

## Eco-Schools Curricular Maps - Fourth Level

The series of 'Outcome Maps' in this document suggest how Fourth Level outcomes within Curriculum for Excellence (CfE) may be delivered through experiences arising from the Seven Elements and Ten Topics of the Eco-Schools Scotland Programme.

Eco-Schools Scotland commissioned experienced teachers to select outcomes they felt appropriate for each topic.

Please note:

- The selected outcomes for each Map are advisory – teachers may reject or add outcomes which they consider more appropriate to the context in which they plan to teach.
- Eco-Schools 'Outcome Maps' are for guidance purposes only, are not exhaustive and should not be viewed as limiting.
- The first map illustrates how closely the Seven Elements of the Eco-Schools Programme match core outcomes from CfE
- Each subsequent topic map is accompanied by a header which suggests possible 'lead curricular areas'. Again these are open to debate and amendment by teachers.
- While similar in format not all Maps are identical – topics such as Health and Wellbeing are so closely related to Eco-Schools topics that almost all outcomes are relevant.
- Each outcome is normally quoted in full along with its relevant CfE code.
- Following piloting with teachers we have added a commentary in italics to some outcomes to explain their inclusion within an outcome map or suggest a possible teaching context. Linking 'arrows' on some topic maps highlight the opportunities for interdisciplinary learning across curricular areas.

# Seven Elements

ECO  
COMMITTEE



## Eco-Committee

### Health and Wellbeing

Representing my class, school and/or wider community encourages my selfworth and confidence and allows me to contribute to and participate in society. **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 4-13a**

### Literacy

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**

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**

ENVIRONMENTAL  
REVIEW

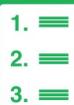


## Environmental Review

### Literacy

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 4-05a**

ACTION  
PLAN



## Action Plan

### Literacy

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. **LIT 4-25a**

MEASURING



## Measuring

### Literacy

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**

### Health and Wellbeing

Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.

**HWB 4-19a**

### Sciences

I can monitor the environment by collecting and analysing samples. I can interpret the results to inform others about levels of pollution and express a considered opinion on how science can help to protect our environment. **SCN 4-18a**

Having selected scientific themes of topical interest, I can critically analyse the issues, and use relevant information to develop an informed argument. **SCN 4-20b**

COMMUNITY



## Community

### Technologies

I can examine a range of materials, processes or designs in my local community to consider their environmental, social and economic impact. **TCH 4-06a**

ECO  
CODE



## Eco-Code

### Expressive Arts

I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication. **EXA 4-17a**

# Ten Topics

## LITTER



### Litter

#### Sciences (Materials)

I have explored how different materials can be derived from crude oil and their uses. I can explain the importance of carbon compounds in our lives. **SCN 4-17a** *Pupils may examine the decomposition rates of plastics and other carbon compounds and how these contribute to problems of waste storage (landfill) and the permanence of some forms of litter.*

I can monitor the environment by collecting and analysing samples. I can interpret the results to inform others about levels of pollution and express a considered opinion on how science can help to protect our environment. **SCN 4-18a** *Surveys and analysis of litter within the school grounds or local community can lead to an awareness of local pollution levels and elicit suggested approaches to minimising the problem from pupils.*

I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. **SCN 4-01a** *Litter can be one of the biggest dangers to wildlife and domestic animals. An examination of this kind of impact from litter may influence pupil behaviour.*

#### Social studies (People, place and environment)

I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. **SOC 4-10a** *This outcome can serve as a focus for experiences related to the minimisation of litter - 'waste in the wrong place' – and could link with chemistry lessons on carbon compounds and packaging-related litter*

#### Health and Wellbeing (Food and Health)

I have examined and evaluated food packaging and can understand the legal requirements for manufacturers. **HWB 4-36a** *Studies into minimising wasteful packaging can support the Litter topic by demonstrating that unnecessary packaging often ends up as litter.*

