

The Scottish Centre for Children with Motor Impairments



Interdisciplinary Learning Policy

Version 1: December 2015	Reviewed Jan 2019
Version 2 :July 2024	Reviewed and updated through Prioritised Development Group (See SIP 2024-2025)
Version 3: June 2025	Reviewed and updated: April 2026
Review due: August 2028	

Content

	Page
Introduction	1
Curriculum Map - Early Years to Senior Phase	2
Theme Structure and Cycle	4
Assessment and Tracking	6
Three Year Theme Map (Nursery and Lower Primary)	9
Three Year Theme Map (Upper primary and S1-3)	11
Senior Phase Map of IDL Themes and Awards	13
Children's Rights and Wellbeing Assessment Screening	14

Introduction

Curriculum Organisation

At the Craighalbert Centre, we recognise that children with complex communication, learning, health and care needs require a uniquely tailored educational approach. Our interdisciplinary learning policy is carefully designed to offer a rich, meaningful, and accessible educational experience for every student, whatever their individual challenges. This policy is firmly underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC), ensuring that each child's right to education, their right to be heard and listened to, and their personal development remains central to our practice.

This policy outlines our innovative approach to curriculum organisation and delivery, which is firmly rooted in the principles of the Getting It Right For Every Child Approach, the Scottish Curriculum for Excellence and aligned with the Foundation Milestones framework. Our interdisciplinary model goes beyond traditional subject boundaries, creating a learning environment that is:

- Challenging yet supportive: We set high expectations while providing the necessary support for each student to reach their full potential.
- Enjoyable and engaging: Learning experiences are designed to captivate students' interests and motivate their participation.

- Flexible and responsive: Our curriculum adapts to the diverse and changing needs of our student population.
- Progressive and coherent: Learning builds systematically upon prior knowledge and skills across all areas of development.
- Inclusive and accessible: Our curriculum is designed with accessibility in mind, ensuring all students can participate meaningfully.
- Broad and balanced: We offer a wide range of experiences across curricular areas while maintaining a focus on communication.
- Appropriate to individual learner needs: Personalisation is at the heart of our approach, recognising the unique strengths and challenges of each student.

Our interdisciplinary learning policy is built on three key components:

- Content (what pupils learn): Carefully curated thematic units that integrate knowledge and skills from across the curriculum.
- Process (how pupils learn): Diverse teaching and learning strategies that accommodate different learning approaches, including multi-sensory and assistive technologies.
- Outcomes (how pupils demonstrate learning): Flexible assessment methods that allow students

to showcase their understanding and skills in ways that best suit their abilities.

Central to our approach is the integration of interdisciplinary learning themes. These themes serve as the backbone of our curriculum, providing a coherent framework for building knowledge and skills across all areas of the Curriculum for Excellence, Foundation Milestones. This thematic approach allows for:

- Meaningful connections between different areas of learning
- Continual opportunities for communication, whether paper based or powered
- Flexibility in addressing individual children and young people's interests and needs
- A whole-school sense of unity and shared purpose

By adopting this interdisciplinary approach, we aim to establish strong foundations in each child's educational, physical, and personal development. Our goal is to empower every pupil to fully live their life of their abilities, equipped with the skills, knowledge, and confidence they need to make their wants, needs and wishes known as is their right.

United Nations Convention on the Rights of the Child (UNCRC)

The Craighalbert Centre curriculum is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC). It reflects a commitment to safeguarding the dignity of every child, promoting their rights to inclusive, high-quality education, and empowering them to reach their fullest potential. In particular:

- Article 2 - All children have equal access to their rights
- Article 12 - All children should have a voice and be supported at all times, to develop and use it
- Article 13 - All children should have a voice to express their thoughts, wishes and wants freely and for this to be heard and respected
- Article 23 - My position and access methods should be identified to maximise learning opportunities
- Article 24 - Every child has a right to the highest attainable standard of health
- Article 28 - When education programmes are designed for children, they should reflect best position and access methods to ensure learning design is fully accessible
- Article 29 - All children have a right to have their potential developed. We must presume potential
- Article 31 - All children should have opportunities to access play and social time throughout their day.

