued and recorded.

The experiences and outcomes document provides statements that are divided into eight curriculum areas and five levels. Each statement carries a reference code. The code describes which curriculum area and which level the statement represents. The example below has the code **HWB 2-32a**.

- **HWB** refers to the Health and Wellbeing **curriculum area**;
- **2** refers to the level;
- **32a** refers to the **particular statement**.

I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.  
**HWB 2-32a**



curriculum for excellence



The levels are not strictly age dependent but the typical progression is as follows:

Level	0 Early	1 First	2 Second	3 Third	4 Fourth	Senior Phase
Stage of learning	Early Years	P2 to P4	P5 to P7	S1 to S3		S4 to S6
Age	3-6	6-9	9-11	11-15		15-18

It is expected that all children and young people in schools will experience an education that covers all of the experiences and outcomes in all curriculum areas up to and including level 3 by the end of S3. Fourth level is equivalent to SCQF level 4. After fourth level young people will enter the **Senior Phase** where courses will lead to National Qualifications.

Many of the statements cover all stages of learning. For ease of publishing in this guide, we have paraphrased the statement and removed the stage of learning from the codes

found in the tables that follow. *We recommend you use the paraphrased statements below as a reference guide to help you find and compare the actual statement in the CfE experiences and outcomes documents.*

**Tip for creating codes:** in the first example below – ‘Understanding rights and responsibilities’ – the code you would use for a young person aged 13 (thus approx level 3) would be **HWB 3-09a**.

Working with others	Curric. area	Level	Statement
Understanding rights and responsibilities	HWB	0 to 4	09a
Welcoming others as individuals	HWB	0 to 4	10a
Improving my learning and encouraging others	HWB	0 to 4	11a
Representing my community gives me confidence	HWB	0 to 4	12a
Helping create positive change in my community	HWB	0 to 4	13a
Making friends and working as a group	HWB	0 to 4	14a

Physical wellbeing	Curric. area	Level	Statement
Understanding how to look after my body	HWB	0 to 4	15a
Assessing and managing risk to myself and others	HWB	0 to 4	16a
Keeping myself and others safe in emergency situations	HWB	0 to 4	17a
I can travel safely	HWB	0 to 4	18a

Physical activity and health	Curric. area	Level	Statement
I can explain how physical activity keeps me healthy	HWB	0 to 4	27a
Understanding the links between activity, food and health	HWB	0 to 4	28a
Understanding healthy eating plan; preparing healthy food	HWB	0 to 4	30a

Physical activity and sport	Curric. area	Level	Statement
Practising skills to sustain my fitness	HWB	0 to 4	22a
Playing and working together while demonstrating tactics	HWB	0 to 4	23a
Evaluating my and others’ performance	HWB	0 to 4	24a
Investigating opportunities in sport	HWB	2 to 4	26a

<b>Substance misuse</b>	<b>Curric. area</b>	<b>Level</b>	<b>Statement</b>
Learning effects of various substances on my body	HWB	0 to 4	38a
Understanding peer and media pressure related to substance misuse	HWB	2 to 4	39a
Knowing that various substances can affect people's judgement	HWB	2	40a
Making better decisions about substances	HWB	3 and 4	40a
Knowing how to access information about substance issues	HWB	3 and 4	40b
Helping others in an emergency situation	HWB	0 to 4	42a
The effect of substance misuse on families and friends	HWB	2 to 4	43a

<b>Relationships and sexual health</b>	<b>Curric. area</b>	<b>Level</b>	<b>Statement</b>
Understanding the importance of being cared for; how to sustain different relationships	HWB	0 to 4	44a
Knowing that beliefs, values, morality, the media and peers can influence relationships	HWB	3 and 4	46a, 46b, 46c
Understanding body changes	HWB	2 to 4	47a
Making better choices about sex	HWB	3 and 4	47b
Understanding appropriate sexual behaviour / abuse	HWB	0 to 4	49a
Positive friendships and relationships	HWB	0 to 4	44b

<b>Planning ahead</b>	<b>Curric. area</b>	<b>Level</b>	<b>Statement</b>
Identifying my strengths and achievements; preparing for the future	HWB	0 to 4	19a
Investigating career options	HWB	2 to 4	20a

