



SPICES “I STATEMENTS”

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.

Educational Trails	Section Members					Expectations of Adult Members
	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old	
Becoming Aware	I am aware of myself	I respect and encourage myself	I consistently demonstrate appropriate behaviour in different situations	I address personal strengths and opportunities for growth	I identify and address bias and injustice, and practice and promote equality	I identify and address bias and injustice, and practice and promote equality I support others in increasing their awareness of others
	I behave appropriately	I consider my influence and impact on others I carry out duties assigned to me	I adhere to the rules of the group I implement the responsibilities assigned to me	I encourage the participation of all members and recognise their strengths	I live according to my legal and ethical responsibilities	I promote legal and ethical responsibilities
Interacting with Others	I make new friends by being kind and caring	I show respect to others	I am open to different opinions and lifestyles	I have an inclusive approach and I recognise and challenge prejudices and bias	I explore different lifestyles and embrace diversity	I embrace diversity I respect personal privacy I avoid unaccompanied and unobserved activities with youth members wherever possible I avoid compromising situations
	I have a sense of fair play in games	I have an awareness of the needs of others in the group and can undertake activities in teams	I work effectively in small and large groups in various roles and tasks	I can assume the role of leader (mediator, tutor, mentor, teacher, instructor, supporter, adviser) in a group	I work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change	I apply considered judgment and avoid prejudices in all interpersonal relationships I recognise I have individual responsibility for providing an example in words and actions to other members
Developing Relationships and Networks	I share with others	I am aware of other members of the local community, and the role they play.	I work with a diverse group of people and develop support networks	I contribute to and recognise the benefits of wider networks	I build and maintain meaningful relationships within diverse communities of different scales	I am a member of, and promote, a cooperative team cultural encourage an understanding of our obligations to our community and promote engagement in community activities I support young people in their development and achievement
	I safely explore the local community with guidance	I have an awareness of my personal safety and support	I identify and address the requirements for personal safety and support for myself and others	I identify, promote and address personal safety and support for oneself and others, especially those who may be at risk	I identify, promote and address personal safety and support for oneself and others, especially those who may be at risk	I identify, promote and addresses personal safety and support for oneself and others, especially those who may be at risk I identify and refer issues to experts in the relevant field



SPICES “I STATEMENTS”

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.

Educational Trails	Section Members					Expectations of Adult Members
	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old	
Being Healthy and Fit	I make an effort to follow guidelines to care for my body and develop good habits	I care for my body and have good personal habits	I respect my body and that of others and I understand the importance of good personal hygiene	I understand good sexual health and safe practices reflect on my mental health and what I can do to maintain a balance that’s right for me	I take responsibility for making good lifestyle choices to ensure good mental health`	I encourage making good lifestyle choices to ensure good mental health and physical wellbeing.
	I can describe ‘anytime’ foods and ‘sometimes’ foods and how to be active	I can explain why it is important to eat healthy foods and be active	I demonstrate an understanding of, and take responsibility for, my nutritional need, good food choices and fitness requirements	I understand the effect of drugs, self and substance abuse on the body	I take responsibility for making good lifestyle choices to ensure good physical health	I encourage making good lifestyle choices to ensure good physical health I role model good lifestyle choices to other members
	I can identify the main organs of the body and how they interact to keep us alive.	I can describe the major illnesses which could affect my health, their cause and prevention	I recognise the physical and physiological changes which are happening in my body as it develops	I understand and demonstrate the importance of the prevention of illness and injury and the principles of first aid	I am aware of the biological processes which regulate my body. I protect my health and accept my physical capabilities	I am aware of biological processes which regulate the body, protect health and accept physical capabilities of myself and others
Being Adventurous	I participate in new and active activities	I participate in and help to plan new and active activities, and give feedback about activities I participate in.	I participate in and help to plan new and active activities, providing actionable feedback about activities I participate in.	I undertake adventurous, challenging and new physical activities and seek to continuously improve my skills	I take part in and lead physical expeditions and adventurous activities that challenge me physically and intellectually	I ensure currency in adventurous activity areas that are interesting and relevant to me I support utilising subject matter experts to facilitate expeditions and adventurous activities
	I understand the importance of safety when participating in activities I care for my local environment	I recognise the risks in my activities and local environment I identify environmental impacts in my local environment	I actively assess and mitigate risks associated with activities I demonstrate an understanding of minimal impact principles	I actively assess and mitigate risks associated with activities I practice minimal impact	I actively assess and mitigate risks associated with activities I support and practice the principles of minimal impact activities	I actively assess and mitigate risks associated with activities I can support others in the development of risk assessment and mitigations. I promote the principles of minimal impact