This policy document will outline in detail how we structure and implement our interdisciplinary curriculum, including our thematic approach, curriculum mapping, personalised learning plans, and ongoing evaluation processes. It serves as a guide for our staff and a transparent explanation of our educational philosophy for families and external stakeholders.

The Curriculum Map (Early Years to Senior Phase)

The curriculum map outlines the thematic units taught each term across all stages, from Early Years to Senior Phase. For the Senior Phase, it also includes targeted awards and qualifications. The map highlights specific areas of the broad general education curriculum to be emphasised, offering depth and relevance to learning within each theme. This structure operates on a three-year rolling programme to ensure comprehensive coverage and progression.

Our curriculum map emphasises three core areas:

1. Early thinking skills (making connections)
2. Literacy (communication)
3. Health and wellbeing

These foundational skills, with a particular focus on communication and independent access, are integral to all thematic work. The map allows for flexibility, enabling individual modification through personalised Child's Plans and daily classroom plans.

The Programme of Study

Each thematic unit is supported by a flexible programme of study that outlines the minimum Curriculum for Excellence content. This programme serves as a starting point, with individual daily plans providing opportunities for differentiation and individualisation to meet diverse learner needs.

The programmes of study are cross-referenced to:

- The Four Capacities and Contexts of Curriculum for Excellence
- UNCRC, Rights Respecting Schools
- Learning for Sustainability principles
- Individual goals and outcomes from each pupil's Child's Plan

This comprehensive approach ensures a holistic educational experience that addresses both curricular requirements and personal development needs.

The Range Document

The range document for each theme is designed to ensure appropriate coverage of Curriculum for Excellence and Milestones aspects throughout a pupil's journey at the centre. It highlights main curriculum areas providing a clear scope for each thematic unit.

Key features of the range document include:

- Flexibility for creative theme delivery by teachers
- Scope for adapting to various learning and teaching styles

- Opportunities for pupil-led learning, allowing our children and young people to explore areas of interest in greater depth

The three-year cycle of themes may not cover every area of the Curriculum for Excellence. This intentional approach ensures that learning remains meaningful and appropriately paced for all learners. Theme titles and content can be adjusted as necessary to ensure comprehensive coverage over a learner's entire time at the Centre.

This adaptive approach allows us to maintain a balance between systematic curriculum coverage and the need for personalised, engaging, and meaningful learning experiences that cater to our children and young people's unique needs and abilities. Within the Senior Phase, while the overall award structure provides a clear framework, we recognise the importance of flexibility and personalisation. Adjustments may be made to better suit each young person's learning style and preferences, ensuring their experience remains relevant, motivating, aligned with their individual goals and a view to transitioning on from Craighalbert.

Integrating Interdisciplinary Learning Themes (IDL)

Our curriculum is structured around a framework of Interdisciplinary Learning (IDL) themes, designed to create a coherent, engaging, and accessible learning environment. This approach aligns with both Scotland's Curriculum for Excellence and the Foundation Milestones framework, ensuring a comprehensive and tailored educational experience for all our learners.

Theme Structure and Cycle

We implement a 3-year cycle of themes, carefully crafted to be age and stage appropriate, considering pupils' cognitive and physical abilities. These themes provide a rich context for learning across individual Curriculum Areas and support the development of skills and knowledge as defined by both the Curriculum for Excellence and Foundation Milestones.

