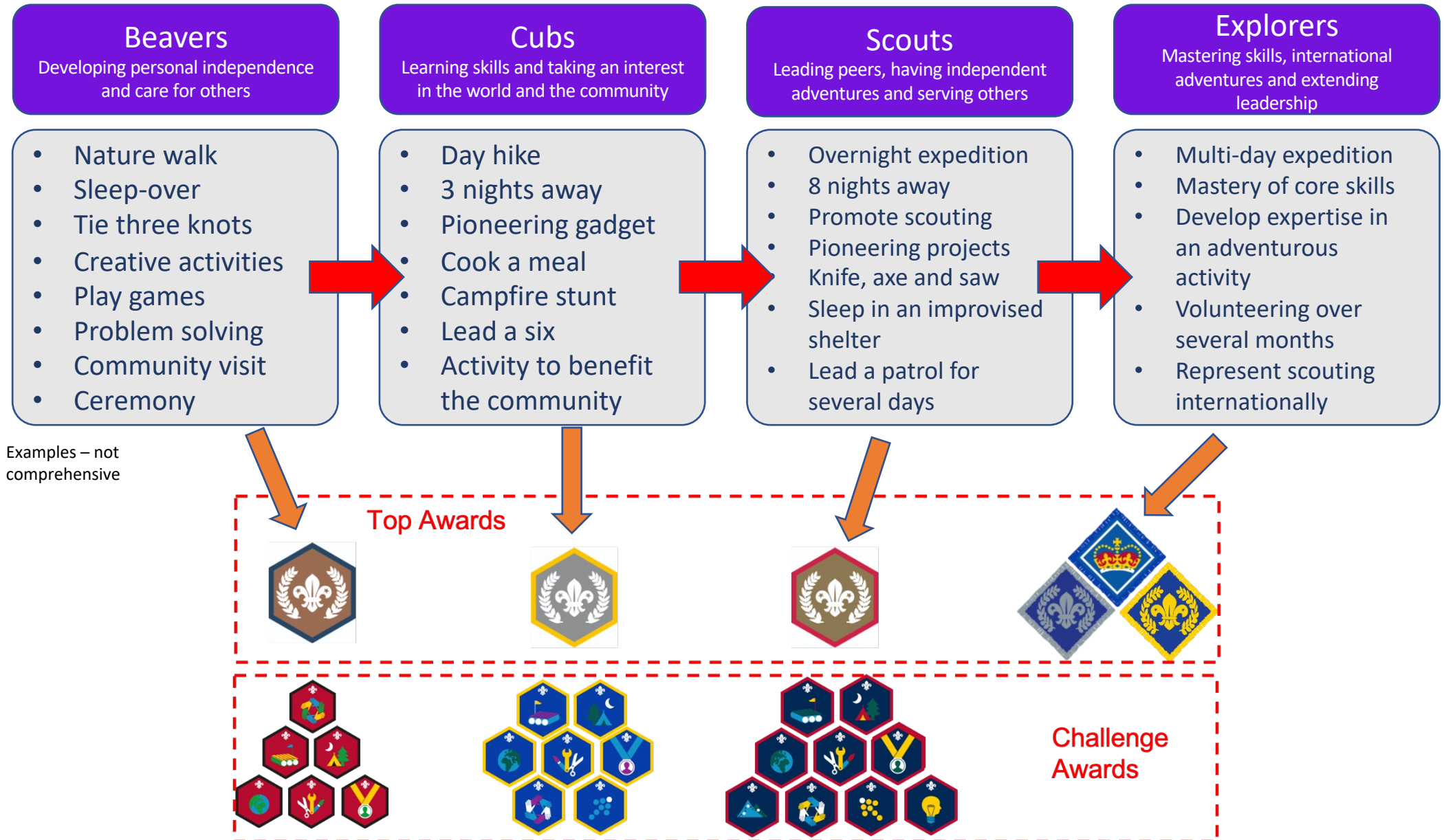


The programme is progressive and derived from the core badge scheme



Core Scouting Themes

Core Scouting

Every scouting programme at every level should contain all of these

Camping

Navigation

Bushcraft

Hiking

Health

Pioneering

Leadership

First Aid

Values

World

Closely Related

A good programme of scouting should contain many of these but the absence of one of these does not indicate a gap