<b>Listening, talking and writing</b>	<b>Curric. area</b>	<b>Level</b>	<b>Statement</b>
Engaging with others and valuing their contribution	LIT	0 to 4	02a
Presenting useful information to an audience	LIT	2 to 4	06a
Distinguishing fact from opinion	LIT	1 to 4	08a
Engaging with others in a confident and expressive way	LIT	0 to 4	10a
Creating text that makes sense and meets its purpose	LIT	1 to 4	23a
Making a clear and engaging poster	LIT	1 to 4	24a
Contributing to a public performance	EXA	0 to 4	01a

<b>Local knowledge</b>	<b>Curric. area</b>	<b>Level</b>	<b>Statement</b>
Discovering interesting places to visit and work in the local area	SOC	2	10a
Understanding how the needs of a group in my local community are met / understanding inequality	SOC	2 and 3	16a
Learning how discrimination affects people	SOC	2	16b



Using a Computer	Curric. area	Level	Statement
Using technology to enhance learning	TCH	1 to 4	04a
Using multimedia to communicate information to others	TCH	3	08b

Leadership	Curric. area	Level	Statement
Leading in a sporting environment	HWB	3 and 4	23a
Leading in a drama-based environment	EXA	4	14a

Remember, this is not an exhaustive list and the statements have been paraphrased to fit this document. Please visit the Education Scotland website ([www.educationscotland.org.uk](http://www.educationscotland.org.uk)) to read and download the experiences and outcomes document for a full summary.

Equally, the experiences and outcomes document does not provide an exhaustive list of all possible learning experiences which may be covered in any setting. Don't forget to record all achievements and relevant experiences of the young people you work with.

**Youth Scotland**

This document was produced by Youth Scotland. In 2011/12, Youth Scotland provided services to 1,209 youth groups, 60,841 young people, and 7,396 youth workers. We also worked with over 400 external groups in local authorities, schools, social work, sports groups and young offenders' institutes to offer leadership and accreditation opportunities.

**Stay in the know... New Qualifications on the cards for the young people you work with**

To reflect the changes in Scottish education introduced by CfE, new qualifications are being developed by the Scottish Qualifications Authority (SQA).

The new qualifications – National 4 and National 5 – will replace Standard Grades and Intermediates from 2013/14. Young people will sit the new qualifications when they are deemed ready to do so (usually 14 to 16 years).

For more info, visit [www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence)

**Curriculum for Excellence: An introduction for Youth Work**

Youth Scotland has delivered introductory CfE training sessions for 600+ youth workers and volunteers.

**Curriculum for Excellence: An introduction for Youth Work will:**

- Develop your understanding of Curriculum for Excellence and how your work relates to it
- Support you to understand the Curriculum for Excellence experiences and outcomes and to be able to describe your own work in terms of them
- Help you to discover how non-formal learning awards can demonstrate achievement of experiences and outcomes

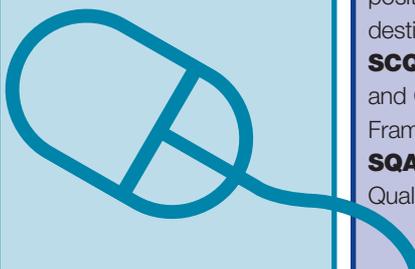
To find a training session or book your own event, visit [www.youthscotland.org.uk/CfE](http://www.youthscotland.org.uk/CfE)

**Curriculum for Excellence**

Education Scotland is the national agency responsible for supporting the implementation of CfE.

The CLD team in Education Scotland work closely with colleagues to support, recognise and promote Curriculum for Excellence for all young people in all learning contexts.

For more info, visit [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk). or join the community of practice at [www.cpconnect.org.uk](http://www.cpconnect.org.uk)



**Abbreviations you might come across...**

**CfE** – Curriculum for Excellence

**Es and Os** – Experiences and Outcomes

**ASN** – Additional Support Needs

**ASL** – Additional Support for Learning

**GIRFEC** – Getting it right for every child – the Government's plan to improve the lives of children

**MCMC** – More Choices, More Chances – the Government's action plan to prevent young people leaving school without a positive and sustained destination

**SCQF** – Scottish Credit and Qualifications Framework

**SQA** – Scottish Qualifications Authority

**Find out more... Visit [www.youthscotland.org.uk](http://www.youthscotland.org.uk) for information about the organisation, including Dynamic Youth Awards and Youth Achievement Awards**