- Early Years and Primary: Over 20 themes across 3 years
- BGE and Senior Phase: 12 themes across 3 years

Example themes for Early Years and Lower Primary:

Year 1:

- Communication Passports – Me, Myself and I
- Autumn Colours
- Ticket to Ride
- Christmas in another Country
- Literacy Focus: Characters – World Book Week
- Looking after our World – Sustainability Fortnight
- Down at the Farm

- Celebrations and Festivals

Year 2:

- People Who Help Us
- Changing and Growing
- Autumn – A Sensory Adventure
- Superheroes
- Christmas and Winter
- Literacy Focus: Genres – World Book Week
- Scottish Plants – Sustainability Fortnight
- Amazing Animals
- Let's Go on a Summer Holiday

Year 3:

- The Rainforest
- Autumn Shapes
- Space: Twinkle, Twinkle Little Star
- Christmas Traditions
- Literacy Focus: Scottish Myths and Legends
- Plastic Pollution – Sustainability Fortnight
- Under the Sea

Curriculum Areas and Milestones Integration

While our themes address all curricular areas, we place specific emphasis on Language, Numeracy, Health and Well-being, and Expressive Arts. These areas capture early concept progression and are assessed and tracked appropriately.

Literacy and Communication: As a fundamental building block of the curriculum, language development is integrated across all themes. We focus on the

progression of communication skills as outlined in the Foundation Milestones framework, from pre-intentional communication to language use with intent. This approach reflects our commitment to upholding the United Nations Convention on the Rights of the Child (UNCRC), particularly Articles 12 and 13, which recognises every child's right to be heard, express themselves and share information in ways that are meaningful to them.

Numeracy: Early awareness of numerical skills and concepts are embedded within thematic units.

Expressive Arts: Creative expression is encouraged through a variety of methods, developing sensory awareness, exploration, and creative skills using personalised access methods. This reflects our commitment to Article 31 of the United Nations Convention on the Rights of the Child (UNCRC), which upholds every child's right to participate in cultural and artistic activities. By offering meaningful opportunities for self-expression, we support our learners in exploring their identities, building confidence, and engaging with the world around them in ways that are both personal and purposeful.

Health and Wellbeing: This area of the curriculum supports the physical, emotional, and social wellbeing of our learners, starting with fundamental experiences such as body awareness, comfort, and interaction with others. For children and young people with complex needs, these experiences are carefully planned and sensitively delivered to ensure they are meaningful, consistent, and

responsive to individual needs. Our approach is underpinned by the United Nations Convention on the Rights of the Child (UNCRC), We aim to create a safe, nurturing environment where wellbeing is promoted through responsive care, positive relationships, and respectful support.

Science: Science themes are designed to build understanding of early concepts, progressing from sensory exploration to making early connections.

Technologies: Technology experiences involve a range of assistive tools tailored to individual pupils' needs, such as eye-gaze systems, switch-activated devices, and speech-generating tools. These technologies are integrated across all themed topics to enhance access, participation, and learning outcomes. This approach reflects our commitment to Article 28 of the United Nations Convention on the Rights of the Child (UNCRC), which recognises every child's right to education. By embedding assistive technology into learning in a meaningful and consistent way, we help ensure that all children and young people can engage with the curriculum in ways that are appropriate, empowering, and inclusive.

Social Studies Themes in this area support understanding of the world, progressing from awareness of immediate surroundings to broader social and environmental early concepts.

Religious and Moral Education This area includes exploration of beliefs, values, and ethics, with content

and approaches adapted to suit each child and young person's developmental stage.

By deeply embedding the Milestones and UNCRC framework within our curriculum, we ensure that our interdisciplinary learning themes are not only engaging, accessible and relevant but also developmentally appropriate for each of our learners. This approach allows us to maintain high expectations while providing the individualised support necessary for each student to reach their full potential.

The Curriculum for Excellence, Foundation Milestones framework creates a flexible curriculum structure that can truly meet the diverse needs of our pupil population, ensuring that every learner can achieve.

Role of Learning Contexts in the Curriculum Framework

Our curriculum is designed to maximise each pupil's potential in developing their knowledge base, cognitive attributes, emotional regulation and physical skills. We focus on learning through personal achievement, the ethos and life of the school as a community, interdisciplinary learning and curriculum areas.

Integration of Rights Respecting Schools and Learning for Sustainability

In addition to the CfE Learning Capacities, our curriculum framework incorporates the values of Rights Respecting Schools (RRS) and principles of Learning for Sustainability (LFS).

