

Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Ring Farm Lambing Experiences linked to Curriculum for Excellence (2026)

In this document

Curriculum for Excellence Areas 2

Levels, CfE Codes and visit content 6

- ✅ Early / Pre-Early 6
- ✅ First Level 10
- ✅ Second Level 14
- ✅ Third Level 18

Appendix A – Full Es&O Code List Referenced 22

Appendix B – Evidence & Links (for school planners) 22

For ASN Mapping to Education Scotland "Milestones" for learners with complex additional support needs see separate document.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Curriculum for Excellence Areas

Inclusion / ASN	Health & Wellbeing – Food & Health (HWB)	Literacy Across Learning (LIT)	Mathematics / Numeracy (MNU)
• Sensory-based learning • Flexible communication • Predictable routines • Emotional regulation through animal interaction (calming effect of stroking soft fleece) • Choice-making through real objects of reference (bottle, straw, fleece) • Developing confidence in unfamiliar environments with controlled support • Tolerating new textures, smells, and sounds in a safe way	• food provenance • ethical choices • nutrition • wellbeing of people and animals. • Understanding hygiene measures and biosecurity in real contexts • Recognising risk and practising safe behaviours around animals • Exploring physical activity through outdoor movement on the farm • Connecting food choices to environmental impact	• Children develop listening, talking, and questioning skills throughout. • Using Scots vocab (tup, gimmer, hogg…) • Following instructions around the shed • Explaining their observations • Taking notes or sketching quick observations • Retelling events in sequence (what happened first/next/last) • Using descriptive language for sensory experiences (soft fleece, warm milk) • Reading simple signs, labels, and safety	• Counting lambs in pens • Comparing quantities (more/less, bigger/smaller) • Creating tallies and simple graphs back at school • Exploring measurement (weight of lamb, size, feed volume) • Understanding time and routines (feeding times, lambing period) • Introducing simple ratio (tup:ewes) • Sampling and variability (why one pen isn't representative of all pens)



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

	(food miles, sustainability)	information in a real-world context	
Sciences	**Social Studies (SOC)**	**Religious & Moral Education (RME)**	**Technologies (TCH)**
• life cycles, • reproduction, • animal biology, • health, • disease, • environment, • food systems. • Genetics and breed diversity (hill breeds vs lowland breeds) • Adaptations for survival (thick fleece, herd behaviours, maternal bonding) • Simple epidemiology (joint ill, watery mouth, hygiene links) • Energy needs and nutrition for growth and lactation • Impact of weather, shelter and husbandry on animal survival	• people, • place, • environment, • economic activity, • family farming, • cultural heritage • Impact of farming on rural communities • Understanding seasonal work and labour patterns • How small farms respond to economic pressures (feed costs, market prices) • Role of local farms in Scotland's food security • Land use and sustainability choices	• Sheep in the Bible (parables, symbolism) • Morality of using animals for food (age-appropriate discussion) • Ethical food choices (local, sustainable) • Exploring empathy and responsibility for living creatures • Reflecting on fairness: care, shelter, and welfare for all animals • Understanding diverse cultural perspectives on livestock and food • Considering kindness and stewardship in real farming contexts	• Use of equipment (scanners, crooks, lambing aids, heat lamps) • Understanding tools & materials (crooks, hurdles, tags) • Technology in modern farming • Analysing design features of pens and equipment for safety and efficiency • Learning how farmers use data (scanning numbers, feed plans) • Discussing renewable technologies used on farms (solar, efficient lighting)



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

	(field rotation, grazing pressure)		• Understanding maintenance and repair of everyday farm tools
IDL – Interdisciplinary learning	**Careers Education / DYW** (Developing the Young Workforce)	**Outdoor Learning**	**Global Citizenship (Farm to Fork)**
a coherent, relevant, real-world curriculum combining: • **Science** (life cycles, health, genetics) • **HWB** (food systems, wellbeing) • **Social Studies** (economy, community) • **Technologies** (tools, processes) • **Literacy** (Scots words, questioning, describing) • **RME** (values, ethical food choices) • **Outdoor Learning** • Real-time **problem-solving** (what does a lamb need right now?)	• Shepherd, vet, auctioneer, nutritionist • Farm diversification (tourism, accessibility) • Seasonal labour, machinery operators • Understanding real pathways into rural careers • Insight into STEM careers linked to agriculture (animal science, genetics, environmental monitoring) • Learning about entrepreneurship	• Real-world application • Sensory-rich environment • Seasonal learning • Risk awareness and safe behaviours • Experiencing weather, terrain, and natural elements first-hand • Developing physical confidence and motor skills in open spaces • Using natural materials for learning (wool, straw, soil)	• Sustainability and climate impact of food production • Comparing Scottish lamb with imported products • Low food miles and environmental benefits of buying local • Understanding global challenges in food security • Appreciating cultural variations in farming across the world



