

Curriculum for the compulsory  
school system, the pre-school class  
and the leisure-time centre Lpo 94

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Lpo 94

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# CURRICULUM FOR THE COMPULSORY SCHOOL SYSTEM, THE PRE-SCHOOL CLASS AND THE LEISURE-TIME CENTRE LPO 94

## 1. Fundamental values and tasks of the school

### Fundamental values

Democracy forms the basis of the national school system. The Education Act (1985: 1100) stipulates that all school activity should be carried out in accordance with fundamental democratic values and that each and everyone working in the school should encourage respect for the intrinsic value of each person as well as for the environment we all share (Chapter 1, §2).

The school has the important task of imparting, instilling and forming in pupils those fundamental values on which our society is based.

The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men and solidarity with the weak and vulnerable are all values that the school should represent and impart. In accordance with the ethics borne by Christian tradition and Western humanism, this is achieved by fostering in the individual a sense of justice, generosity of spirit, tolerance and responsibility.

Education in the school shall be non-denominational.

The task of the school is to encourage all pupils to discover their own uniqueness as individuals and thereby actively participate in social life by giving of their best in responsible freedom.

### Understanding and compassion for others

The school should promote an understanding for others and the ability to empathise. Activities should be characterised by care of the individual's well-being and development. No-one should be subjective to discrimination at school based on gender, ethnic belonging, religion or other belief, sexual orientation or disability, or subjected to other degrading treatment. Tendencies toward harassment or other degrading treatment should be actively combated. Xenophobia and intolerance must be met with knowledge, open discussion and active measures.

The internationalisation of Swedish society and increasing cross-border mobility place great demands on people's ability to live together and

appreciate the values that are to be found in cultural diversity. Awareness of one's own cultural origins and sharing a common cultural heritage provides a secure identity which it is important to develop, together with the ability to empathise with the values and conditions of others. The school is a social and cultural meeting place with both the opportunity and the responsibility to foster this ability among all who work there.

### **Objectivity and open approaches**

As well as being open to different ideas and encouraging their expression, the school should also emphasise the importance of forming personal standpoints and provide pupils with opportunities for doing this. Education should be objective and encompass a range of different approaches so that all parents will feel able to send their children to school confident that they will not be prejudiced in favour of a particular view.

All who work in the school should uphold the fundamental values that are stated in the Education Act and in this curriculum, and should very clearly disassociate themselves from anything that conflicts with these values.

### **An equivalent education**

Education should be adapted to each pupil's circumstances and needs. Based on the pupils' background, earlier experiences, language, and knowledge, it should promote the pupils' further learning and acquisition of knowledge.

The Education Act stipulates that the education provided within each type of school should be of equivalent value, irrespective of where in the country it is provided (Chapter 1, §2).

National goals specify the norms for equivalence. However, equivalent education does not mean that the education should be the same everywhere or that the resources of the school shall be allocated equally. Account should also be taken of the varying circumstances and needs of pupils as well as the fact that there are a variety of ways of attaining these goals. Furthermore the school has a special responsibility for those pupils who for different reasons experience difficulties in attaining the goals that have been set for the education.

For this reason education can never be the same for all. The school should actively and consciously further equal rights and opportunities for men and women. The way in which girls and boys are treated and assessed in school as well as the demands and expectations that are placed on them, contributes to their perception of gender differences. The school has a responsibility to counteract traditional gender roles and should therefore

provide pupils with the opportunity of developing their own abilities and interests irrespective of their sexual identity.

### **Rights and obligations**

The school should make clear to pupils and parents the goals of the education, the requirements of the school and the rights and obligations of pupils and guardians. A basic precondition for pupils and guardians to exercise influence is that the individual school clearly sets out its goals, its content and its working structures. This is important not least as a basis for individual choice at school.

It is not in itself sufficient that education imparts knowledge of fundamental democratic values. It must also be carried out using democratic working methods and prepare pupils for active participation in civic life. By participating in the planning and evaluation of their daily education, and exercising choices over courses, subjects, themes and activities, pupils will develop their ability to exercise influence and take responsibility.