#### Numeracy and Mathematics (Information handling)

I can select appropriately from a wide range of tables, charts, diagrams and graphs when displaying discrete, continuous or grouped data, clearly communicating the significant features of the data. **MTH 4-21a**

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others. **MNU 4-20a** *Litter surveys of school grounds and the local community provide real-life data for graphical display and analysis*



## Waste Minimisation

### Sciences (Materials)

I have explored how different materials can be derived from crude oil and their uses. I can explain the importance of carbon compounds in our lives. **SCN 4-17a** *Production of polymers and consequence of slow decomposition rates for waste storage and litter*

### Sciences (Topical Science)

I have researched new developments in science and can explain how their current or future applications might impact on modern life. **SCN 4-20a** *The use of enzymes for decomposition of plastics*

### Health and wellbeing (Food and the consumer)

I have examined and evaluated food packaging and can understand the legal requirements for manufacturers. **HWB 4-36a** *Consider requirements for recycling labels*

### Social Studies (People, place and environment)

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity. **SOC 4-08a** *Sustainability of primary industries currently and in future. Can complement science lessons*

### Technologies (Technological developments in society and business)

I can analyse products taking into consideration sustainability, scientific and technological developments. **TCH 4-05a** *Consider structure and components of ICT equipment, recycling requirements of the WEEE directive and inherent dangers of some component materials*

### Numeracy and Mathematics (Number, money and measure)

Through investigating real life problems involving the surface area of simple 3D shapes, I can explore ways to make the most efficient use of materials and carry out the necessary calculations to solve related problems. **MTH 4-11b** *Pupils may investigate the mathematics of food packaging and suggest ways of minimising the amount of packaging required for a particular product.*



## School Grounds

### Expressive Arts (Art and Design)

By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions. **EXA 4-06a** *A brief to re-design the layout of school grounds will provide a challenging experience for young people with, perhaps, the opportunity to work alongside landscape artists in the process.*

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. **EXA 4-03a** *In addition to the formal layout of the grounds there should be opportunities to create artworks which can be placed to enhance the external environment.*

### Science (Planet Earth)

I have propagated and grown plants using a variety of different methods. I can compare these methods and develop my understanding of their commercial use. **SCN 4-02a** *Schools grounds can provide the opportunity to make appropriate selection of plants and watch propagated specimens grow to maturity.*

Through investigating the nitrogen cycle and evaluating results from practical experiments, I can suggest a design for a fertiliser, taking account of its environmental impact. **SCN 4-03a** *Students may investigate the advantages and disadvantages of using man-made fertilisers vs e.g. green manuring using nitrogen-fixing crops.*

### Social Studies (People, place and environment)

Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability. **SOC 4-09a** *Local investigations into use of fertilisers can be linked to global issues such as GM crops, hybrid crops, over-fertilisation, contamination of ground water etc.*

### Health and Wellbeing (Physical education, physical activity and sport)

As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. **HWB 4-21a** *Any re-design of school grounds provides the opportunity to examine the provision of appropriate spaces for sport and recreation – including trim trails, outdoor dance spaces etc – and also quiet areas for reflection and relaxation.*

### Numeracy and Mathematics (Shape, position and movement)

Having investigated patterns in the environment, I can use appropriate mathematical vocabulary to discuss the rotational properties of shapes, pictures and patterns and can apply my understanding when completing or creating designs. **MTH 4-19a** *The natural world provides very many examples of mathematical patterns which can be incorporated into school grounds design work – e.g. the properties of octagons, Fibonacci sequences etc.*



## Biodiversity

### Sciences (Planet Earth)

I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. **SCN 4-01a**

Through investigating the nitrogen cycle and evaluating results from practical experiments, I can suggest a design for a fertiliser, taking account of its environmental impact. **SCN 4-03a**

By contributing to an investigation on different ways of meeting society's energy needs, I can express an informed view on the risks and benefits of different energy sources, including those produced from plants. **SCN 4-04a**

