



SPICES: EDUCATIONAL OBJECTIVES

SOCIAL DEVELOPMENT



Social development refers to belonging to a group, one's relationships with others, and understanding differences between people in small groups of peers, as well issues of diversity and inclusion in larger communities.

	Section Members				
Educational Trails	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Becoming Aware	Is aware of oneself	Encourages and shows respect for oneself	Consistently demonstrates appropriate behaviour in different situations	Addresses personal strengths and opportunities for growth	Identifies and addresses bias and injustice, and practices and promotes equality
	Uses appropriate behaviour	Considers one's influence and impact on others Carries out the responsibilities assigned	Adheres to the rules of the group Implements responsibilities assigned	Encourages the participation of all members and recognise their strengths	Lives according to legal and ethical responsibilities
Interacting with Others	Makes new friends and is kind and caring	Shows respect to others	Is open to different opinions and lifestyles	Has an inclusive approach and recognises and challenges prejudices and bias	Explores different lifestyles and embraces diversity
	Demonstrates a sense of fair play in games	Has an awareness of the needs of others in the group and can undertake activities in teams	Works effectively in small and large groups in various roles and tasks	Assumes the role of leader (mediator, tutor, mentor, teacher, instructor, supporter, adviser) in a group	Works as a part of a team, manages collective projects and serves actively in the local community, influencing the process of change
Developing Relationships and Networks	Shares with others	Is aware of other members of the local community, and the roles they play	Works with people of all ages and develops support networks	Contributes to and recognises the benefits of wider networks	Builds and maintains meaningful relationships within diverse communities of different scales
	Attempts to safely explore the local community with guidance	Awareness of own personal safety and support	Identifies and addresses the requirements for personal safety and support for oneself and others	Identifies, promotes and addresses personal safety and support for oneself and others, especially those who may be at risk	Identifies, promotes and addresses personal safety and support for oneself and others, especially those who may be at risk



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PHYSICAL DEVELOPMENT



Physical development refers to one's understanding of their body, including active care for health, wellbeing, and the pursuit of physical skills and fitness.

	Section Members				
Educational Trails	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Being Healthy and Fit	Makes an effort to follow guidelines from adults to care for one's body and develop good habits	Cares for own body and has good personal hygiene habits	Respects one's body and that of others and understands the importance of good personal hygiene	Understands good sexual health and safe practices	Takes responsibility for making good lifestyle choices to ensure good mental health
	Explains why it is important to eat healthy foods	Can explain why it is important to eat healthy foods and be active	Demonstrates an understanding of, and take responsibility for, nutritional need, good food choices and fitness requirements	Reflects on mental health and what one can do to maintain a balance that's right Understands the effect of drugs, self and substance abuse on the body	Takes responsibility for making good lifestyle choices to ensure good physical health
	Identifies the main organs of the body	Can describe the major illnesses which could affect health, their cause and prevention	Recognises the physical and physiological changes which are happening in as the body develops	Understands and demonstrates the importance of the prevention of illness and injury and the principles of first aid	Is aware of the biological processes which regulate the body Protects own health and accepts one's physical capabilities
Being Adventurous	Participates in new and energetic activities	Participates in and helps to plan new and energetic activities, and give feedback about activities	Participates in and helps to plan new and energetic activities, providing actionable feedback about activities	Undertakes adventurous, challenging and new physical activities and seeks to continuously improve skills	Takes part in and leads physical expeditions and adventurous activities that challenge one physically and intellectually
	Understands the importance of safety when participating in activities Cares for the local environment	Recognises the risks in activities and the local environment Identifies environmental impacts in the local environment	Actively assesses and mitigates risks associated with activities Demonstrates an understanding of minimal impact principles	Actively assesses and mitigate risks associated with activities Practices minimal impact principles	Actively assess and mitigates risks associated with activities Supports and practices the principles of minimum impact activities



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INTELLECTUAL DEVELOPMENT



Intellectual development refers to one's ability to think, plan, innovate, review and be creative, applying information, knowledge, and skills in new and different circumstances.