### **The task of the school**

The task of the school is to promote learning by stimulating the individual into acquiring knowledge. In partnership with the home the school should promote the development of pupils into responsible persons and members of society (Chap 1, article 2). The school should be permeated by concern for the individual, consideration and generosity. In a deeper sense education and upbringing involve developing and passing on our cultural heritage – values, traditions, language, knowledge – from one generation to the next. The school should support families in their responsibility for the children's upbringing and development. As a result there must be close co-operation between the school and home. Creative activities and play are essential components of active learning. The school should strive to offer all pupils daily physical activity within the framework of the entire school day.

The school has the task of imparting fundamental values and promoting pupils' learning in order to prepare them to live and work in society. It should therefore impart the more unvarying forms of knowledge that constitute the common frame of reference that all in society need. Pupils should be able to keep their bearings in a complex reality where there is a vast flow of information and where the rate of change is rapid. This is why methods of acquiring and using new knowledge and skills are important. It is also necessary for pupils to develop their ability to critically examine facts and relationships and appreciate the consequences of the various alternatives facing them. Language, learning, and the development of a

personal identity are all closely related. By providing a wealth of opportunities for discussion, reading and writing, all pupils should be able to develop their ability to communicate and thus enhance confidence in their own language abilities.

An important task for the school is to provide a general but coherent view. It should also provide pupils with opportunities for taking initiatives and responsibility as well as creating the preconditions for developing their ability to work independently and solve problems. Particularly in the early years of schooling, play is very important in helping pupils to acquire knowledge.

It is important that education provides general perspectives. An historical perspective enables pupils to prepare for the future and develop their ability to think in dynamic terms. An environmental perspective provides them with opportunities not only to take responsibility for the environment in areas where they themselves can have a direct influence, but also to form a personal position with respect to global environmental issues. Teaching should illuminate how the functions of society and how our ways of living and working can best be adapted to create conditions for sustainable development.

It is important to have an international perspective, to be able to see one's own reality in a global context in order to create international solidarity and prepare pupils for a society that will have closer cross-cultural and cross-border contacts. Having an international perspective also means developing an understanding of cultural diversity within the country.

An ethical perspective is of importance for many of the issues that are taken up in the school. This perspective should permeate school activity to provide a foundation and support for pupils to develop their ability to form personal standpoints.

The school's task of promoting learning presupposes that there is an active discussion in the individual school about concepts of knowledge, on what constitutes important knowledge today and in the future, as well as the development of the learning process itself. Different aspects of knowledge and learning are natural starting points for such a discussion.

Knowledge is a complex concept which can be expressed in a variety of forms – as facts, understanding, skills and accumulated experience – all of which presuppose and interact with each other. The work of the school must therefore focus on providing scope for the expression of these different forms of knowledge as well as creating a learning process where they balance and interact with each other to form a meaningful whole for the individual pupil.

The school should promote the harmonious development of pupils. This is to be achieved by means of a varied and balanced combination

of content and working methods. Common experiences and the social and cultural world that make up the school provide scope as well as the preconditions for learning and development where different forms of knowledge make up a coherent whole. Reciprocal exchange between the pedagogical approach of the pre-school class, the school and the leisure-time centre will help to enrich the pupils' development and learning.

The school should stimulate each pupil towards self-development and personal growth. It should focus not only on intellectual but also practical, sensual and aesthetic aspects. Health and lifestyle issues should also receive attention. Pupils should have the opportunity of experiencing the expression of knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, movement, dance, music and creativity in art, writing and design should all form part of the school's activity. Harmonious development and education provides opportunities for exploring, researching, acquiring and representing different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire.