1. Rights Respecting Schools: We embed the United Nations Convention on the Rights of the Child (UNCRC) throughout our curriculum. This approach ensures that pupils their rights respected and that they begin to have an early understanding of them. Key RRS themes are integrated into our thematic units, assemblies, and daily practices. We achieved our RRS Silver Award in August 2025.
2. Learning for Sustainability: Our curriculum promotes understanding of sustainable development, global citizenship, and outdoor learning. We incorporate LfS principles across all thematic units, encouraging pupils to explore and make connections.

Learning Opportunities and Experiences

We offer a range of carefully planned learning opportunities and experiences to develop the Learning Capacities, RRS values, and LfS principles:

Assemblies: Monthly assemblies focus on sharing learning, celebrating achievements, and engaging with the wider community. They are underpinned by UNCRC themes and often incorporate sustainability topics.

Classroom-based Experiential Learning: These activities emphasise individual and collective pupil experiences, often incorporating rights-based learning and sustainability concepts.

Staff-led Learning Activities: Guided learning opportunities with planned intentions, incorporating RRS and LfS principles where appropriate.

Motor Activity Training Programme Incorporating Physical Education: This programme, was developed through the 2024-2025 academic year as part of the school improvement plan. It addresses physical and functional abilities while incorporating elements of physical education. It also considers the right to health and wellbeing and play.

Collaborative working with our Therapy Team. Regular Multidisciplinary meetings are held to discuss pupil outcomes and progress. These collaborative sessions focus on optimising each pupil's learning environment and access to curriculum. Discussions centre on determining appropriate postural positions for technology use and developing effective communication approaches to ensure learning activity success. Our therapy team, including occupational therapists, physiotherapists, and speech and language therapists, works closely with our teachers and learning, care and therapy practitioners (LCTPs) to integrate therapeutic goals into daily classroom activities. This collaborative approach ensures that each student's educational, physical, and communicative needs are addressed holistically, maximising their potential for engagement and achievement across all areas of the curriculum.

Home-based Learning We encourage active parental engagement and celebrate wider achievements. Our

termly home learning programme, accessible on the website, often includes RRS and LfS-related activities.

Ethos and Life in the Community As part of our commitment to interdisciplinary learning, pupils are given regular opportunities to engage with the wider community through visits to local shops, the cinema, or animal parks. We have begun to link with our local primary school and that is proving to be a valuable experience for some of our children. These experiences support the generalisation of learning and the development of functional communication skills in real-life contexts.

Our annual residential trip to Bendrigg in the Lake District further enhances this approach, promoting independence, social development, and active participation. This experience is firmly underpinned by Article 31 of the UNCRC, recognising every child's right to rest, leisure, and play.

Assessment and Tracking

Children's progress is assessed throughout themed learning topics, with observations and evidence uploaded to our digital platform, Evisense. Progress is also tracked on Connecting Steps to ensure a balance of skills attainment across the broad general education, including development in RRS understanding and sustainability awareness.

Holistic Development and Individualised Progress

Our curriculum framework, which integrates CfE Learning Contexts, Rights Respecting Schools values, and Learning for Sustainability principles, is carefully adapted to meet the unique needs of our children and young people with complex needs and early development. We recognise that progress may be gradual and highly individualised for each learner.

Our approach focuses on:

1. Celebrating small steps: We acknowledge and celebrate even the smallest achievements in learning and development.
2. Personalised goals: Learning objectives are tailored to each pupil's abilities and potential, ensuring that expectations are both realistic and appropriately challenging.
3. Multi-sensory experiences: We provide rich, sensory-based learning opportunities that engage our pupils at their level of understanding and ability.
4. Functional skills emphasis: Our curriculum prioritises the development of functional skills that enhance our pupils' quality of life and independence, to the extent possible for everyone.
5. Communication-centred learning: We place a strong emphasis on developing communication skills, using a variety of methods and technologies appropriate to each pupil's abilities, access method and preference.

6. Supportive environment: Our learning spaces and activities are designed to be accessible, safe, and nurturing for students with complex needs.