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

• **Using numeracy within science contexts** (measuring, tallying, interpreting data)	through diversified income streams • Understanding teamwork and multi-professional collaboration on farms		



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Levels, CfE Codes and visit content

☑ Early / Pre-Early

Curriculum Area	**CfE codes**	Learning Intent	**How Ring Farm Lambing Experience meets these objectives:**	**Evidence**
Sciences	**SCN 0-01a SCN 0-10a**	Children *observe* real animals and explore how living things grow and are cared for.	• Seeing lambs at different ages • Comparing human and lamb development (standing/walking) • Observing mother–lamb bonding • Sensory experiences: wool, smells, sounds • Talking about care, warmth, milk, colostrum	• Names lamb and ewe; • Tells lambs stand quickly, humans need months to learn • sequences 2-3 lifecycle pictures in the Barn.
Health & Wellbeing – Food & Health (HWB)	**HWB 0-30a HWB 0-05a** HWB 0-16a	follow simple safety and hygiene rules	• Understanding that food comes from farms • Being gentle and safe with animals • Learning how farmers ensure animal wellbeing	• Watches and imitates hand-washing steps after the shed; stays with adult; avoids face-touching. • Tells that food comes from farms • Holds lambs carefully, walks in barn, doesn't shout • Tells that farmer gives food, water and shelter to animals



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Social Studies (SOC)	**SOC 0-07a**	Children explore their local environment and develop awareness of features of the community.	• Walking around a real working farm and noticing buildings, machinery, and animal areas. • Understanding that farms are part of the local community and provide food and products. • Meeting the farmer and learning what their job involves. • Seeing how different areas (lambing shed, feed store, fields) have different functions.	• Points out or names features (shed, tractor, fields). • Says or signs what the farmer does ("feeds lambs," "looks after sheep"). • Follows the walking route and notices changes in environment ("this bit is noisy," "this is where babies are"). • Photo of child exploring the environment or looking at features.
Literacy Across Learning	**LIT 0-07a / LIT 0-09a**	Children communicate, ask questions, and share information linked to real-life experiences.	• Asking questions about sheep, lambing, feeding, care routines, or equipment. • Listening to Daniel (shepherd) and David (presenter) explain lambing. • Using new topic vocabulary: ewe, lamb, fleece, bottle feeding, pen, colostrum. • Retelling something they learned back at school or during circle time in the barn.	• Asks a spontaneous question ("Why is the lamb small?", "What's that bottle for?"). • Uses topic words correctly. • Shares one fact at circle time ("Lambs drink milk," "The mum stays with her baby"). • Short audio/video clip of listening response or verbal contribution.
Maths / Numeracy	**MNU** 0-02a – counting	Children count, compare quantities, and	• Counting how many lambs are in a pen.	• Counts lambs accurately with adult support; marks tallies on a card.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

		use numbers in real contexts.	• Matching numbers to objects (e.g., tallying lambs, marking counting board). • Comparing sizes: small lamb / bigger lamb / mother sheep. • Understanding "more" and "less" during feed time or comparing pens.	• Points to the larger/smaller animal when asked. • Sorts pictures of lamb vs sheep by size. • Photo of tally card or number matching activity in the barn.
Religious & Moral Education	**RME 0-05a / RME 0-07a** (Early Level focuses on caring, empathy, and understanding others' needs.)	Children develop awareness of caring for living things and show empathy and kindness.	• Learning that animals need care, warmth, shelter, and gentle handling. • Watching how farmers protect and look after vulnerable animals. • Showing kindness when holding a lamb or taking part in safe feeding. • Understanding that living things have needs and feelings.	• Gentle hands when stroking or holding lamb. • Says/signs "be gentle," "baby lamb," or shows concern when lamb bleats. • Follows instructions to keep animals safe (quiet voice, slow movements). • Notes on empathy shown ("child reassured lamb verbally," "held bottle carefully").
Technologies	**TCH 0-01a / TCH 0-10a**	Children explore how simple tools and equipment	• Seeing and handling farm tools used for lamb care (bottles, heat lamps, tagging equipment *view only*, troughs).	• Identifies a tool's purpose ("bottle is for feeding," "lamp keeps lamb warm"). • Watches farmer demonstrate equipment and comments/shows interest.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