Through exploring the carbon cycle, I can describe the processes involved in maintaining the balance of gases in the air, considering causes and implications of changes in the balance. **SCN 4-05b**

### Sciences (Biological systems)

I can debate the moral and ethical issues associated with some controversial biological procedures. **SCN 4-13c** *GM crops and cloning*

### Sciences (Topical Science)

I have researched new developments in science and can explain how their current or future applications might impact on modern life. *GM crops, cloning* **SCN 4-20a**

Having selected scientific themes of topical interest, I can critically analyse the issues, and use relevant information to develop an informed argument. *GM crops, cloning* **SCN 4-20b**

### Social Studies (People, place and environment)

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity. **SOC 4-08a**

I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. **SOC 4-10a**

Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment. **SOC 4-11a** *Production of GM crops and dependence upon multinationals for seed*

I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact. **SOC 4-12b**

### Religious and moral education (Development of beliefs and values)

I can apply philosophical enquiry to explore questions or ethical issues. **RME 4-09e** *GM crops and cloning, the green revolution and inequalities*

### Health and Wellbeing Mental, emotional, social and physical wellbeing

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 4-13a** *Share learning on biodiversity with younger pupils, increase biodiversity in school grounds or the local community*

### Numeracy and Mathematics (Information handling)

I can select appropriately from a wide range of tables, charts, diagrams and graphs when displaying discrete, continuous or grouped data, clearly communicating the significant features of the data. **MTH 4-21a**



## Energy

### Sciences (Planet Earth)

By contributing to an investigation on different ways of meeting society's energy needs, I can express an informed view on the risks and benefits of different energy sources, including those produced from plants. **SCN 4-04a**

Through investigation, I can explain the formation and use of fossil fuels and contribute to discussions on the responsible use and conservation of finite resources. **SCN 4-04b**

Through exploring the carbon cycle, I can describe the processes involved in maintaining the balance of gases in the air, considering causes and implications of changes in the balance. **SCN 4-05b**

### Sciences (Forces, electricity and waves)

I can help to design and carry out investigations into the strength of magnets and electromagnets. From investigations, I can compare the properties, uses and commercial applications of electromagnets and supermagnets. **SCN 4-08a**

Using a variety of sources, I have explored the latest developments in chemical cells technology and can evaluate their impact on society. **SCN 4-10b**

### Sciences (Materials)

I have explored how different materials can be derived from crude oil and their uses. I can explain the importance of carbon compounds in our lives. **SCN 4-17a**

### Sciences (Topical Science)

Having selected scientific themes of topical interest, I can critically analyse the issues, and use relevant information to develop an informed argument. **SCN 4-20b**

### Technologies (Technological developments in society and business)

I can examine a range of materials, processes or designs in my local community to consider their environmental, social and economic impact. **TCH 4-06a**

I can present conclusions about the impact of technologies on the economy, politics and the environment. **TCH 4-07a**

### Social studies (People, place and environment)

I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life. **SOC 4-12a**

I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact. **SOC 4-12b**

### Religious and moral education (World religions selected for study)

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 4-05b** *Consider climate justice*

### Numeracy and Mathematics

Within real life contexts, I can use scientific notation to express large or small numbers in a more efficient way and can understand and work with numbers written in this form. **MTH 4-06b** *The large volumes of gases in the atmosphere and calculations involving these can offer an opportunity to use scientific notation in a real-life context*



## Transport

### Health and wellbeing (Physical wellbeing)

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 4-16a** *Road safety training, preparing future drivers*

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

### Sciences (Forces, electricity and waves)

By making accurate measurements of speed and acceleration, I can relate the motion of an object to the forces acting on it and apply this knowledge to transport safety. **SCN 4-07b** *Road safety lessons can provide practical experiences for delivering this outcome*

### Social studies (People, place, environment)

I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems. **SOC 4-09b** *Pupil involvement in a school travel plan or 'safe routes to school' programme*