By adapting these principles to match our pupils' capabilities, we aim to provide a meaningful, engaging, and appropriate educational experience that promotes each child's development to their fullest potential, however that may manifest for each individual learner. Our assessment and tracking methods are similarly adapted to capture and celebrate progress that may be subtle but significant for our unique pupil population.

To Conclude

This interdisciplinary learning policy embodies a comprehensive educational approach for children and young people with complex needs. It interweaves themed topics, award frameworks, and assistive technologies with collaborative input from diverse professionals, creating a dynamic and adaptable learning environment. The policy's three-year cycle offers a structured yet flexible foundation, allowing for individualised learning journeys. By incorporating health considerations, technological advancements, and systematic review processes, we ensure our educational strategies remain relevant, effective, and tailored to each pupil's unique requirements. This policy underscores our dedication to delivering a thorough, supportive, rights based educational experience that equips our students for future challenges, cultivating functional independence, communication and an enthusiasm for learning.

Learning Across The Four Contexts at The Craighalbert Centre

Opportunities for Personal Achievement



Look at all the smiles! Everyone around me celebrates my achievement with me.



I have the independence to go where I want to go.



Interdisciplinary Learning



To flatten this clay, I am working on my Literacy and communication skills, numeracy, motor activity training (P.E) and the correct position to flatten this clay.



I am driving myself down the corridor using my switch to activate the controls. I am using motor control (P.E), communication (Literacy) and positional language (Numeracy) during my journey. I'm also having fun (Wellbeing)!



We joined with the therapies and took them for a walk.



We join together with our families in our learning and explore learning together.



Everyone supports us to use our AT so that we can talk to our friends and learn to be independent.

Ethos and Life of the School as a Community



I'm encouraged to use my foot to work on my kicking skills in P.E.



The correct position and access method allows me to model during Art.

We used our alternative pencils during Literacy to create Superhero sound words.



Curriculum Areas and Subjects

Three Year Theme Map: Nursery and Lower Primary

While specific curricular areas are highlighted for each themed topic, it's important to note that learning at our school takes an integrated, holistic approach. All curricular areas are woven throughout the school day, regardless of the current theme. The highlighted subjects for each topic simply indicate areas of particular focus or relevance. This interdisciplinary approach ensures a well-rounded education that caters to the diverse needs of our pupils, fostering connections between different areas of learning and underpinned by communication, technology and the Child and Young Person's Plan.

Year	Term 1	Term 2	Term 3	Term 4
Year 1 2024- 2025	<p>Communication Passports – Me, Myself and I Core aspects of learning:</p> <ul style="list-style-type: none"> • Health and Well-being (HWB), • Expressive Arts, • Literacy and Communication • Technologies • Rights Respecting Schools (RRS) <p>Autumn Colours Core aspects of learning:</p> <ul style="list-style-type: none"> • Numeracy – colour and pattern • Literacy and Communication • RME (Harvest) • Learning for Sustainability (LFS) • Science and Technologies (STEM) • Technologies 	<p>Ticket to Ride Core aspects of learning:</p> <ul style="list-style-type: none"> • Social Studies • Literacy and Communication • RME (festivals) • LFS • Technologies • RRS <p>Christmas in Another Country Context and significant aspects of learning:</p> <ul style="list-style-type: none"> • RME • Social Studies • Literacy and Communication • Numeracy • Expressive Arts • Technologies 	<p>Literacy Focus: Characters – World Book Week Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • STEM • Expressive arts • Technologies <p>Looking After our World – Sustainability Fortnight Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • STEM • ECO/Enterprise • RRS and LFS • HWB • Technologies 	<p>Down at the Farm Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • Numeracy • STEM • LFS • Technologies <p>Celebrations and Festivals Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • RME • Social studies • HWB • Technologies
Year 2 2025- 2026	<p>People who Help us Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • Social Studies • HWB • RRS • Technologies <p>Changing and Growing Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • HWB 	<p>Superheroes Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • Numeracy • HWB • Expressive Arts • Technologies <p>Christmas and winter Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • RME 	<p>Literacy focus: Genres – World Book Week Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • STEM • Expressive Arts • RRS • Technologies <p>Scottish Plants: Sustainability Fortnight Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • STEM 	<p>Amazing Animals Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • STEM • Numeracy • HWB • LFS • Technologies <p>Let's Go on a Summer Holiday Core aspects of learning:</p> <ul style="list-style-type: none"> • Literacy and Communication • HWB

