








LEARNING FOR LIFE

THE POLICE BOX

Colour code to Curriculum for Excellence Links

	Bullying
	Drug Sense
	Law and Order
	Safety
	Vandalism
	Diversity
	Harmony

POLICE BOX CURRICULUM LINKS – HEALTH AND WELLBEING

Health and wellbeing	Experiences and Outcomes		
Mental, emotional, social and physical wellbeing	Early	First	Second
	<p>To enhance my learning and personal development, I can expect my learning environment at all stages to support me to:</p> <ul style="list-style-type: none"> • build and maintain my confidence, resilience, self-awareness and self worth • understand and maintain positive mental wellbeing through participation in a wide range of activities • build on my knowledge of the human body in order to maintain and improve physical wellbeing and health • present opportunities for me to be physically active and teach me what I need to know to help me to maintain a healthy lifestyle • understand that my teachers have a responsibility to be open to and listen to my concerns and to refer concerns on to other people where necessary. 		
<p>These experiences and outcomes span all levels from early to fourth and should be visited and revisited as and when appropriate to the child or young person.</p>	<p style="text-align: center;">At all stages</p> <ul style="list-style-type: none"> • I am learning that we all experience a variety of emotions that affect how we think, feel and behave. • I know how to describe my feelings about what is going well or where support is needed. • I know that my feelings and behaviour change depending upon what is happening within and around me. This helps me to understand the way that others behave. • I value friendships and know that caring, sharing fairness, equality and love are important in building friendships. • I understand that people can often feel alone and can be misunderstood and left out by others. I know the importance of showing support by a caring reaction. • I understand the importance of mental wellbeing, and know that people do not always enjoy good mental health. I know that when this happens there are people I can turn to for help. • I know the rights to which I am entitled in society and the responsibilities which fall on me. I am learning to respect the rights of others. • I recognise that each individual has a unique blend of needs and abilities and that the community of the school values individuals equally and is a welcoming place for all. • I value the opportunities I am given to improve and manage my learning and, in turn, I can offer my skills to help encourage learning and confidence in others. • Representing my school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. • Through contributing my informed views, my time and my talents I play a part in bringing about positive change in my school and wider community. • I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm where possible. • I know the actions I should take in an emergency including first aid. • I know and can demonstrate how to travel safely whether on foot, on a bicycle, in a motor vehicle or on public transport. 		






























POLICE BOX CURRICULUM LINKS – HEALTH AND WELLBEING

Planning for choices and change	Early	First	Second
	<p>Throughout my learning I am supported in preparing for significant changes in my life by:</p> <ul style="list-style-type: none"> • developing strategies which help me to meet challenges, manage change and build my resilience • reflect regularly on my strengths and skills, to help me to plan my next steps • raising my expectations, developing my potential and celebrating my achievements • using available guidance and resources to help me to make informed choices and develop personal plans. 		
	<p>In my everyday work and play, I make choices to help my learning and I enjoy sharing and using my experience.</p> <p style="text-align: right;">HWB 001A</p> <p style="text-align: center;"></p>	<p>I enjoy taking part in a variety of events and activities which help to give me confidence in my abilities and to recognise those of others.</p> <p style="text-align: right;">HWB 101A</p> <p style="text-align: center;"></p>	<p>Opportunities to carry out different roles in a variety of settings have encouraged me to recognise and build on strengths as I prepare for the next stage in my life and learning.</p> <p style="text-align: right;">HWB 201A</p> <p style="text-align: center;"></p>
	<p><i>I know that people experience a number of circumstances in life, such as transitions or bereavement, which can be challenging or upsetting.</i></p> <p><i>I understand that there are people I can talk to and that there are a number of choices I can make to access practical and emotional support to help me and others in such circumstances.</i></p> <p style="text-align: right;">HWB 002B/102B/HWB 202B</p> <p style="text-align: center;"></p>		
Substance misuse	Early	First	Second
	<p>I am aware of how to safely use medicines and how to keep safe from those which could be harmful to me.</p> <p style="text-align: right;">HWB 015Z</p> <p style="text-align: center;"></p> <p>I am becoming aware that there are risks in touching and eating certain things and I know what to do if I find them.</p> <p style="text-align: right;">HWB 016AA</p> <p style="text-align: center;"></p>	<p>I know that there are medicines and other substances that can be safely used to improve health and wellbeing.</p> <p style="text-align: right;">HWB 116Z</p> <p style="text-align: center;"></p> <p>I am becoming aware of the choices that exist that can affect my health and wellbeing and I am beginning to understand the importance of these.</p> <p style="text-align: right;">HWB 117AA</p> <p style="text-align: center;"></p>	<p>I understand the positive effects that substances can have on the mind and body, but I am also aware of the negative and serious consequences both physically and socially of their misuse.</p> <p style="text-align: right;">HWB 217Z</p> <p style="text-align: center;"></p>