	Section Members				
Educational Trails	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Acquiring new information	Shows an interest and responds to activities presented	Expresses interest when undertaking new and unknown experiences	Actively seeks new experiences to develop and expand skills and interests	Actively pursues personal development opportunities and shares information, knowledge and skills with others	Undertakes training and gains new skills and knowledge to assist personal development, education and or employment
Showing Initiative	Shares relevant stories and experiences, and discusses possible solutions to situations and problems	Discusses possible solutions and use available resources to situations, stories or problems	Makes evidence backed decisions by analysing situations from different perspectives and applying problem solving techniques	Seeks innovative solutions to challenges by gathering evidence, analysing situations from different perspectives and applying problem solving techniques	Responds creatively to diverse situations through demonstrating capacity for thought, innovation, adventure and resourcefulness
Being Adaptable	Participates in activities when plans are changed	Continues to participate and problem solve in activities when plans are changed	Responds to changing circumstances and makes contingency plans	Demonstrates flexibility, adaptability and contingency planning	Reviews and adapts projects and activities in response to change
Planning and Reviewing	Identifies personal interests and abilities Contributes ideas and participates in reflection	Participates in planning of activities Constructively reflects on an activity using the Plan>Do>Review> cycle	Develops appropriate plans including contingencies Implements the Plan>Do>Review> cycle	Undertakes planning at various timescales Critically reflects using the Plan>Do>Review> cycle for projects and activities	Undertakes and continually reviews planning at various timescales Routinely applies the Plan>Do>Review> cycle to all aspects of life



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CHARACTER DEVELOPMENT



Character development refers to the pursuit of personal best. It includes positive attitude, responsibility, respect, and making an effort beyond what benefits the self. It encapsulates personal growth in the five other SPICES.

	Section Members				
Educational Trails	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Developing Identity	Is beginning to identify own strengths and has a willingness to give everything a go	Identifies strengths and opportunities for growth	Reviews behaviour and listen to and evaluate feedback from others	Reviews own behaviour and actively seeks, listens to and evaluates feedback from others	Reflects on, and seeks feedback from others on behaviours, and the impact of behaviours on oneself and others
	Attempts to do one's best	Consistently seeks new challenges and opportunities Recognises the need to do one's best	Reviews personal behaviour regarding doing one's best	Challenges and monitors performance	Critically reflects on own performance
Showing Autonomy	Accepts duties respectfully and courteously Believes in own ability to complete a task	Addresses and overcomes difficulties conscientiously Believes in own ability to set and complete personal goals	Independently makes and implements decisions and forms opinions	Expresses opinions assertively and takes action when one believes it is necessary	Independently forms opinions and choices, accepts the consequences of actions and respects the opinions and decisions of others
	Fulfil tasks that one undertakes	Shows consistent efforts to fulfil tasks	Takes responsibility for setting goals, the use of time, and personal development	Actively pursues and reviews the achievement of personal goals Develops resilience through experiences within and external to Scouting	Monitors lifestyle, resilience and personal goals, and is considered a role model to others
Demonstrating Commitment					



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EMOTIONAL DEVELOPMENT



Emotional development refers to the need for understanding of one's own emotions and the emotions of others. It includes awareness of how a person is feeling, expressing emotions in a positive manner, as well as respecting and supporting the emotional needs of others.

Section Members

Educational Trails

5-7 year-old

8-10 year-old

11-14 year-old

15-17 year-old

18-25 year-old

Being Emotionally Aware

Is beginning to understand own feelings and those of others

Is aware of personal feelings and their impact on others

Is learning to manage emotions, especially when responding to people around them

Controls emotions and maintains a positive self-concept

Manages one's emotions in different situations, including when outside one's comfort zone
Recognises when others need emotional support and offers suitable assistance

Expressing One's Feelings

Identifies different feelings and shares own feelings with others

Can express feelings and try to do this without hurting the feelings of others

Manages own feelings appropriately and can talk about them with others

Controls and expresses feelings appropriately and knowing when and who to talk to about these

Demonstrates emotional and social maturity
Gives and receives constructive feedback and knows when to ask for assistance

Showing Respect

Adapts to relationships within a small group

Respects and accepts different people and aware of their feelings

Considers, respects and accepts others and their points of view

Accepts, respects and understands that others may have feelings and opinions which are different to their own
Recognises and supports, where possible and appropriate, others who have specific needs

Accepts, respects and can empathise that others may have feelings and opinions different to their own, and adjusts behaviour appropriately
Demonstrates an awareness of mental health issues, and understands how to support those in need



SPICES: EDUCATIONAL OBJECTIVES

SPIRITUAL DEVELOPMENT



Spiritual development refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.