### **Good environment for development and learning**

The pupils should meet respect for their person and work in school. The school should strive to be a living social community that provides security and generates a will and a desire to learn. Since it works in an environment with many sources of knowledge, the school should endeavour to try to create the best conditions for the pupils' development, thinking and learning. The foundations for a sense of security, and self-esteem are laid in the home, but the school also has an important role to play in this context. Every pupil has the right to develop in school, to feel the joy of growth and experience the satisfaction that comes from making progress and overcoming difficulties.

### **Development of the individual school**

The activity of the school must be developed so that it corresponds to the goals that have been set. The principal organiser has a clear responsibility in this respect. Both the daily pedagogical leadership as well as the professional responsibility of the teachers are necessary conditions for the qualitative development of the school. This necessitates a constant examination of learning goals, following up and evaluating results, as well as testing and developing new methods. Work of this kind has to be carried out in active co-operation between staff and pupils in close contact with the home and with the local community.

## 2. Goals and Guidelines

### Goals

**Goals to strive towards** specify the orientation of the work in the school. They specify the qualitative development desired in the school.

**Goals to be attained** express the minimum levels pupils should have attained when leaving school. Both the school and the principal organiser are responsible for ensuring that pupils are given the opportunity of attaining these goals.

### 2.1 NORMS AND VALUES

The school should actively and consciously influence and stimulate pupils into embracing the common values of our society and express these in practical daily action.

#### **Goals to strive towards**

The school should strive to ensure that all pupils:

- develop their ability to consciously form and express ethical standpoints based on knowledge and personal experiences,
- respect the intrinsic value of other people,
- reject the oppression and abusive treatment of other people and assist in supporting them,
- can empathise with and understand the situation other people are in and also develop the will to act with their best interests at heart,
- show respect and care for the immediate environment as well as for the environment in a wider perspective.

### Guidelines

#### **All who work in the school should:**

- contribute to developing the pupils' sense of togetherness and solidarity and also to developing their sense of responsibility for people outside the immediate group,
- in their activities contribute to the school being permeated with the spirit of human solidarity and
- actively resist persecution and oppression of individuals or groups.
- show respect for the individual pupil and organise daily work in democratic ways.

**The teacher should:**

- clarify and discuss with the pupils the basic values of Swedish society and their consequences in terms of individual actions,
- openly present and discuss different values, ideas and problems,
- be observant and together with other school staff take the necessary steps to prevent and counteract all forms of abusive treatment,
- together with the pupils develop rules for working and participating in the group and
- work together with the home in the upbringing of the pupils and in doing so clarify the school's norms and rules as a basis for work and co-operation in school.

**2.2 KNOWLEDGE**

The school should take responsibility for ensuring that pupils acquire and develop the knowledge that is necessary for each individual and member of society. This will also provide a basis for further education.

The school should support the harmonious development of the pupils. A sense of exploration, curiosity and desire to learn should provide a foundation for education. Teachers should endeavour to balance and integrate knowledge in its various forms.

**Goals to strive towards**

The school should strive to ensure that all pupils:

- develop a sense of curiosity and the desire to learn,
- develop their own individual way of learning,
- develop confidence in their own ability,
- feel a sense of security and learn to consider and show respect in their dealings with others,
- learn to carry out research, learn and work independently and together with others,
- strengthen the habit of independently formulating standpoints based not only on knowledge but also on rational and ethical considerations,
- acquire good knowledge in school subjects and subject areas, to develop themselves and prepare for the future,
- develop a rich and varied language and understand the importance of cultivating it,
- learn to communicate in foreign languages,

- learn to listen, discuss, reason and use their knowledge as a tool to
  - formulate and test assumptions as well as solve problems,
  - reflect over experiences and
  - critically examine and value statements and relationships and
- acquire sufficient knowledge and experience to be able to make well considered choices over further education and vocational orientation.