### Technologies Technological developments in Society and Business

I can present conclusions about the impact of technologies on the economy, politics and the environment. **TCH 4-07a** *Link to peak oil and the need for more sustainable energy sources e.g. hybrid vehicles, low emission, electrical, hydrogen powered*

### Numeracy and Mathematics (Number, money and measure)

I can use the link between time, speed and distance to carry out related calculations. **MNU 4-10b**

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others. **MNU 4-20a** *Gathering transport and passenger data from surveys can real-life data for delivering this inter-disciplinary outcome.*



## Health and Wellbeing

### Health and Wellbeing (Mental, emotional, social and physical wellbeing)

I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 4-01a** *Membership of an Eco-Committee can allow pupils to develop greater self-expression*

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 4-05a** *A shared concern for a 'neutral' topic such as the environment can help shy teenagers develop personal relationships against a non-threatening background.*

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 4-08a**

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 4-10a** *Anti-bullying programmes, paired reading/maths, 'buddy' programmes etc are all evidence of a school seeking to develop the concept of a 'Sustainable Community'*

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 4-15a**

### Health and Wellbeing (Physical education, physical activity and sport)

I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices. **HWB 4-28a** *Pupil participation in all forms of physical activity and sport is a vital element of a school's Health and Wellbeing programme. The PE department will provide crucial supporting evidence for a secondary school developing the Eco-Schools Health and Wellbeing topic.*

### Health and Wellbeing (Food and health)

Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. **HWB 4-30a**

I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes. **HWB 4-31a** *Having assessed how lifestyle or life stages can impact on people's nutritional needs,*

I can explain how these needs are met. **HWB 4-32b** *As with PE above pupil involvement in nutritional awareness programmes within Home Economics is vital evidence for the development of an Eco-Schools H&W topic.*

### Health and Wellbeing (Substance misuse)

I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. **HWB 4-38a** *Anti-drug and alcohol awareness programmes in schools are all evidence of support for 'Sustainable Communities'.*

I know how to access information and support for substance-related issues. **HWB 4-40b** *Knowing who to turn to and where to get help is an important outcome of the EcoSchools topic.*

I understand the local, national and international impact of substance misuse. **HWB 4-43c** *Awareness of the role played by substance misuse in damaging local communities is an important element in developing the concept of 'Sustainable Communities'.*



## Water

### Sciences (Planet Earth)

I have propagated and grown plants using a variety of different methods. I can compare these methods and develop my understanding of their commercial use. **SCN 4-02a** *Large volumes of water required for some crops, contention over water sources for avocados*

By contributing to an investigation on different ways of meeting society's energy needs, I can express an informed view on the risks and benefits of different energy sources, including those produced from plants. **SCN 4-04a** *Large volumes of water required for plant stock for biofuels, investigate the extraction of hydrogen from water as a new power source*

### Sciences (Materials)

I can monitor the environment by collecting and analysing samples. I can interpret the results to inform others about levels of pollution and express a considered opinion on how science can help to protect our environment. **SCN 4-18a**

### Sciences (Topical Science)

I have researched new developments in science and can explain how their current or future applications might impact on modern life. **SCN 4-20a** *Methods of providing fresh water e.g. desalination*

### Social Studies (People, place and environment)

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity. **SOC 4-08a** *Sustainability issues over bottled water, water pollution, America's endangered rivers*

I can explain how the distribution and control of important natural resources affects the international power and influences of states. **SOC 4-11b** *Water conflict*

### Religious and moral education (Christianity)

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 4-02b** *Lack of justice in water conflict, climate justice, using other peoples water*

### Technologies (Technological developments in society and business)

I can analyse products taking into consideration sustainability, scientific and technological developments. **TCH 4-05a** *Water use in mass production,*

### Health and Wellbeing (Mental, emotional, social and physical wellbeing)

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 4-15a** *Pupils may learn about the essential need for clean water to keep the body healthy.*