	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> • Numeracy (size) Autumn -a sensory adventure Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • RME • STEM (weather) • LfS • Technologies 	<ul style="list-style-type: none"> • STEM (weather) • Social Studies • Technologies 	<ul style="list-style-type: none"> • ECO/Enterprise • RRS and LfS • HWB • Technologies 	<ul style="list-style-type: none"> • Expressive Arts • STEM • Technologies
Year 3 2026- 2027	The Rainforest Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • Numeracy • Expressive Arts • LfS • Technologies Autumn Shapes Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • RME • STEM (weather) • Numeracy • Technologies 	Space: Twinkle, Twinkle, Little Star Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • Technologies Christmas Traditions Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • Social Studies • HWB • RRS • Technologies 	Literacy focus: Scottish Myths and Legends Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • Expressive Arts • Technologies Plastic Pollution: Sustainability Fortnight Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • Numeracy (floating and sinking) • LfS • RRS • Technologies 	Under the Sea Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • Numeracy • LfS • Technologies

Three Year Theme Map: Upper Primary and S1 – S3

While specific curricular areas are highlighted for each themed topic, it's important to note that learning at our school takes an integrated, holistic approach. All curricular areas are woven throughout the school day, regardless of the current theme. The highlighted subjects for each topic simply indicate areas of particular focus or relevance. This interdisciplinary approach ensures a well-rounded education that caters to the diverse needs of our pupils, fostering connections between different areas of learning and underpinned by communication, technology and the Child and Young Person's Plan.

Year	Term 1	Term 2	Term 3	Term 4
Year 1 2024- 2025	Communication Passports – Me, Myself and I Core aspects of learning: <ul style="list-style-type: none"> • Health and Well-being (HWB), • Expressive Arts, • Literacy and Communication • Technologies • Rights Respecting Schools (RRS) 	Diwali Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • RME • Expressive Arts • Technologies Ticket to Ride Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • Social studies • LfS • Technologies 	Literacy Focus: superheroes Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • HWB • RRS • Numeracy • Technologies Climate Change – Weather. Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • LfS • Technologies Sustainability fortnight – pupil choice Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • HWB • RRS • LfS • Numeracy • Expressive Arts • Technologies 	Stepping Back in Time Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • Social studies • Numeracy • Technologies

	Term 1	Term 2	Term 3	Term 4
Year 2 2025- 2026	This is me and my community! Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • Social Studies • RME • RRS • Technologies 	Artic Adventures Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • LfS • Technologies Chanukah Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • RME • Expressive Arts 	Literacy Focus: Authors Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • RRS • HWB • Technologies Science in nature – Life Cycles Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • LfS Sustainability fortnight – pupil choice Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • HWB • RRS • LfS • Numeracy • Expressive Arts 	The Rainforest Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • LfS • RRS • Numeracy • Technologies
	Term 1	Term 2	Term 3	Term 4
Year 3 2026- 2027	Marine Life Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • LfS • Technologies Magic – wizards and Potions Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • Numeracy • STEM • Technologies 	Eid Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • RME • Social Studies • Technologies To Infinity and Beyond! – A Space Adventure Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM • Technologies 	Literacy Focus: characters Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • Expressive arts • RRS • Technologies Science in nature –Plants and growth Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • STEM and Technologies Sustainability fortnight - pupil choice Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • HWB • RRS • LfS • Numeracy • Expressive Arts • Technologies 	Travel and Transport Core aspects of learning: <ul style="list-style-type: none"> • Literacy and Communication • Numeracy • Social Studies • LfS • Technologies

Three Year Theme Map: Senior Phase and Award Structure

All young people will be working towards Qualifications Scotland National One Units and Progressive Awards alongside these IDL learning topics unless otherwise stated in the Young People's Plan. Currently, (April 2026) we are approved for the Adult Learning and Transition Award (all levels) and the Personal Achievement Award (all levels) as well as 68 National One units. Pupil preference will be considered to choose meaningful and relevant award pathways and standalone units.