SPICES “I STATEMENTS”

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.

Educational Trails	Section Members					Expectations of Adult Members
	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old	
Acquiring new information	I show an interest and I respond to activities presented	I express interest when undertaking new and unknown experiences	I actively seek new experiences to develop and expand my skills and interests	I actively pursue personal development opportunities and share information, knowledge and skills with others	I undertake training and gain new skills and knowledge to assist personal development, education and employment	<p>I undertake training and gain new skills and knowledge to assist personal development, education and employment I support ongoing learning</p> <p>I provide challenging, developmental opportunities to empower young people</p>
Showing Initiative	I share relevant stories and experiences and discuss possible solutions to situations and problems	I discuss possible solutions and use available resources to situations, stories or problems	I make evidence backed decisions by analysing situations from different perspectives and applying problem solving techniques	I seek innovative solutions to challenges by gathering evidence, analysing situations from different perspectives and applying problem solving techniques	I respond creatively to diverse situations through demonstrating capacity for thought, innovation, adventure and resourcefulness	<p>I respond creatively to diverse situations through demonstrating capacity for thought, innovation, adventure and resourcefulness</p> <p>I support individual responsibility</p>
Being Adaptable	I continue to participate in activities when plans are changed	I continue to participate and problem solve in activities when plans are changed	I respond to changing circumstances and make contingency plans	I demonstrate flexibility, adaptability and contingency planning	I review and adapt projects and activities in response to change	I facilitate the review of projects and activities, and adapting them in response to change
Planning and Reviewing	I identify my personal interests and abilities I contribute ideas and participate in reflection	I participate in planning of activities I can constructively reflect on an activity using the Plan>Do>Review> cycle	I develop appropriate plans including contingencies I implement the Plan>Do>Review> cycle	I undertake planning at various timescales I critically reflect using the Plan>Do>Review> cycle for projects and activities	I undertake and continually review planning at various timescales I routinely apply the Plan>Do>Review> cycle to all aspects of life	<p>I undertake and continually review planning at various timescales, and support others in this</p> <p>I routinely facilitate the Plan>Do>Review> cycle to all aspects of life</p>



SPICES “I STATEMENTS”

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.