### **Goals to attain in the compulsory school**

The school is responsible for ensuring that all pupils completing compulsory school:

- have a mastery of Swedish and can actively listen and read as well as express ideas and thoughts in the spoken and written language,
- have a mastery of basic mathematical principles and can use these in everyday life,
- know and understand basic concepts and contexts within the natural sciences as well as within technical, social and humanistic areas of knowledge,
- have developed their ability to express themselves creatively and become more interested in participating in the range of cultural activities that society has to offer,
- are familiar with central parts of our Swedish, Nordic and Western cultural heritages,
- have knowledge about the national minorities' cultures, languages, religions and history,
- are able to develop and use their knowledge and experience in as many different forms of expression as possible covering language, pictures, music, drama and dance,
- have developed their understanding of other cultures,
- can communicate in speech and writing in English,
- know the basis for society's laws and norms as well as their ownrights and obligations in school and society,
- have knowledge about the interdependence of countries and different parts of the world,
- know the requirements for a good environment and understand basic ecological contexts,
- have fundamental knowledge about what is necessary to maintain good health and also understand the importance of lifestyle for health and the environment,
- have knowledge about the media and their role and

- can use information technology as a tool in their search for knowledge and to develop their learning as well as
- acquire deeper knowledge within a number of individually chosen subject areas.

### **Goals to attain in the Samic school**

These goals express what pupils who have attended the Samic school should have attained in addition to the attainments specified by the goals for the compulsory school.

The Samic school is responsible for ensuring that all pupils on completing their studies at the Samic school:

- have a deep knowledge of the Samic cultural heritage,
- can speak, read and write the Samic language.

### **Goals to attain in special school for pupils with impaired hearing/vision and physical disabilities**

The goals for compulsory school also apply to schools for pupils with impaired hearing/vision and physical disabilities. In place of the compulsory school goals in English and Swedish, there are special goals that apply to pupils who are deaf or who have impaired hearing.

Special schools primarily for pupils with impaired hearing are responsible for ensuring that all pupils, who are deaf or have impaired hearing, on completing school:

- are bilingual i.e. can read sign language and Swedish as well as express thoughts and ideas in both sign language and writing,
- can communicate in writing in English.

### **Goals to attain in education for pupils with learning disabilities**

These goals express what the pupils, in accordance with their own individual circumstances, should have attained when they leave school.

The school is responsible for ensuring that all pupils leaving the compulsory education for pupils with learning disabilities:

- have increased their awareness of their own circumstances,
- can, in accordance with individual ability, listen, read and communicate,
- have developed such skills in mathematics that they can solve problems in everyday life,

- know about and have a basic understanding of the world around them, and as far as possible gain insight into the knowledge areas and general perspectives of the compulsory school,
- have improved their ability to search for knowledge and know where they can get help to do this,
- have increased knowledge within one or more subject areas that develop them as individuals and may enrich their leisure time,
- can understand and use simpler words and expressions in English,
- have developed their ability to express themselves creatively and have become more interested in participating in the range of cultural activities society has to offer,
- know the fundamental principles for good health and
- have improved their ability to compensate for the effects of their handicap in daily life.

The school is responsible for ensuring that all pupils leaving **education for children with severe learning disabilities** have developed their ability:

- to interact socially,
- to communicate by means of language, symbols, signs or signals,
- to handle time, space, quality, quantity and causality in the world around them,
- to get to know their bodies and their locomotive powers,
- to be physically active for health and well-being,
- to be curious and take initiatives,
- to react to their own feelings and be receptive to impressions,
- to use different ways of expressing their experiences and also when expressing themselves creatively,
- to participate in and try to take responsibility for the recurring activities of their daily lives,
- to use skills and be aware of rules that make it easier to function in daily life,
- to understand themselves as individuals and have an understanding of others and
- to actively interest themselves in areas that can enrich them as individuals in and outside the school.

## Guidelines

### All who work in the school should:

- be observant of and help pupils in need of special support and
- co-operate in order to make the school a good environment for learning and development.