Senior Phase	S4	S5	S6
Term 1	Staying Safe and Healthy	Staying Safe and Healthy	Staying Safe and Healthy
Term 2	Stepping Back in Time	Stepping Back in Time	Positive Transitions
Term 3	Taking Part in the Community Focus: Looking after Our World	Taking Part in the Community Focus: Looking after Our World	New Places – What's going on out there?
Term 4	Explorers Residential	Explorers Residential	Celebrations - Music festival for Graduation Residential

Children's Rights and Wellbeing Assessment stage 1 - Screening



<p>Name of Policy/Measure</p> <p>IDL Policy</p>									
<p>Description of overall aims</p> <p>To ensure that all children and young people have meaningful and relevant learning experiences through:</p> <ul style="list-style-type: none"> • A curriculum that is designed to address the diverse and complex needs of our pupils • A curriculum that is personalised, flexible and holistic • A curriculum underpinned by a MDT approach to ensure essential life skills, communication development and health therapies. 									
<p>What aspects of the policy/ measure will affect children and/ or young people?</p> <p>This policy is one of a package of policies relating to the education and learning experiences of children and young people engaging with our programmes.</p>									
<p>What is the likely impact, direct/ indirect, of the policy/ measure on children and/ or young people?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; text-align: center;">Positive</th> <th style="width: 25%; text-align: center;">Neutral</th> <th style="width: 25%; text-align: center;">Negative</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> <p>It complies with UNCRC requirements; it has the potential to advance the realisation of children's rights.</p> </td> <td style="text-align: center;"> <p>It will have no discernible lessening of/ progress in children's rights/ wellbeing.</p> </td> <td style="text-align: center;"> <p>It may impede/ reverse the enjoyment of existing rights, requiring mitigating measures; it fails to comply with UNCRC obligations, requiring modification; it may have detrimental impact on children so should be withdrawn/ amended significantly</p> </td> </tr> </tbody> </table>				Positive	Neutral	Negative	<p>It complies with UNCRC requirements; it has the potential to advance the realisation of children's rights.</p>	<p>It will have no discernible lessening of/ progress in children's rights/ wellbeing.</p>	<p>It may impede/ reverse the enjoyment of existing rights, requiring mitigating measures; it fails to comply with UNCRC obligations, requiring modification; it may have detrimental impact on children so should be withdrawn/ amended significantly</p>
Positive	Neutral	Negative							
<p>It complies with UNCRC requirements; it has the potential to advance the realisation of children's rights.</p>	<p>It will have no discernible lessening of/ progress in children's rights/ wellbeing.</p>	<p>It may impede/ reverse the enjoyment of existing rights, requiring mitigating measures; it fails to comply with UNCRC obligations, requiring modification; it may have detrimental impact on children so should be withdrawn/ amended significantly</p>							
<p>Which groups of children/ young people will be affected?</p> <p>Children and young people aged 3-19 who attend Craighalbert for education.</p>									
<p>Is a CRWIA required?</p> <p>CRWIA NOT required.</p> <p>Explain rationale for this decision.</p> <p>Policy and procedures underpinned by UNCRC, in particular;</p> <ul style="list-style-type: none"> • Article 2 - All children have equal access to their rights • Article 12 - All children should have a voice and be always supported, to develop and use it • Article 13 -All children should have a voice to express their thoughts, wishes and wants freely and for this to be heard and respected 									

	<ul style="list-style-type: none"> ● Article 23 - my position and access methods should be identified to maximise learning opportunities ● Article 24 - Every child has a right to the highest attainable standard of health ● Article 28 -When education programmes are designed for children, they should reflect best position and access methods to ensure learning design is fully accessible ● Article 29-All children have a right to have their potential developed. We must presume potential ● Article 31 - All children should have opportunities to access play and social time throughout their day.
Signed	<i>Head of Learning</i>
Date	10/04/2026