Educational Trails	Section Members					Expectations of Adult Members
	6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old	
Developing Identity	I am beginning to identify my strengths and have a willingness to give everything a go	I can identify my strengths and opportunities for growth. I consistently seek new challenges and experiences	I review my behaviour and listen to and evaluate feedback from others	I review my behaviour and actively seek, listen to and evaluate feedback from others	I reflect on, and seek feedback from others on my behaviours, and the impact of my behaviours on myself and others	I reflect on, and seek reflection from others on, my behaviours and impact of my behaviours on myself and others I encourage individual responsibility, recognising my words and actions are an example to others I critically reflect on my performance I support others in reflecting on their own performance
	I attempt to do my best	I recognise the need to do my best	I review my personal behaviour regarding doing my best	I challenge and monitor my performance	I critically reflect on my performance	
Showing Autonomy	I accept duties respectfully and courteously I believe in my ability to complete a task	I address and overcome difficulties conscientiously I believe in my ability to set and complete personal goals	I independently make and implement decisions and form opinions	I express my opinions assertively and take action when I believe it is necessary	I independently form opinions and choices, accept the consequences of my actions and respect the opinions and decisions of others	I independently form opinions and choices, accept the consequences of my actions and respect the opinions and decisions of others I promote beliefs, behaviours and practices compatible with the Scouting Movement
	I fulfill tasks that I undertake to the best of my ability	I show consistent efforts to fulfill tasks	I take responsibility for setting goals, the use of my time, and personal development	I actively pursue and review the achievement of personal goals I develop resilience through my experiences within and external to Scouting	I monitor my lifestyle, resilience and personal goals, and am considered a role model to others	
Demonstrating Commitment	I fulfill tasks that I undertake to the best of my ability	I show consistent efforts to fulfill tasks	I take responsibility for setting goals, the use of my time, and personal development	I actively pursue and review the achievement of personal goals I develop resilience through my experiences within and external to Scouting	I monitor my lifestyle, resilience and personal goals, and am considered a role model to others	I monitor my lifestyle and personal goals, and am considered a role model to others I act in accordance with the World Scouting Principles of duty to God, duty to others, and duty to self.
	I fulfill tasks that I undertake to the best of my ability	I show consistent efforts to fulfill tasks	I take responsibility for setting goals, the use of my time, and personal development	I actively pursue and review the achievement of personal goals I develop resilience through my experiences within and external to Scouting	I monitor my lifestyle, resilience and personal goals, and am considered a role model to others	



SPICES “I STATEMENTS”

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

Being Emotionally Aware

6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
I am beginning to understand my feelings and those of others	I show that I am aware of my feelings and how they impact people around me	I am learning to manage my emotions, especially when responding to people around me	I can control my emotions and maintain a positive self-concept	I can manage my emotions in different situations, including when I am outside my comfort zone I can recognise when others need emotional support and offer suitable assistance

Expectations of Adult Members

I manage my emotions in a range of situations, including when I am outside my comfort zone I demonstrate empathy and offer suitable assistance when others need emotional support

Expressing One’s Feelings

I can identify different feelings and share how I’m feeling with others	I can express how I am feeling and try to do this without hurting the feelings of others	I can manage my feelings appropriately and can talk about them with others	I can control and express my feelings appropriately and I know when and who I can talk to about these	I demonstrate emotional and social maturity I give and receive constructive feedback and know when to ask for assistance
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I support the development of emotional and social maturity in others I give and receive constructive feedback and know when to ask for, and provide, assistance

Showing Respect

I can adapt to relationships within the small group	I respect and accept different people and I am aware of their feelings	I consider, respect and accept others and their point of view	I accept, respect and understand that others may have feelings and opinions different to mine I recognise and support, where possible and appropriate, others who have specific needs	I accept, respect and can empathise that others may have feelings and opinions different to mine, and I adjust my behaviour appropriately I demonstrate an awareness of mental health issues, and understand how to support those in need.
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I support others in accepting, empathising, respecting and understanding their feelings and beliefs may be different to others. I have an awareness of mental health issues, and refer or support those in need.



SPICES “I STATEMENTS”

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

Exploring beliefs

6-7 year-old	8-10 year-old	11-14 year-old	15-17 year-old	18-25 year-old
I appreciate the world around me	I understand that people have different beliefs, and express thanks to others	I am beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect	I am forming my own beliefs about my purpose in life, and improving my sense of connection to others and the world	I am able to express beliefs about my purpose, respecting those of others, and understanding how my beliefs influence my actions
I know if my parents have a belief system	I experience religious and/or non-religious belief systems through family and community activities I know that there are many ways that I may choose to find meaning in my life	I understand how common religious beliefs can be applied in daily life I understand non-religious concepts of the meaning of life, and how these can be applied in daily life I question my feelings and beliefs regarding my purpose in life	I understand how different religions shape an individual’s worldview and the implications this has on society I understand how different non-religious beliefs shape an individual’s worldview and the implications this has on society I possess a developing conception of my own spirituality	I engage in informed discussion on the role of religions in society I engage in informed discussion on the role of non-religious systems of spiritual belief in society I continue to explore and express my spirituality and understand how this influences my life

