### Successful learners who enjoy learning, make progress and achieve:

- have the essential learning skills of literacy, numeracy and information and communication technology
- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future

### Confident individuals who are able to live safe, healthy and fulfilling lives:

- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- have secure values and beliefs, and have principles to distinguish right from wrong
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices
- are physically competent and confident
- take managed risks and stay safe
- recognise their talents and have ambitions
- are open to the excitement and inspiration offered by the natural world and human achievements

### Responsible citizens who make a positive contribution to society:

- are well prepared for life and work
- are enterprising
- are able to work cooperatively with others
- respect others and act with integrity
- understand their own and others’ cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peacefully with others
- sustain and improve the environment, locally and globally
- take account of the needs of present and future generations in the choices they make
- can change things for the better

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#### Identify your priorities using the curriculum aims

Which aims will form your initial priorities for development? Match your selected aims to cross-curriculum dimensions; two examples for a school are illustrated in the grid. From this starting point follow the stages of disciplined innovation, see page 10.

You can download a copy of this grid from the national curriculum website www.qca.org.uk/curriculum. Use it to support your curriculum planning linking aims and dimensions.