



# Learning at Equine Minds

## Our Curriculum for Excellence commitments

For children and young people



### Successful learners

Build knowledge and useful skills through interests and practical tasks.

Examples: measuring, reading instructions and solving problems.



### Confident individuals

Offer supported choices, manageable challenges and space to try again.

Examples: choosing a role and asking for help.



### Responsible citizens

Explore safe choices, care for others and responsibility for our surroundings.

Examples: considering animal welfare and caring for shared spaces.



### Effective contributors

Create opportunities to share ideas, work with others and make a useful contribution.

Examples: planning a task together and helping a group project.

## Flexible methods, meaningful learning

Building on interests and recognising individual progress

**An original organisational version by Equine Minds CIC**

Informed by Education Scotland: Curriculum for Excellence four capacities.

[education.gov.scot/curriculum-for-excellence/](https://education.gov.scot/curriculum-for-excellence/)

Sources and implementation notes are in the supporting pack.



# Your rights at Equine Minds

## Our commitments to children and young people

Informed by the UN Convention on the Rights of the Child



### Be heard

Share your views in a way that works for you. We listen and explain what happens next.

Article 12



### Be treated fairly

We respect differences and challenge unfair treatment.

Article 2



### Have support to join in

We plan support so disabled young people can participate with dignity.

Article 23



### Learn and develop

We build on interests and support learning that develops your abilities.

Articles 28 and 29



### Play and rest

We make room for play, leisure and breaks within our activities.

Article 31



### Be protected from harm

We take concerns seriously and follow our safeguarding procedures.

Article 19

## Your views matter

You can ask for help to share an idea or raise a concern

### An original organisational version by Equine Minds CIC

Informed by Scottish Government UNCRC guidance; articles 2, 12, 19, 23, 28, 29 and 31.

gov.scot: UNCRC (Incorporation) (Scotland) Act 2024 guidance

Sources and implementation notes are in the supporting pack.



# Nature, learning and community

## Our Learning for Sustainability commitments

For our planned outdoor and community provision



### Curriculum

Explore nature, food, resources and how our choices affect people and the planet.

Planned examples: growing projects and biodiversity learning.



### Campus

Use our future site to support nature and reduce avoidable waste.

Planned examples: accessible growing spaces and habitat care.



### Culture

Listen to learners and make caring, fair choices part of everyday activities.

Planned examples: shared decisions and respectful use of resources.



### Community

Work with others on local projects and explore our connections with the wider world.

Planned examples: sharing produce and community learning.

## Learning in, through and about the outdoors

Connecting practical learning with care for people and nature

**An original organisational version by Equine Minds CIC**

Informed by Education Scotland: Learning for Sustainability and Target 2030.

education.gov.scot: sustainable learning settings practitioner guide

Sources and implementation notes are in the supporting pack.



# Community learning at Equine Minds

## Our commitments across ages

Informed by Community Learning and Development values



### Self-determination

Support people to make informed choices about their learning.



### Inclusion

Identify unnecessary barriers and plan practical ways to remove them.



### Empowerment

Help learners influence the activities and decisions that affect them.



### Working collaboratively

Plan and learn with participants, families and community partners.



### Lifelong learning

Offer relevant learning opportunities at different stages of life.

## Learning shaped with people

Interests, participation and opportunities at different life stages

An original organisational version by Equine Minds CIC

Informed by CLD Standards Council Scotland: Values of CLD.

[cldstandardscouncil.org.uk/professional-standards/values-of-cld/](http://cldstandardscouncil.org.uk/professional-standards/values-of-cld/)

Sources and implementation notes are in the supporting pack.



# Learning and work at Equine Minds

## Our planned learning and work pathways

Person-centred support for young people and adults

1

### Explore interests

Start with what matters to the learner and discuss what they want to try.

2

### Build useful skills

Practise communication, practical tasks and skills relevant to their goals.

3

### Try practical roles

Offer supported practice and explore work experience where available.

4

### Recognise progress

Record what the learner can do and the support that helps them succeed.

5

### Choose a next step

Explore suitable opportunities and agree support for the next move.

### Choose a next step that fits

Learning, volunteering, further training or work

**An original organisational version by Equine Minds CIC**

Informed by Career Education Standard (3-18) and No One Left Behind.

education.gov.scot: Career Education Standard | gov.scot: No One Left Behind

Sources and implementation notes are in the supporting pack.



# Support at Equine Minds

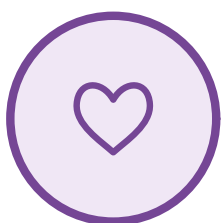
## Our commitments to safer participation

Informed by Scotland's National Trauma Transformation Programme



### Safety

Plan safer activities and agree what helps each learner feel supported.



### Trust

Explain what to expect, including confidentiality and its safety limits.



### Choice

Offer appropriate ways to join in, take breaks and ask for support.



### Collaboration

Make decisions with learners and explain any safety boundaries.



### Empowerment

Build on strengths and support learners to influence their own progress.

## Clear expectations and supported choices

You do not need to share difficult experiences to take part

An original organisational version by Equine Minds CIC

Informed by National Trauma Transformation Programme: five key principles.

[traumatransformation.scot/implementation/](https://traumatransformation.scot/implementation/)

Sources and implementation notes are in the supporting pack.