	(Exploring simple tools, how technology helps us, and problem-solving in real contexts.)	help people do their jobs.	• Observing how farmers use technology to help animals grow (automatic waterers, feeding equipment). • Understanding that equipment has a purpose: warmth, feeding, cleaning, moving animals safely.	• Points to or names equipment in the barn. • Photo of child interacting with safe equipment (bottle, trough, gate latch with supervision).



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

First Level

Curriculum Area	CfE codes		How Ring Farm Lambing Experience meets these objectives:	Evidence
Sciences	**SCN 1-02a** **SCN 1-03a** **SCN 1-12a**	Learners describe growth, basic genetics, and where food comes from.	• Lamb life cycle from birth → growth → adult sheep. • Understanding simple genetics: breeds differ in appearance (horns, wool type), not because of sex. • Discussing birth weights and comparing lamb growth to human infant development. • Learning why lambing starts early at Ring Farm (to meet market/seasonal demand). • Introduction to zoonoses and why hygiene matters. • Understanding that sheep provide both food (meat) and materials (wool).	• Explains why lambs need colostrum and warmth. • Sorts/labels pictures of different sheep breeds and identifies a meaningful difference (horns, wool length, body size). • Retells one hygiene rule and why it matters ("germs from animals can make us sick"). • Completes a simple lifecycle sequence in the correct order. • Describes one reason farmers lamb early (weather, markets, grass availability).
Health & Wellbeing – Food & Health	**HWB 1-30a**	Learners understand where food comes from and how health and hygiene keep people safe.	• Learning why newborn lambs need colostrum for immunity and early nutrition. • Exploring the farm-to-fork journey (farm → auction → butcher → shop → home).	• Describes one step in the food journey ("farm to market," "butcher prepares meat"). • States why farmers must wash hands/boots and why visitors do the same.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

			• Basic discussion of healthy eating and what nutrients come from lamb (protein, iron).	• Makes a simple labelled diagram or sentence linking lamb → sheep → food. • Explains colostrum as "first milk that helps lambs stay healthy."
Social Studies	**SOC 1-20a** **SOC 1-07a**	Learners explore land use, jobs in the community, and how environments are managed.	• Learning the roles of farmers, shepherds, auctioneers, hauliers, butchers. • Understanding how different parts of the farm are used at different times (fields for grazing, sheds for lambing). • Seeing how land is managed for animals' welfare and food production.	• Identifies how sheds/fields are used seasonally at Ring Farm. • Matches jobs to tools or tasks (shepherd → feeding, auctioneer → selling livestock). • Gives one example of how the farm changes through the year (shearing, lambing, tupping).
Literacy Across Learning (LIT)	**LIT 1-05a / LIT 1-06a (listening, talking, note-making**)	Learners listen to information, take simple notes, and retell or sequence what they have learned.	• Listening to the shepherd's explanations about lamb care, feeding, and the lambing shed. • Using topic vocabulary: contractions, colostrum, breeds, lambing pen, ewe, triplets/twins. • Taking simple notes using headings (e.g., Care, Feeding, Farm Jobs). • Sequencing information back at school or in the barn.	• Makes brief notes under given headings during the talk; orders them back in class. • Shares one fact in a group discussion. • Uses new vocabulary in speech or writing ("The ewe cleans the lamb").