POLICE BOX CURRICULUM LINKS – HEALTH AND WELLBEING

Substance misuse	Early	First	Second
	<p>I am aware of the people who can help me.</p> <p style="text-align: right;">HWB 017DD ● ● ●</p> <p>I can show ways of getting help in emergency situations.</p> <p style="text-align: right;">HWB 018EE ● ● ●</p>	<p>I know where and how to get help when I need it.</p> <p style="text-align: right;">HWB 118DD ● ●</p> <p>I know how to react in unsafe and emergency situations.</p> <p style="text-align: right;">HWB 119EE ● ●</p>	<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.</p> <p style="text-align: right;">HWB 219BB ● ● ●</p> <p>I know that the use of alcohol and drugs can affect the decisions that people make about relationships and sexual health.</p> <p style="text-align: right;">HWB 220CC ● ●</p> <p>I know how to access information and support for substance related issues.</p> <p style="text-align: right;">HWB 221DD ● ●</p> <p>I know the action I should take in the management of incidents and emergencies related to substance misuse.</p> <p style="text-align: right;">HWB 222EE ● ● ●</p> <p>I know that popular culture, the media and peer groups can influence how I feel about substance use and recognise the impact this may have on my actions.</p> <p style="text-align: right;">HWB 223FF ● ● ●</p> <p>I understand the impact that ongoing misuse of substances can have on my health, future life choices and options.</p> <p style="text-align: right;">HWB 224GG ● ● ●</p>

POLICE BOX CURRICULUM LINKS – HEALTH AND WELLBEING

Substance misuse	Early	First	Second
			I understand the local, national and international impact of substance misuse. HWB 225HH  
Relationships, sexual health and parenthood	Early	First	Second
	<p>My learning experiences enable me to:</p> <ul style="list-style-type: none"> • develop my knowledge, skills and understanding of relationships, sexual health and parenthood • explore and debate values, attitudes and behaviours • recognise my own identity and develop a sense of self-worth • establish and maintain healthy relationships • understand the impact of risk taking behaviour on life choices • respect uniqueness and acknowledge diversity • understand the importance of family relationships to help nurture health and wellbeing. 		
	As I develop relationships, I care and show respect for myself and others.		
	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 019JJ/HWB 120JJ     	I understand how relationships are formed and the wide range that exist, including loving relationships. HWB 226JJ   	
	I understand when relationships upset me and who I should talk to when this happens. HWB 023KK/HWB 124KK     	I am aware that positive friendships and relationships can enrich my health and wellbeing. HWB 227KK    	
	I know that there are people in our lives who care for and look after us and I am aware that we all belong to different family groups. HWB 020MM/HWB 121MM      	I am gathering the skills to cope with changing relationships and I understand the impact this can have on my emotional wellbeing. HWB 228LL    	

POLICE BOX CURRICULUM LINKS – HEALTH AND WELLBEING

Relationships, sexual health and parenthood	Early	First	Second
			<p>I am aware of the need to respect personal space and can recognise and respond to non-verbal communication.</p> <p style="text-align: right;">HWB 229MM ● ●</p> <p>I understand the relationship between thoughts, feelings and behaviour and how these can impact on my health and wellbeing.</p> <p style="text-align: right;">HWB 230PP ● ● ● ●</p>
	<p>I recognise that we possess similarities and differences and that we are all unique.</p> <p style="text-align: right;">HWB 022SS/HWB 123SS ● ● ● ●</p>		<p>I know that domestic and sexual abuse is wrong and I know who I should talk to if I am worried about this.</p> <p style="text-align: right;">HWB 235XX ●</p>

