

THE SCOTTISH MALAWI FAIR TRADE PROJECT
RESOURCES FOR SCHOOLS

Curriculum Planning by Area

Curriculum Area	Outcome/Experience Code and Level	Summary
Health and Wellbeing	All HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
Health and Wellbeing (Food and the Consumer)	Early HWB 0-36a	I explore and discover where foods come from as I choose, prepare and taste different foods.
Health and Wellbeing (Food and the Consumer)	Second HWB 2-34a	Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.
Health and Wellbeing (Food and the Consumer)	First/Second HWB 1-35a / HWB 2-35a	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.
Social Studies	All	Develop my understanding of my own values, beliefs and cultures and those of others
People, Place and Environment	Fourth SOC 4-09a	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.
People, Place and Environment	Third SOC 3-11a	I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.
People, Place and Environment	Fourth SOC 4-11a	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.

THE SCOTTISH MALAWI FAIR TRADE PROJECT
RESOURCES FOR SCHOOLS

Curriculum Area	Outcome/Experience Code and Level	Summary
People, Place and Environment	Fourth SOC 4-11c	I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies.
People, Place and Environment	Third SOC 3-11a	I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.
People in Society, Economy and Business	Second SOC 2-20a	Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.
People in Society, Economy and Business	Third SOC 3-20a	When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.
People in Society, Economy and Business	Third SOC 3-20b	I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Early RME 0-02a RME 0-05a	As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Second RME 2-02b RME 2-05b	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Third RME 3-02b RME 3-05b	I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Fourth RME 4-02b RME 4-05b	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.

THE SCOTTISH MALAWI FAIR TRADE PROJECT
RESOURCES FOR SCHOOLS

Curriculum Area	Outcome/Experience Code and Level	Summary
Religious and Moral Education (Development of Beliefs and Values)	Early RME 0-09a	As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.
Religious and Moral Education (Development of Beliefs and Values)	Third RME 3-09b	I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.
Religious and Moral Education (Development of Beliefs and Values)	Fourth RME 4-09b	I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.
Religious and Moral Education (Development of Beliefs and Values)	First RME 1-09b	I can show my understanding of values such as caring, sharing, fairness, equality and love.
Religious and Moral Education (Development of Beliefs and Values)	First RME 1-09c	I am becoming aware that people's beliefs and values affect their actions.
Religious and Moral Education (Development of Beliefs and Values)	Second RME 2-09c	I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.
Religious and Moral Education (Development of Beliefs and Values)	Second RME 2-09d	I am developing my understanding of how my own and other people's beliefs and values affect their actions.
Religious and Moral Education (Development of Beliefs and Values)	Third RME 3-09c	I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.
Religious and Moral Education (Development of Beliefs and Values)	Fourth RME 4-09c	I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	First RERC 1-20a / RERC 2-20a	I know that I have been called by God to grow in love, justice and peace in my relationships with others.

THE SCOTTISH MALAWI FAIR TRADE PROJECT

RESOURCES FOR SCHOOLS

Curriculum Area	Outcome/Experience Code and Level	Summary
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	First RERC 1-21a	I have explored the implications of Jesus' command to love God and love my neighbour.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-20a / RERC 4-20a	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.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-21a / RERC 4-21a	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.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	First/Second RERC 1-24a / RERC 2-24a	I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-23a / RERC 4-23a	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.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-24a / RERC 4-24a	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.

THE SCOTTISH MALAWI FAIR TRADE PROJECT

RESOURCES FOR SCHOOLS

Curriculum Area	Outcome/Experience Code and Level	Summary
Other World Religions (Values and Issues)	Third RERC 3-26a RERC 3-26b	<p>I have researched and I can describe the moral attitudes and values of the major world religions.</p> <p>I can relate these to my own values.</p>
Other World Religions (Values and Issues)	Fourth RERC 4-26a RERC 4-26b	<p>I have researched into and I can identify the core values at the heart of the major world faiths.</p> <p>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.</p>