Swimming

Abseiling

Flying

Cycling

Performance

Climbing

Shooting

Archery

Boating

Radio

Extended

Can be used to add depth and variety to a programme, but no expectation that all scouts will develop deep skills in these

Snow sports

Horse riding

Angling

Naturalist

Coding

Sub aqua

Scientist

Astronomy

Forestry

Media

	Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Camping	Be able to be an active and independent participant of a short camp or sleepover, managing their own kit and showing care for other beavers	Take an active part in a multi day camp, confident with managing themselves and their equipment, playing a part in group tasks (cooking, tent pitching), and providing direct leadership for other cubs	Manage a patrol as part of camps of 7+ days’ duration. Be able to plan and deliver patrol camps of short duration independently of adult supervision.	Independently plan and deliver a camp for a group of peers of multi-day duration. Take a key role (QM, Food, Programme) in a large camp or event.
Bushcraft	Have an appreciation of wilderness skills and start to practice them within the safe structure of a camp, sleepover or section evening	Practice wilderness skills alongside more traditional camp skills and experiment with a night in a shelter and a backwoods meal	Take part in short bushcraft camps without the safety net of a traditional camp setting. Use bushcraft skills to enhance your comfort and reduce the equipment you need on camps	Be capable of multi-day experiences using wilderness skills. Be confident enough in your wilderness skills to use them rather than take traditional camping equipment
Navigation	Use simplified maps to find locations in an enclosed space	Follow a simple walking route using a map and compass. Understand how to orient the map using the compass	Plan and navigate routes for single or two day hikes or equivalent in boats or vehicles. In terrain with well marked trails and clear landmarks.	Plan and navigate multi day routes, including adventurous terrain, coastal water, and lakes.
Pioneering	Know some knots and have an appreciation of how to make structures. Possibly as models.	Be able to tie a few knots and a square lashing. Be able to use these to build a simple structure as part of a team	Independently be able to build useful structures like a-frames, tripods and bridges. Understand mechanical advantage, and care of equipment	Design and build larger scale pioneering projects including anchors and pulleys demonstrating a range of knotting, lashing and splicing techniques.
Leadership	Be able to work well in small teams to complete tasks and solve problems. Be respectful of others’ opinions and ideas.	Lead other cubs for individual tasks of up to two hours duration, understanding how to split the task up between team members and keep everyone on track.	Lead other scouts for multiple days (e.g. on camp or expedition), showing fair delegation of tasks, support for individuals, motivating the team and communicating clearly.	Be capable of leading groups of peers for extended durations, and also able to work with other age groups. Be able to vary leadership style to best match the circumstances and the individuals.
First Aid	Recognise when someone is hurt and needs help. Know how to get help from adults and from the emergency services	Deal with some simple medical conditions and be able to independently get help if alone with a casualty.	Deliver a life-saving response to serious conditions and be able to independently manage routine medical problems during outdoor activities	Be capable of acting as the nominated first-aider on a camp or event with a wide-ranging knowledge of emergency and routine medical conditions and their treatment
Hiking	Be a competent member of a group for a short hike	Be able to hike for a day’s duration taking good care of personal kit and showing care for other hikers	Take the lead on a hike or expedition of two consecutive days, carrying appropriate food and equipment and managing any incidents.	Take a leading role in multi day hikes or expeditions with skills and equipment to manage adventurous terrain and adverse weather
Health	Have an awareness of healthy and unhealthy activities and behaviours	Understand the contribution of diet, exercise and sleep to a healthy lifestyle. Show how to make healthy choices	Show how they are improving their health and fitness in a structured and deliberate way. Understand the risks posed by smoking, drugs and alcohol	In addition to understanding and taking action on their physical health, they should also understand how to take care of their mental wellbeing and to support others’ mental health
Values	Understand the promise they have made, their cultural background and connect with others with shared values.	Understand the cub scout promise and how they relate that to their everyday life. Show an appreciation for a range of cultures and faiths	Understand the scout promise, and show other scouts how this shapes their values. Take an active role in promoting positive values and valuing diversity.	Celebrate the full range of diverse beliefs and cultures while promoting harmony based on shared scouting values
World	Show an awareness of their local community and be able to discuss some global and environmental challenges	Be a visible part of the local community, taking part in good work and events. and try out scouting activities from around the world	Volunteer in the community, take part in an environmental project, take personal action to support global challenges and make contact with scouts internationally to share experiences.	Volunteer for an extended period, make a long term commitment to tackling global issues and have at least one international experience as a scout.