POLICE BOX CURRICULUM LINKS – LITERACY AND ENGLISH

Literacy and English		Experiences and Outcomes	
Listening and talking	Early	First	Second
The Police Box resource links to the Literacy and English area of the Curriculum for Excellence as follows:			
Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 004B/C	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 102B	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 202B
			I can recognise how the features of spoken language can help in communication and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 203C
Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 005D	As I listen or watch, I can: <ul style="list-style-type: none"> Identify and discuss the purpose, key words and main ideas of the text Use this information for a specific purpose. LIT 104D	As I listen or watch, I can: <ul style="list-style-type: none"> Identify and discuss the purpose, main ideas and supporting detail contained within the text Use this information for different purposes. LIT 104D
		As I listen or watch, I am learning to take notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 105E	As I listen or watch, I can take notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 205E
			I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 206F

POLICE BOX CURRICULUM LINKS – LITERACY AND ENGLISH

Listening and talking	Early	First	Second
<p>Understanding, analysing and evaluating – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p style="text-align: right;">LIT/006G/T</p>	<p>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</p> <p style="text-align: right;">LIT 107G</p>	<p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</p> <p style="text-align: right;">LIT 207G</p>
		<p>To help me develop my informed view, I am learning to recognise the difference between fact and opinion.</p> <p style="text-align: right;">LIT 108H</p>	<p>To help me develop an informed view, I can distinguish fact from opinion and I am learning to recognise when my sources try to influence me and how useful these are.</p> <p style="text-align: right;">LIT 208H</p>
<p>Creating texts – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p>	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p style="text-align: right;">LIT 007J</p>	<p>When listening and talking with others, for different purposes, I can exchange information, experiences, explanations, ideas and opinions.</p> <p style="text-align: right;">LIT 109J</p>	<p>When listening and talking with others, for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • summarise main points or findings. <p style="text-align: right;">LIT 209J</p>
	<p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p style="text-align: right;">LIT 008J/AH</p>		
	<p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</p> <p style="text-align: right;">LIT 009K</p>	<p>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</p> <p style="text-align: right;">LIT 110K</p>	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p style="text-align: right;">LIT 210K</p>
Reading	Early	First	Second
<p>Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</p> <p style="text-align: right;">LIT 001A/M</p>		

POLICE BOX CURRICULUM LINKS – LITERACY AND ENGLISH

Listening and talking	Early	First	Second
Tools for reading – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning		I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. LIT 112N	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. LIT 212N
		I am learning to select and use strategies and resources, before I read and as I read, to help make the meaning of texts clear. LIT 113P	I can select and use a range of strategies and resources before I read and as I read to make meaning clear and give reasons for my selection. LIT 213P
Finding and using information – when reading and using fiction and non-fiction texts within increasingly complex ideas, structures and specialist vocabulary	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 011Q	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 114Q	Using what I know about the features of different types of text, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 214Q
		I am learning to make notes under given headings and use these to understand information, explore ideas and problems and create new text. LIT 115R	I can make notes, organise these under suitable headings and use these to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 215R
Understanding, analysing and evaluating – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes		To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of my text. LIT 116S	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of my text and use supporting detail. LIT 216S
	To help me understand stories and texts, I ask questions and link what I am learning with what I already know. LIT 006G/T	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 117T	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 217T

POLICE BOX CURRICULUM LINKS – LITERACY AND ENGLISH

Listening and talking	Early	First	Second
		To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 118U	To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced and have assessed how useful and believable my sources are. LIT 218U
	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 003A/V	I can: <ul style="list-style-type: none"> • share my thoughts about structure, characters and/or setting • recognise the writer’s message and relate it to my own experiences • comment on the effective choice of words and other features. ENG 119V	I can: <ul style="list-style-type: none"> • discuss structure, characterisation and/or setting • recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences • discuss the writer’s style and other features appropriate to genre. ENG 219V
Writing	Early	First	Second
Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning		I can spell the most commonly used words, use my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 120X	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 220X
	As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 012Y/AA	I can write independently, use appropriate punctuation and order my sentences in a way that makes sense. LIT 121Y	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 221Y
		Throughout the writing process, I can check that my writing makes sense. LIT 122Z	Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 222Z