## Food and the Environment

### Sciences (Planet Earth)

I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. **SCN 4-01a** *Ecosystem services for food production e.g. bees as pollinators, decomposers in nutrient cycles etc*

I have propagated and grown plants using a variety of different methods. I can compare these methods and develop my understanding of their commercial use. **SCN 4-02a**

Through investigating the nitrogen cycle and evaluating results from practical experiments, I can suggest a design for a fertiliser, taking account of its environmental impact. **SCN 4-03a** *Make and use a fertiliser*

### Sciences (Biological systems)

Through evaluation of a range of data, I can compare sexual and asexual reproduction and explain their importance for survival of species. **SCN 4-14b** *Consider the Irish potato famine*

I can use my understanding of how characteristics are inherited to solve simple genetic problems and relate this to my understanding of DNA, genes and chromosomes. **SCN 4-14c** *Plant and livestock breeding, GM crops*

### Sciences (Materials)

I have explored how different materials can be derived from crude oil and their uses. I can explain the importance of carbon compounds in our lives. **SCN 4-17a** *Crude oil as a source of materials for fertilisers, pesticides, transport, packaging*

### Sciences (Topical Science)

I have researched new developments in science and can explain how their current or future applications might impact on modern life. **SCN 4-20a** *GM crops*

### Social Studies (People, past events and societies)

By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. **SOC 4-04a** *Relate to land ownership and access to food, inequality and the Irish potato farm*

### Social Studies (People, place and environment)

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity. **SOC 4-08a** *Use of fossil fuels in food production, habitat destruction for agriculture, soil erosion and depletion of soil fertility*

Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability. **SOC 4-09a** *Monoculture and deforestation. Crops as food versus crops as biofuel.*

I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems. **SOC 4-09b** *Food supply chain and distribution*

Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment. **SOC 4-11a** *Investigate the banana market – volume and methods of production, social justice*

I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact. **SOC 4-12b** *Development of new crop varieties in Scotland and around the world eg saline resistant crops in Bangladesh*

### Technologies (Food and textile technology)

I can explore the properties and functionality of ingredients, textiles and equipment to establish their suitability for a task at home or in the world of work. **TCH 4-04a**

I can confidently apply preparation techniques and processes to make food and textile items using specialist skills, materials, equipment in my place of learning, at home or in the world of work. **TCH 4-04b**

Showing creativity and innovation I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work. **TCH 4-04c**



## Food and the Environment

### Health and Wellbeing (Food and Health)

Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. **HWB 4-34a** *Pupils may explore parallels between a healthy diet and a sustainable one.*

I have examined and evaluated food packaging and can understand the legal requirements for manufacturers. **HWB 4-36a** *Pupils may investigate information to help assess the sustainability of a product or the regulations concerning labelling of products containing GM ingredients*

By investigating different influences on the consumer, I can discuss how consumers can be influenced by external sources. **HWB 4-37a** *Awareness of marketing techniques, target audiences and food advertising campaigns – products and retailers. What 'environmentally friendly' messages are there. How accurate are they?*

### Literacy (Writing)

I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. **LIT 4-24a** *Pupils might create a marketing strategy for a sustainable food product*

### Expressive Arts (Drama)

Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts. **EXA 4-14a** *Documentary style presentation of food stories in the news/past news events*



## Global Citizenship

### Social Studies (People, place and environment)

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity. **SOC 4-08a**

Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability. **SOC 4-09a**  
*Fair trade studies*

I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. **SOC 4-10**

Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment. **SOC 4-11a** *Pupils may examine the interdependent nature of trade, countries' reliance on each other's produce and the nature of multinational corporations. A study of, and involvement in, Fair Trade would be appropriate.*

I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact. **SOC 4-12b**

### Religious and moral education (Christianity)

Values and issues 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 4-02b**

### Religious and moral education (Development of beliefs and values)

I can apply philosophical enquiry to explore questions or ethical issues. **RME 4-09e**