Camping

Skills associated with planning and running camps and residential experiences.

- Tent pitching, striking and care
- Selection, packing and management of personal equipment
- Camp food provision, storage, cooking using stoves and fire
- Using axe and saw to process wood and provide fire
- Safety, welfare and hygiene on camp
- Camp fires, entertainment, camp-based activities

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Be able to be an active and independent participant of a short camp or sleepover, managing their own kit and showing care for other beavers	Take an active part in a multi day camp, confident with managing themselves and their equipment, playing a part in group tasks (cooking, tent pitching), and providing direct leadership for other cubs during activities	Manage a patrol as part of camps of 7+ days' duration. Be able to plan and deliver patrol camps of short duration (1-2 nights) independently of direct adult supervision.	Independently plan and deliver a camp for a group of peers of multi-day duration. Take a key role (QM, Food, Programme) in a large camp or event.
<ul style="list-style-type: none"> • Understand the personal kit you need for a camp • Pack your own bag • Set up your own bed • Help with putting up a tent and keeping it tidy • Help in the camp kitchen • Take part in a camp fire entertainment 	<ul style="list-style-type: none"> • Pack your own bag and keep your kit in order for the whole camp • Lead a group of cubs in pitching a suitable tent for you to sleep in • Use a fire or stove to cook a meal on camp • Collect and sort firewood for cooking and use a saw under supervision • Lead a camp-fire song or sketch 	<ul style="list-style-type: none"> • Make good choices of personal equipment understand how to choose and care for group equipment • Pitch patrol tents, hike tents and dining shelters • Independently gather and process wood using tools for cooking • Plan a menu, shop and store food for a short camp • Run a patrol kitchen for a longer camp with good hygiene • Lead camp-fire entertainment • Teach other scouts how to camp 	<ul style="list-style-type: none"> • Choose appropriate group equipment for camps of all sizes, manage it and return it in good condition. • Pitch and strike mess tents and marquees, group shelters, tarps • Plan a menu and shop for a large camp or event, store food appropriately and issue rations • Understand how to manage water and camp hygiene for larger groups in greenfield sites • Plan and deliver appropriate camp based activities

Bushcraft

Living comfortably outdoors using minimal equipment and making best use of natural resources

- Using lightweight, basic, and improvised shelters
- Knifework and axecraft to produce useful tools and equipment
- Multiple means of firelighting including traditional methods
- Foraging for food, processing game animals and fish
- Water sourcing, purification, hygiene

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Have an appreciation of wilderness skills and start to practice them within the safe structure of a camp, sleepover or section evening	Practice wilderness skills alongside more traditional camp skills and experiment with a night in a shelter and a backwoods meal	Take part in short bushcraft camps and survival exercises without the safety net of a traditional camp setting. Use bushcraft skills to enhance your comfort and reduce the equipment you need on camps	Be capable of multi-day experiences using wilderness skills. Be confident enough in your wilderness skills to use them rather than take traditional camping equipment
<ul style="list-style-type: none"> • Make a den in the woods • Use a firesteel to light cotton wool • Cook something on a stick over a fire • Identify different trees on a nature walk 	<ul style="list-style-type: none"> • Use knots to pitch a tarp and sleep under it with friends • Use a penknife to strip bark off a green stick and safely roast meat • Learn about a range of tinders and kindling, experiment with different means of ignition • Identify a range of trees and their properties, know a few wild foods • Make a simple water filter 	<ul style="list-style-type: none"> • Use a range of tarps, natural shelters and hybrids • Sharpen a sheath knife, use it to make pegs, spoons, candesticks, pot-hangers • Be competent with fire-lighting in a range of conditions using modern methods. Experiment with a traditional method. • Gather some wild edibles and use them to augment your rations on camp, learn how to prepare a fish and a rabbit for cooking • Use filtering and boiling to purify river or stream water as the main water source on camp. 	<ul style="list-style-type: none"> • Build group shelters incorporating fires • Sharpen and use an axe to make larger woodcraft projects • Use a knife to make a folding buck-saw, adjustable pot hanger, • Be competent with fire-lighting in a range of conditions. Use modern methods, percussion and friction. • Cook a range of game and wild food. • Apply these skills on a multi-day camp or expedition.