POLICE BOX CURRICULUM LINKS – LITERACY AND ENGLISH

Writing	Early	First	Second
		I can present my writing in a way that makes it legible and attractive for my reader, combining words, images and other features. <p style="text-align: right;">LIT 123AA</p>	I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my readers. <p style="text-align: right;">LIT 223AA</p>
Organising and using information – considering texts to help create short and extended texts for different purposes		I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. <p style="text-align: right;">LIT 124AB</p>	I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. <p style="text-align: right;">LIT 224AB</p>
	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. <p style="text-align: right;">LIT 007J/AC/AE/AG</p>	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. <p style="text-align: right;">LIT 125AC</p>	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <p style="text-align: right;">LIT 225AC</p>
Creating texts – applying the elements writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary			I am learning to use language and style in a way which engages and/or influences the reader. <p style="text-align: right;">ENG 226AD</p>
		I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. <p style="text-align: right;">LIT 126AE</p>	I can convey information, describe events, explain processes or combine ideas in different ways. <p style="text-align: right;">LIT 227AE</p>
			I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <p style="text-align: right;">LIT 228AF</p>






























POLICE BOX CURRICULUM LINKS – LITERACY AND ENGLISH

Writing	Early	First	Second
		I can describe and share my experiences and how they made me feel. <p style="text-align: right;">ENG 127AG</p>	As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. <p style="text-align: right;">ENG 229AG</p>
	I enjoy exploring events and characters and in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. <p style="text-align: right;">LIT 008J/AH</p>	Having explored the elements writers use in different genres, I can use what I learn to compose my own stories, poems and plays with interesting structures, characters and/or settings. <p style="text-align: right;">ENG 128AH</p>	Having explored the elements writers use in different genres, I can use what I learn to compose stories, poems and plays with: <ul style="list-style-type: none"> • an interesting and appropriate structure and/or • interesting characters and personalities and/or • settings which come to life. <p style="text-align: right;">ENG 230AH</p>
























POLICE BOX CURRICULUM LINKS – RELIGIOUS AND MORAL EDUCATION

Religious and moral education	Experiences and Outcomes		
<p>Children and young people participating in experiences and outcomes in religious and moral education will:</p> <ul style="list-style-type: none"> • learn about and from the beliefs, values, practices and traditions of Christianity and other world religions • develop their own values and beliefs and put these into practical action in order to promote a more just, equal and compassionate society • develop empathy, tolerance and respect for others and so learn to value diversity and combat prejudice and discrimination • develop an understanding of sensitivity to and acknowledgement of religious and non-religious beliefs • develop an awareness of the role of religion, beliefs and values in society, and the ways in which these are central to the fabric of Scottish society • develop an awareness of the challenges presented by belief systems and reflect and act upon appropriate personal and social responses to these challenges • have the opportunity to search for meaning, value and purpose in life through relating all areas of learning to their own developing beliefs, values and practices • explore the development of beliefs and values, including non-religious perspectives. 			
Christianity	Early	First	Second
<p>Practices and traditions</p>			<p>I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance to Christians.</p> <p style="text-align: right;">RME 206H</p> <p style="text-align: right;"></p> <p>Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations.</p> <p style="text-align: right;">RME 207J</p> <p style="text-align: right;"></p>
Other World Religions	Early	First	Second
<p>Practices and traditions</p>			<p>I am increasing my knowledge and understanding of different forms of worship and artefacts within other world religions and can explain their importance for followers of other world religions.</p> <p style="text-align: right;">RME 214T</p> <p style="text-align: right;"></p>