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

	MNU 1-20a – data	Learners collect and display simple data from real contexts.	• Counting lambs in pens and recording numbers. • Comparing which pen has more/less lambs. • Grouping twins, singles, triplets into simple categories.	• Completes a small tally of lambs seen; compares "more/less" across pens. • Creates a quick bar chart or pictogram back at school. • Makes a simple statement using data ("Pen 3 has the most lambs").
Religious & Moral Education (RME)	**RME 1-05a / RME 1-07a**	Learners develop empathy, understand care for living things, and reflect on fairness/kindness.	• Observing care practices (feeding, bedding, warmth lamps, mother–lamb bonding). • Recognising ethical considerations: animal welfare, gentle handling, responsible farming. • Reflecting on fairness ("all animals need food and warmth") and compassion.	• Gives an example of how farmers care for animals' wellbeing. • Identifies one welfare rule (quiet voices, gentle hands, clean areas). • Reflects verbally or in writing on how it felt to hold/feed a lamb.
Technologies (TCH)	**TCH 1-01a / TCH 1-10a**	Learners explore how tools, equipment, and simple technologies help solve real-world problems.	• Seeing tools used for lambing: feeding bottles, tagging system, heat lamps, bedding forks, waterers. • Understanding why different equipment exists and how it supports animal welfare and efficiency.	• Identifies the purpose of a tool ("Heat lamp keeps lamb warm," "Bottle helps feed weak lambs"). • Labels equipment in a photo sheet or activity. • Explains one process they saw the farmer use (bedding up, feeding routine, moving sheep).



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

			• Learning how farmers use technology to monitor, feed, and protect animals.	



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

☑ Second Level

Curriculum Area	CfE codes		How Ring Farm Lambing Experience meets these objectives:	Evidence
Sciences	**SCN 2-01a, SCN 2-03a, SCN 2-12a, SCN 2-20a** – welfare & topical science	Learners study reproduction, sustainability, animal health, and food systems.	• Discussing puberty ages in rams and ewes and how breeding cycles work. • Understanding breeding ratios (one tup to 30–35 ewes) and why selection matters. • Observing how scanning results influence feeding plans for singles/twins/triplets. • Learning indicators of labour and simple birthing processes (presentation, contractions). • Introduction to real farm diseases: joint ill, watery mouth, hypothermia. • Considering environmental pressures such as weather, biosecurity, and predators (foxes, crows). • Seeing sustainability practice through bedding, water systems and welfare routines.	• Discusses welfare routines (clean bedding, fresh water, navel care) and why biosecurity matters. • Explains why triplet-bearing ewes need extra feed. • Gives an example of disease prevention (“iodine on the navel stops infection”). • Sequencing the lambing process verbally or in a short written reflection. • Answers a question on environmental risks (“bad weather can kill lambs if they’re not dried”).
Health & Wellbeing – Food &	**HWB 2-30a**	Learners understand nutrition, food	• Exploring lamb nutrition: protein for growth, iron and zinc for health.	• Explains how nutrients help lamb health (e.g., “protein helps muscles grow”).



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Health (HWB)		journeys, hygiene, and responsible food choices.	• Seeing good hygiene practice in real-world farm contexts (boot dips, gloves, hand-washing). • Understanding disease prevention in animal and human systems. • Discussing responsible food choices including local supply chains and sustainability.	• Identifies at least two hygiene measures used on farms and why. • Contributes to a discussion on local food vs imported food. • Completes a simple annotated diagram of the "farm to fork" journey.
Social Studies (SOC)	**SOC 2-20a** SOC 2-22a – economy & ethics	Learners explore economic activity, ethical considerations, and land use.	• Understanding financial pressures on small family farms (feed costs, weather losses, stock prices). • Seeing diversification at Ring Farm (tourism, education sessions). • Investigating food supply chains from farm → market → processor → shop. • Considering ethical choices around animal welfare, local sourcing, and sustainability. •	• Describes roles on the farm and considers ethical food choices. • Gives an example of diversification ("the farm runs tours to earn extra income"). • Explains a challenge farmers face ("feed cost increases," "disease risk"). • Completes a simple flow diagram of the supply chain. •
Literacy Across Learning (LIT)	**LIT 2-05a / LIT 2-06a / LIT 2-10a**	Learners ask informed questions, follow instructions, use tiered vocabulary,	• Asking about breeding, feeding, care routines, scanning, lamb growth. • Using Scots farming vocabulary (tup, gimmer, hogg, cast ewe). • Following complex instructions around movement and safety in the lambing shed.	• Asks focused questions showing curiosity ("How do you know if a ewe is having twins?"). • Uses Scots vocabulary correctly during discussion or note-taking.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

