

The following document outlines a few of the many synergies between YPI and the Curriculum for Excellence. Although the Experiences & Outcomes cited below are all third and fourth level, there is broad scope for application within senior level, in a similar cross-curricular vein. Through introducing an inter-disciplinary element these can be richer, deeper and more varied still.

The list is by no means definitive and will vary depending on pupil age, approach and overall implementation within schools; however it does serve to indicate the clear alignment at each key stage between YPI and the Curriculum for Excellence.

### Session One: Citizenship & Values

- Pupils define key terms 'Citizenship', 'Values' and 'Philanthropy',
- Pupils consider their motivations for the decisions they make.
- Pupils determine the teams that they will work in for the duration of YPI.

#### E&Os

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 3-10a / HWB 4-10a**

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

When I engage with others I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify and adapt thinking. **LIT 3-02a / LIT 4-02a**

I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. **RME 4-0b**

### Session Two: Your Local Community

- Pupils identify key social issues in their communities
- Pupils understand how philanthropy can help to address those needs
- Pupils practise using presentation skills

#### E&Os

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

When I engage with others I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify and adapt thinking. **LIT 3-02a / LIT 4-02a**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

### Session Three: Improving Your Local Community

- Pupils identify the social issue they feel most concerned by
- Pupils effectively communicate their reasons for choosing that particular social problem

#### E&Os

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

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a/LIT 4-06a**

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a**

Through discussion, I have identified the aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b**

### Session Four: Research & Choose a Charity

- Pupils research the social service charities in their area
- Pupils choose a charity to support
- Pupils use IT resources and research skills

#### E&Os

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

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**

I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks. **TCH 4-03b**

### Session Five: Active Research

- Pupils gather information on their chosen charity
- Pupils contact and meet with their charity
- Pupils compose and carry out an interview with their chosen charity
- Pupils successfully use a wide range of communication skills

#### E&Os

I know and can demonstrate how to travel safely. **HWB 3-18a / HWB 4-18a**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a/LIT 4-06a**

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**

## Session Six: Effective Charities

- Pupils understand what makes a charity effective
- Pupils have practised using communication and presentation skills

### E&Os

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a/LIT 4-06a**

I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. **MNU 3-20a**

I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, and risks or borrowing needs. **SOC 3-21a**

## Session Seven: YPI Presentations

- Pupils create a compelling and informative YPI presentation
- Pupils use IT and other presentation skills to convey their message effectively

### E&Os

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 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 3-13a / HWB 4-13a**

When I engage with others I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify and adapt thinking. **LIT 3-02a / LIT 4-02a**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a/LIT 4-06a**

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**

I can consider (justify) my choice of and use of layout and presentation using a variety of features appropriate to purpose and audience. **LIT 3-24a/ (LIT 4-24a)**

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**

I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. **EXA 3-01a**

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-02b**

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a**

The following outlines key synergies between YPI and Curriculum for Excellence Religious Education in Roman Catholic Schools. Many of the highlighted E&Os are relevant to a number of YPI sessions, to avoid repetition E&Os have been aligned as they best fit within each session.

This document compliments the wider Curriculum for Excellence YPI map.

#### Session One: Citizenship & Values

- Pupils define key terms 'Citizenship', 'Values' and 'Philanthropy',
- Pupils consider their motivations for the decisions they make.
- Pupils determine the teams that they will work in for the duration of YPI.

#### E&Os

I have reflected on the Ten Commandments and the teachings of Christ. I have acted on Christ's personal challenge to contribute to the creation of a transformed world of Justice, Love and Peace, through the power of the Holy Spirit. **RERC 3-20a/RERC 4-20a**

I have researched and I can describe the moral attitudes and values of the major world religions. **RERC 3-26a** I can relate these to my own values. **RERC 3-26b**

I have researched into and I can identify the core values at the heart of the major world faiths. **RERC 4-26a** I can describe how this has developed my awareness of the commonality of values across major world faiths. I can evaluate the importance these values hold for the good of the individual and stability of society. **RERC 4-26b**

#### Session Two: Your Local Community

- Pupils identify key social issues in their communities
- Pupils understand how philanthropy can help to address those needs
- Pupils practise using presentation skills

#### E&Os

I have explored the belief that the Holy Spirit inspires and empowers the Church to fulfil its prophetic and missionary role in our world today. I have researched into situations which bear witness to this. I can describe how I and others can contribute to this work. **RERC 3-10a/RERC 4-10a**

### Session Three: Improving Your Community

- Pupils identify the social issue they feel most concerned by
- Pupils effectively communicate their reasons for choosing that particular social problem

#### E&Os

I have explored the call to forgiveness and reconciliation and have reflected on how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others. **RERC 3-22a**

I have considered the need for reconciliation in situations in society. **RERC 4-22a**

### Session Four: Research & Choose a Charity

- Pupils research the social service charities in their area
- Pupils choose a charity to support
- Pupils use IT resources and research skills

#### E&Os

I have experienced what it means to be wise and compassionate. I can describe how these experiences have affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to the service of the common good. **RERC 3-21a/RERC 4-21a**

### Session Five: Active Research

- Pupils gather information on their chosen charity
- Pupils contact and meet with their charity
- Pupils compose and carry out an interview with their chosen charity
- Pupils successfully use a wide range of communication skills

#### E&Os

I have developed awareness of the elements essential for making informed decisions and I have examined situations which pose a moral challenge in life. I can describe and explain my response and the responses of others to these situations. **RERC 3-23a/RERC 4-23a**

### Session Six: Effective Charities

- Pupils understand what makes a charity effective
- Pupils have practised using communication and presentation skills

#### E&Os

I have experienced opportunities to engage with issues of social injustice. I can describe how Church teaching in this area has affected my response and the responses of others to these issues. **RERC 3-24a/RERC 4-24a**

### Session Seven: YPI Presentations

- Pupils create a compelling and informative YPI presentation
- Pupils use IT and other presentation skills to convey their message effectively

#### E&Os

I have experienced what it means to be wise and compassionate. I can describe how these experiences have affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to the service of the common good. **RERC 3-21a/RERC 4-21a**