POLICE BOX CURRICULUM LINKS – RELIGIOUS AND MORAL EDUCATION

Other World Religions	Early	First	Second
<p>Practices and traditions</p>			<p>Through investigating the ways in which followers of other world religions mark major life events and times of year, I can explain key features of such festivals and celebrations.</p> <p style="text-align: right;">RME 215U</p> <p style="text-align: right;"></p> <p>I can describe practices and traditions of other world religions.</p> <p style="text-align: right;">RME 216V</p> <p style="text-align: right;"></p>
Development of beliefs and values	Early	First	Second
	<p>As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.</p> <p style="text-align: right;">RME 007W</p> <p style="text-align: center;">   </p>	<p>I am developing my understanding of how people build up their beliefs.</p> <p style="text-align: right;">RME 114W</p> <p style="text-align: right;"> </p> <p>I can show understanding of values such as caring, sharing, fairness, equality and love.</p> <p style="text-align: right;">RME 115X</p> <p style="text-align: center;">    </p> <p>I am aware that people's beliefs and values affect their actions.</p> <p style="text-align: right;">RME 116Y</p> <p style="text-align: center;">    </p>	<p>I am increasing my understanding of how people come to have their beliefs and I am aware that there is a diversity of belief in modern Scotland.</p> <p style="text-align: right;">RME 217W</p> <p style="text-align: right;"></p> <p>I can explain why different people think that values such as honesty, respect and compassion are important.</p> <p style="text-align: right;">RME 218X</p> <p style="text-align: center;">    </p> <p>I am developing my understanding of how people's beliefs and values affect their actions and can show respect for others.</p> <p style="text-align: right;">RME 219Y</p> <p style="text-align: center;">    </p>



POLICE BOX CURRICULUM LINKS – SOCIAL STUDIES

Social Studies		Experiences and Outcomes	
People, past events and society	Early	First	Second
		<p>I can discuss why people and events from a particular time in the past were important and can link these to my prior learning, placing them within a historical sequence.</p> <p>SOC 104E</p> 	<p>I can describe the contribution individuals from the past made during their lives, locating them in time, and explain the influence of their actions then and since.</p> <p>SOC 204E</p>    <p>Through researching a past conflict, I can identify possible causes of that conflict and report on the impact it has had on the lives of people at that time.</p> <p>SOC 205E</p>   
		<p>I can consider ways of looking after my school or community and can encourage others to care for their environment.</p> <p>SOC 106G</p>  	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.</p> <p>SOC 208G</p>    
People in society, economy and business	Early	First	Second
	<p>By exploring my local community, I have discovered the different roles people play and how they can help.</p> <p>SOC 007M</p>     	<p>By considering my needs and wants and those of others around me, I can contribute to a discussion of the differences between needs and wants.</p> <p>SOC 115M</p>   	<p>Having identified the needs of a group in my local community, I can investigate how it is supported in meeting its needs.</p> <p>SOC 215M</p>  

POLICE BOX CURRICULUM LINKS – SOCIAL STUDIES

People in society, economy and business	Early	First	Second
	<p>I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.</p> <p style="text-align: right;">SOC 008N</p> <p style="text-align: right;"></p>	<p>By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.</p> <p style="text-align: right;">SOC 116N</p> <p style="text-align: right;"></p>	<p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.</p> <p style="text-align: right;">SOC 216N</p> <p style="text-align: right;"></p>
			<p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.</p> <p style="text-align: right;">SOC 217N</p> <p style="text-align: right;"></p>
			<p>By exploring the diversity of cultures, values and customs in Scotland, I begin to understand the nature of our multicultural society and can discuss the issues around this.</p> <p style="text-align: right;">SOC 218N</p> <p style="text-align: right;"></p>
	<p>Within my everyday experiences and play, I make choices, about where I work, how I work and who I work with.</p> <p style="text-align: right;">SOC 009P</p> <p style="text-align: right;"></p>	<p>I have participated in decision making and have considered the different options available in order to make decisions.</p> <p style="text-align: right;">SOC 117P</p> <p style="text-align: right;"></p>	<p>I can describe the features of an election and the work of representatives at a local, national or European level to help me to participate in decision making processes.</p> <p style="text-align: right;">SOC 219P</p> <p style="text-align: right;"></p>
			<p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.</p> <p style="text-align: right;">SOC 220Q</p> <p style="text-align: right;"></p>

POLICE BOX CURRICULUM LINKS – SOCIAL STUDIES

People in society, economy and business	Early	First	Second
		<p>By exploring local organisations, I have developed an understanding of their importance in providing for the needs of my local community.</p> <p style="text-align: right;">SOC 118R  </p>	