Expectations of Adult Members

I am able to facilitate and support exploration and expressions of beliefs, purpose in life, connection to others, and place in the world around them

I support informed discussion on the role of religions in society

I support informed discussion on the role of non-religious systems of spiritual belief in society

I support others to explore and express their spirituality and understand how this influences their life

Stopping for reflection

I appreciate that the Scout Promise and Law should play a part in guiding my life I know that I am part of something bigger than myself	I know the Scout Promise and Law, am able to express in basic terms what they mean to me, and know that my spiritual beliefs are influenced by my family and community I know that there are right and wrong ways of doing things and I should use my spiritual beliefs to guide my actions I appreciate that I am connected with others and the world	I explain how spiritual beliefs, and the Scout Promise and Law, guide my actions and understand the importance of surrounding myself with positive influences I understand how my spiritual beliefs guide my actions I have an understanding of how I am connected with others and the world	I express how my spiritual beliefs guide my actions in particular contexts and how they have developed over time. I express examples of when I have not lived up to my spiritual beliefs and explain how I can improve in future I express my beliefs about my connections with others and place in the world	I express the reasons I have arrived at my current spiritual beliefs and how these combine with the Scout Promise and Law to guide me through my adult life I articulate my plan for further developing and adhering to my spiritual beliefs in the future I engage with others in gaining their own understanding of their connection with others and place in the world, and reflect upon how my understanding of this informs my actions
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I support others to express the reasons they have arrived at their current spiritual beliefs and how these combine with the Scout Promise and Law to guide them through life

I support others in further developing and adhering to their spiritual beliefs in the future

I support others in gaining their own understanding of their connection with others and place in the world, and reflecting upon how their understanding of this informs their actions



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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

Respect for others

6-7 year-old

I know that others may have different beliefs to me about life
I know that others have different social and cultural backgrounds to me
I know that my community has many different people in it

8-10 year-old

I know something of the beliefs of my peers
I know something of the social and cultural backgrounds of my peers
I know something of the societies and cultures in my community

11-14 year-old

I experience spiritual belief systems, religious or otherwise, other than my own
I experience cultures other than my own
I explain the value of diversity in my community

15-17 year-old

I experience spiritual belief systems in a deep way and explain spiritual beliefs systems other than my own to others
I experience societies different to the one I am living in and show respect for those differences
I participate in inter-faith or non-faith spiritual community events

18-25 year-old

I contribute to a culture of understanding and respect towards religious and spiritual beliefs that are different from my own
I contribute to a culture of understanding and respect towards societies and cultures that are different from my own
I contribute to a culture of mutual understanding and respect in a multicultural community

Expectations of Adult Members

I facilitate a culture of understanding and respect towards religious and spiritual beliefs
I promote a culture of understanding and respect towards societies and cultures
I contribute to and facilitate a culture of mutual understanding and respect in a multicultural community

Being thankful

I appreciate the complexity and awe-inspiring nature of the natural and human world
I identify the people that are most important in my life
I know that many opportunities are available to me throughout my life

I experience and appreciate some of the world’s beauty
I express thanks to my family and other people in my life for the things they do for me
I am thankful for the many opportunities that have been, are, and will be, available to me

I explore beautiful places and reflect on nature’s magnificence, and know that it is worth preserving
I understand my cultural and spiritual heritage, and how these have shaped my life
I understand that others may not have the same opportunities as I have had

I consider the impact of a deteriorating natural environment on those around me
I understand the importance of acceptance and forgiveness in maintaining the relationships I have
I am thankful for the opportunities I have had and start to help those who may not have the same opportunities

I care for the natural beauty of the world through my actions
I articulate how the relationships I have shape my life and express thanks to those who support me
I provide opportunities for development and growth for others

I encourage care for the natural beauty of the world
I support the development of an understanding of how the relationships we have shape our lives and how that requires thanks and acceptance to maintain relationships
I provide opportunities for development and growth for others