Section Members

Educational Trails

5-7 year-old

8-10 year-old

11-14 year-old

15-17 year-old

18-25 year-old

Appreciating the world around me

Understanding that people have different beliefs and expressing thanks to others

Beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect

Forming my own beliefs about my purpose in life, and improving my sense of connection to others and the world

Being able to express beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions

Exploring beliefs

Know if those responsible for one have a belief system

Experiences religious and/or non-religious belief systems through family and community activities
Knows that there are many ways that one may choose to find meaning in their life

Understands how common religious beliefs can be applied in daily life
Understands non-religious conceptions of the meaning of life, and how these can be applied in daily life
Questions own feelings and beliefs regarding purpose in life

Understands how different religions shape an individual's worldview and the implications this has on society
Understands how different non-religious beliefs shape an individual's worldview and the implications this has on society
Possesses a developing conception of one's spirituality

Engages in informed discussion on the role of religions in society
Engages in informed discussion on the role of non-religious systems of spiritual belief in society
Continues to explore and express spirituality and understands how this influences one's life

Stopping for reflection

Appreciate that the Promise and Law should play a part in guiding life
Recognise being a part of something bigger than oneself

Knows the Scout Promise and Law, is able to express in basic terms what they mean, and knows that spiritual beliefs are influenced by family and community
Knows that there are right and wrong ways of doing things and one should use their spiritual beliefs to guide their actions
Appreciates that one is connected with others and the world

Explains how spiritual beliefs, and the Scout Promise and Law, guide actions and understands the importance of surrounding oneself with positive influences
Understand how spiritual beliefs guide actions
Has an understanding of how one is connected with others and the world

Expresses how spiritual beliefs guide actions in particular contexts and how they have developed over time
Expresses examples of when one has not lived up to spiritual beliefs and explains how to improve in future
Expresses beliefs about connections with others and place in the world

Expresses the reasons one has arrived at their current spiritual beliefs and how these combine with the Scout Promise and Law to guide one through adult life
Articulates one's plan for further developing and adhering to one's spiritual beliefs in the future
Engages with others in gaining own understanding of connection with others and place in the world, and reflects upon how one's understanding of this informs one's actions



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Educational Trails	Section Members				
	5-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
Respect for others	<p>Know that others may have different beliefs about life</p> <p>Know that others have different social and cultural backgrounds</p> <p>Know that the community has many different people in it</p>	<p>Knows something of the beliefs of peers</p> <p>Knows something of the social and cultural backgrounds of peers</p> <p>Knows something of the societies and cultures in own community</p>	<p>Experiences spiritual belief systems, religious or otherwise, other than my own</p> <p>Experiences cultures other than my own</p> <p>Explains the value of diversity in my community</p>	<p>Experiences spiritual belief systems in a deep way and explains spiritual beliefs systems other than one's own to others</p> <p>Experiences societies different to the one living in and shows respect for those differences</p> <p>Participate in inter-faith or non-faith spiritual community events</p>	<p>Contributes to a culture of understanding and respect towards religious and spiritual beliefs that are different from their own</p> <p>Contributes to a culture of understanding and respect towards societies and cultures that are different from their own</p> <p>Contributes to a culture of mutual understanding and respect in a multicultural community</p>
Being thankful	<p>Appreciates the complexity and awe-inspiring nature of the natural and human worlds</p> <p>Identifies the people that are most important in one's life</p> <p>Knows that many opportunities are available throughout one's life</p>	<p>Experience and appreciate some of the world's beauty</p> <p>Express thanks to family and other people for the things they do</p> <p>Is thankful for the opportunities that have been, are, and will be, available</p>	<p>Explores beautiful places and reflects on nature's magnificence, and know that it is worth preserving</p> <p>Understands cultural and spiritual heritage, and how these have shaped their life</p> <p>Understands that not everyone has the same opportunities</p>	<p>Considers the impact of a deteriorating natural environment on those around me</p> <p>Understands the importance of acceptance and forgiveness in maintaining relationships</p> <p>Is thankful for the opportunities had and helps those who may not have the same opportunities</p>	<p>Care for the natural beauty of the world through actions</p> <p>Articulates how relationships shape one's life and express thanks to those who support them</p> <p>Provides opportunities for development and growth for others</p>