### The teacher should:

- take as the starting point each individual pupil's needs, circumstances, experience and thinking,
- reinforce the pupils' desire to learn as well as their confidence in their own ability,
- provide scope for the pupils' own ability to be creative and use different means of expression,
- stimulate, guide and give special support to pupils that have difficulties,
- co-operate with other teachers in order to achieve the goals of the education and
- organise and carry out the work so that the pupils:
  - develop in accordance with their own capacity and at the same time are stimulated into using and developing all their ability,
  - experience that knowledge is meaningful and that their own learning is progressing,
  - receive support in their language and communicative development,
  - gradually receive more and increasingly independent tasks to perform as well as increasing responsibility,
  - are given opportunities for deeper studies in subjects, a framework and a context,
  - are provided with opportunities to work along interdisciplinary lines.

## 2.3 RESPONSIBILITY AND INFLUENCE OF PUPILS

The democratic principles of being able to influence, take responsibility and be involved should embrace all pupils. Development of pupils' knowledge and social awareness requires that they take increasingly greater responsibility for their own work as well as for the school environment and that they are also able to exercise real influence over their education. According to the Education Act, it is incumbent on all who work in the school to work for democratic working structures. (Chapter 1, §2)

### **Goals to strive towards**

The school should strive to ensure that all pupils:

- take personal responsibility for their studies and working environment,
- gradually exercise increasingly greater influence over their education and the internal work of the school and
- have an understanding of democratic principles and develop their ability to work in democratic forms.

### **Guidelines**

#### **All who work in the school should:**

- support the pupils' ability and willingness to both influence and take responsibility for the social, cultural and physical school environment.

#### **The teacher should:**

- take as the starting point that the pupils are able and willing to take personal responsibility for their learning and work in school,
- ensure that all students, independent of social background and regardless of gender, ethnic belonging, religion or other belief, sexual orientation or disability, have true influence over the work methods, work structures, and educational content, and ensure that this influence increases as they grow in age and maturity,
- work so that boys and girls have equally great influence and participation over their education,
- be responsible for pupils being able to try different working methods and structures,
- together with the pupils plan and evaluate the teaching and
- prepare the pupils for participating in and sharing the joint responsibilities, rights and obligations that characterise a democratic society.

## **2.4 SCHOOL AND HOME**

The joint responsibility of the guardians and the school concerning the pupils' schooling should create the best possible conditions for the development and learning of children and young persons.

### **Guidelines**

#### **All who work in the school should:**

- work together with the pupils' guardians to develop both the content and the activity of the school.

**The teacher should:**

- work together with the parents and continuously provide them with information concerning the pupil's school situation, well-being and acquisition of knowledge and
- stay informed about the individual pupil's personal situation and in doing so show respect for the pupil's integrity.

## 2.5 TRANSITION AND CO-OPERATION

Forms of co-operation between the pre-school class, the school and leisuretime centres should be developed in order to enrich each pupil's all-round development and learning. To support the development and learning of the pupils over the long-term, the school should also endeavour to work closely with the pre-school as well as the upper secondary education which pupils will later attend. Co-operation should be based on the national and local goals, as well as the guidelines applicable to the different activities.

### Guidelines

**The teacher should:**

- develop co-operation between the pre-school class, the school and the leisure-time centre,
- exchange knowledge and experience with the staff of the pre-school and the upper secondary school as well as the upper secondary education for pupils with learning disabilities and
- in this co-operation focus particularly on pupils in need of special support.

## 2.6 THE SCHOOL AND THE SURROUNDING WORLD

Pupils should receive an education of high quality and be provided with the basis for choosing their further education. This presupposes that the compulsory school works closely with the upper secondary education programmes in the school they will later attend.

This also presupposes co-operation between working life and the local community.

### **Goals to strive towards**

The school should strive to ensure that all pupils:

- acquire sufficient knowledge and experience in order to:
  - be able to examine different options and make decisions on questions concerning their own futures,
  - gain insight into their immediate society, its working and cultural life as well as its organisational activities and
  - be informed about opportunities for further education in Sweden and in other countries.