		and explain observations.	• Explaining what they observed using subject-specific language. •	• Writes a short explanation of a process they observed (e.g., feeding multiples). • Follows multi-step safety instructions in the shed (noted by staff). •
Numeracy	MNU 2-20a – present data	Learners collect, organise, and present real-world data.	• Gathering data on lamb numbers by pen. • Sorting lambs born as singles/twins/triplets. • Comparing weight ranges or breed groups if provided by the farmer. • Presenting results in bar charts, tables, or digital graphs back at school.	• Builds a simple bar chart from group tallies post-visit. • Makes observations such as "more twins in pen 4 than pen 2." • Sorts lamb categories with accuracy. •
Religious & Moral Education (RME)	**RME 2-02a / RME 2-05a / RME 2-09b**	Learners explore responsibility, compassion, fairness, and ethical treatment of animals.	• Observing high-welfare practices and discussing moral responsibility for animals. • Considering what "good care" means (food, bedding, warmth, freedom from stress/pain). • Reflecting on ethical food production and humane farming systems. • Understanding that farmers make difficult decisions based on welfare and sustainability.	• Explains why farmers must prioritise welfare. • Identifies at least one ethical issue ("animals need space," "sick lambs require treatment"). • Reflective sentence or paragraph about the experience and their feelings.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Technologies (TCH)	TCH 2-13a – evaluate design	Learners evaluate design features and consider improvements to systems and environments.	• Examining the layout of lambing pens (safety gates, creep areas, bedding depth). • Discussing design of heat lamps, troughs, water systems, and tagging equipment. • Considering how equipment supports both efficiency and safety. • Identifying improvements (e.g., drainage, lighting, workflow).	• Comments on pen layout and equipment features that keep animals/people safe. • Suggests one improvement (“wider space for feeding,” “additional lighting”). • Labels a photo of a pen with design functions (bedding, barriers, feeder).



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Third Level

Curriculum Area	CfE codes		How Ring Farm Lambing Experience meets these objectives:	Evidence
Sciences	**SCN 3-03a** SCN 3-01a/3-12 a – factors affecting survival	Learners evaluate sustainability and food production systems.	• Understanding the stratification of Scottish sheep farming (hill → upland → lowland systems). • Analysing why early lambing allows small farms to meet market windows and remain financially viable. • Discussing food miles, carbon footprint, and the benefits of buying local Scottish meat. • Learning about animal welfare assurance: traceability, record-keeping, red meat standards. • Observing diversification as a sustainability strategy (educational visits, tourism, accessible facilities).	• Relates survival to genetics, environment, and husbandry, citing examples from the visit. • Gives a reasoned explanation of why early lambing supports economic viability. • Writes a comparative paragraph on local vs imported lamb regarding sustainability. • Identifies welfare measures they directly observed (navel care, scanning, feeding plans). •
Health & Wellbeing – Food & Health (HWB)	**HWB 3-30a**	Learners evaluate ethical food production, nutritional value, and	• Examining ethical standards in Scottish livestock production (welfare codes, low-stress handling). • Evaluating the place of Scottish red meat in a balanced diet, including nutrients (protein, iron, B12).	• Gives an example of how ethical production was demonstrated on the farm. • Summarises nutritional benefits of lamb using accurate terminology.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

		sustainability in food systems.	• Discussing sustainable choices such as supporting local producers and reducing food miles. • Considering disease prevention and hygiene practices as part of responsible food production.	• Produces a short evaluative piece comparing local, sustainable choices with highly imported foods. • Notes at least two hygiene measures observed and explains their importance.
Social Studies (SOC)	**SOC 3-20a** SOC 3-22a – socio-economic perspectives	Learners investigate economic, environmental, and ethical influences on sustainability and food supply.	• Evaluating Scotland's capacity for food security and the role of livestock in rural economies. • Considering the impact of labour shortages, machinery costs, land use, and market volatility. • Exploring the effects of climate and weather on production and risk management. • Understanding how diversification supports long-term sustainability of small farms. •	• Weighs up economic and ethical perspectives of livestock systems using farm examples. • Produces a brief analysis of a challenge faced by Ring Farm (e.g., rising feed costs, extreme weather). • Explains how diversification contributes to rural resilience. • Participates in a structured debate or writes a reasoned argument. •
Literacy Across Learning (LIT)	LIT 3-09a/3-28 a – presentation/writing	Learners gather, evaluate, and communicate information	• Asking informed questions about breeding, feeding, welfare, scanning, sustainability. • Using Scots sheep-farming vocabulary (tup, gimmer, hogg, cast ewe).	• Prepares a short talk/report with visuals (photos, charts) using visit data.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