### **Guidelines**

#### **All who work in the school should:**

- act to enrich the school as a learning environment by establishing contacts not only with working, cultural and organisational life but also with other activities outside the school and
- contribute to working against any restrictions on the pupil's choice of study or vocation that are based on gender or social or cultural background.

#### **The teacher should:**

- support individual students when choosing further education and
- assist in establishing contacts with schools that will be receiving the pupils as well as with organisations, companies and others who can help enrich the school's activities and establish it in the surrounding society.

#### **Student guidance officer and vocational guidance staff or staff performing equivalent tasks should:**

- inform and guide pupils prior to the next stage of their education and vocational orientation and focus particularly on the opportunities for pupils with disabilities as well as
- assist the study and vocational guidance efforts of other members of staff.

## **2.7 ASSESSMENT AND GRADES**

Grades express the extent to which the individual pupil has attained the goals stated in the syllabus for each respective subject or subjectunit. Assistance in awarding grades is provided by means of specific criteria based on the goals in the syllabi for different subjects.

### **Goals to strive towards**

The school should strive to ensure that all pupils:

- develop increasingly greater responsibility for their studies and
- develop the ability to assess their results themselves and to place their own and others' assessment in relation to their own achievements and circumstances.

### **Guidelines**

#### **The teacher should:**

- through personal interviews further the pupils' development in terms of knowledge and social awareness,
- on the basis of the requirements stipulated in the syllabi comprehensively assess each pupil's learning, and report this orally and in writing to the pupil and the home as well as inform the head teacher,
- taking as the starting point the wishes of the parents, keep the pupils and the home continuously informed about progress in school, what is needed for development and
- when awarding grades, make use of all available information on the pupil's knowledge in relation to the requirements of the syllabus and make a comprehensive assessment of the knowledge acquired.

## **2.8 RESPONSIBILITY OF THE SCHOOLHEAD**

As both pedagogical leader and head of teaching and non-teaching staff, the schoolhead has overall responsibility for making sure that the activity of the school as a whole is focused on attaining the national goals. The schoolhead is responsible for drawing up a local work plan as well as following up and evaluating the results achieved by the school in relation to the national goals, the goals set out in the school plan as well as the local work plan. The schoolhead is responsible for the results of the school and thus within certain limits has specific responsibility for ensuring that:

- the working structures of the school are developed to facilitate greater pupil participation,
- the working environment in the school is organised such that pupils have access to guidance, teaching material of good quality as well as other assistance in order to be able to independently search for and acquire knowledge by means of e.g. libraries, computers, and other learning aids,

- the teaching and the pupil welfare is organised so that pupils receive the special support and help they need,
- contacts are established between the school and the home in the event the pupil experiences problems and difficulties at school,
- the allocation of resources and remedial measures are adjusted to assessments made by teachers of the pupils' development,
- teaching in different subject areas is co-ordinated so that the pupils are provided with the opportunity of broadening their overall understanding of wider fields of knowledge,
- interdisciplinary areas of knowledge are integrated in the teaching of different subjects. Such areas cover, for example; the environment, traffic, equality, consumer issues, sex and human relationships as well as the risks posed by tobacco, alcohol, and other drugs.
- forms of co-operation are developed for the pre-school class, the school and leisure-time centres in order to enrich each pupil's allround development and learning,
- co-operation is achieved together with the pre-school to build the basis for joint reviews and good co-operation,
- structures for co-operation between the school and the home are developed and parents receive information on the school's goals, working methods and the range of choice that exists,
- co-operation with schools and working life outside school are developed so that pupils receive concrete experiences which will be important when making choices over further education and vocational orientation,
- study and vocationally oriented activities are organised in such a way that pupils receive guidance before making the different choices the school provides and before their further education,
- the staff receive the competence necessary to be able to carry out their tasks professionally,
- the school's international links are developed,
- school staff become familiar with the international agreements that Sweden has undertaken to observe in education.

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