		clearly using appropriate formats.	• Following multi-step instructions in an active farm environment. • Presenting findings logically in written or spoken form.	• Uses accurate terminology, including Scots words, in notes or discussions. • Produces summary paragraphs that explain processes they observed. • Records high-quality questions or reflections in a learning journal.
Numeracy	MNU 3-20a – simple sampling	Learners use simple sampling techniques and evaluate data reliability.	• Considering how to sample lamb counts fairly across pens. • Discussing limitations of small sample sizes in biological systems. • Comparing data collected by different groups and identifying bias or variability. • Creating or evaluating charts, tables, and graphs after the visit. •	• Suggests how to sample counts fairly during the visit and notes limitations. • Interprets or critiques charts created from group data. • Writes a short statement about reliability (“our sample was only one pen, so results may differ”). •
Religious & Moral Education (RME)	**RME 3-05b, RME 3-09c**	Learners reflect on moral and ethical issues relating to food production, care for living things, and sustainability.	• Engaging with real-life ethical questions: welfare, slaughter, food waste, sustainability. • Considering different viewpoints about animal agriculture and moral responsibility.	• Produces a balanced reflection on the ethics of livestock farming. • Identifies at least two welfare-related moral issues and gives personal viewpoint. • Participates constructively in a discussion or circle-time debate. •



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

			• Reflecting on how personal values influence choices about buying and consuming meat.	
Technologies (TCH)	**TCH 2-13a (progressing to 3rd level skills)**	Learners evaluate design, safety, efficiency, and sustainability of systems and equipment.	• Analysing how pen layout supports labour efficiency, lamb safety, and disease control. • Examining design choices in feeding systems, waterers, tagging equipment, and heat lamps. • Considering environmental sustainability (bedding efficiency, energy use, waste). • Suggesting improvements that could reduce labour or increase welfare.	• Identifies specific design features and explains their purpose. • Suggests improvements supported by reasoning (“a wider creep barrier would prevent crowding”). • Completes an annotated diagram of a lambing pen system. • Compares equipment effectiveness (e.g., old vs new-style heat lamps). •



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Appendix A – Full Es&O Code List Referenced

SCN SCN 0-01a; SCN 1-02a; SCN 1-03a; SCN 1-12a; SCN 2-01a; SCN 2-03a; SCN 2-12a; SCN 2-20a; SCN 3-01a; SCN 3-03a; SCN 3-12a	SOC SOC 0-07a; SOC 1-07a; SOC 1-20a; SOC 2-20a; SOC 2-22a; SOC 3-20a; SOC 3-22a	TCH TCH 1-01a; TCH 2-01a; TCH 2-10a; TCH 2-12a; TCH 2-13a
HWB (Food & Health) HWB 0-05a; HWB 0-16a; HWB 0-30a; HWB 1-30a; HWB 2-30a; HWB 3-30a	LIT (Across Learning) LIT 0-07a; LIT 0-09a; LIT 1-05a; LIT 1-06a; LIT 2-05a; LIT 2-06a; LIT 2-10a; LIT 3-09a; LIT 3-28a	MNU / MTH (Numeracy & Mathematics) MNU 0-01a; MNU 0-02a; MNU 0-20a; MNU 1-02a; MNU 1-08b; MNU 1-11a; MNU 1-12a; MNU 1-20a; MNU 2-07a; MNU 2-11a; MNU 2-20a; MTH 2-21a; MNU 3-07a; MNU 3-11a; MNU 3-20a; MTH 3-21a; MNU 3-22a

Appendix B – Evidence & Links (for school planners)

The Rings – Lambing Experience (main), Schools page, Visitor Information.
Risk Assessment (Jan 2026).
Short social story; Longer Social Story
Education Scotland – CfE Experiences & Outcomes; Benchmarks.
Outdoor Learning – national guidance.



Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

NIF 2026 – framework and improvement plan.
Education Scotland – Milestones for complex additional support needs.