Navigation

Planning journeys and successfully navigating the route using map and compass

- Route planning and estimating using grid refs, elevations, checkpoints, handrails, escape route
- Navigating using map and compass, taking bearings, estimating distance and time
- Navigating in different terrains, with different scales of map and on boats, planes, and cycles.

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Use simplified maps to find locations in an enclosed space	Follow a simple walking route using a map and compass. Understand how to orient the map using the compass	Plan and navigate routes for single or two day hikes or equivalent in boats or vehicles. In terrain with well marked trails and clear landmarks.	Plan and navigate multi day routes, including adventurous terrain, coastal water, and lakes.
<ul style="list-style-type: none"> • Use a schematic map of a campsite (or similar) to find a number of orienteering markers 	<ul style="list-style-type: none"> • Orient a map using a compass • Accompanied by leaders, follow a pre-planned route on the map showing how you know where you are. • Recognise standard map symbols and relate them to real life features. 	<ul style="list-style-type: none"> • Plan a route for a day of walking (10-16km) with a number of checkpoints, following footpaths and other rights of way rather than roads. • Take a bearing from the map and translate that into a direction in life. • Show that you can successfully follow a day's walking route with minimal navigation errors. • Show how to interpret contours. 	<ul style="list-style-type: none"> • Plan multi day routes in territories with less clearly marked paths and rights of way. • Navigate in good and poor visibility (e.g. at night) over an extended distance. • Use bearing off and handrailing to cope with difficult navigation scenarios.

Pioneering

Ropes, knotting and making useful structures by lashing poles together.

- Using lashings to join lengths of wood to make bridges, tripods, towers, a-frames, rafts, ladders, flag poles and camp furniture
- Care of ropes, knotting, splicing
- Using levers, anchors, blocks and tackles, and pulleys to gain mechanical advantage.

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Know some knots and have an appreciation of how to make structures. Possibly as models.	Be able to tie a few knots and a square lashing. Be able to use these to build a simple structure as part of a team	Independently be able to build useful structures like a-frames, tripods and bridges. Have an appreciation of mechanical advantage, and be able to care for pioneering equipment	Design and build larger scale pioneering projects including anchors and pulleys demonstrating a range of knotting, lashing and splicing techniques.
<ul style="list-style-type: none"> • Tie a reef knot, a clove hitch and a figure of eight knot • Practice making towers, bridges and similar simple structures using elastic bands and garden canes (or similar materials). 	<ul style="list-style-type: none"> • Show how to coil ropes and seal the ends of modern plastic ropes. • Use a sheet bend to join ropes, and a bowline to make a loop in rope. • Use square lashings to make a raft from poles and barrels, or to make a ladder. Demonstrate that it works successfully. 	<ul style="list-style-type: none"> • Use square lashing, tripod lashing, and sheer lashing to make A-frames, tripods and bridges on an outdoor scale. Understand safety considerations when building large and heavy structures. • Use a timber hitch, round turn and two half hitches, constrictor knot and re-threaded figure of eight (in addition to knots listed in beaver and cub levels) • Use a simple whipping to seal a traditional three-strand rope • Splice a rope. 	<ul style="list-style-type: none"> • Design and build large scale bridges and towers covering significant distance or height using anchors and mechanical advantage in their construction. • Maintain all pioneering equipment including spars, ropes and pulley systems. • Use eye-splices, back splices and short splices to work with traditional ropes. • Know how to inspect equipment for safety and conduct a risk assessment.

Leadership

Being able to take the lead and be a useful member of a team as appropriate

- Understand different leadership styles and when to use them, understand learning styles, communications preferences and how to engage and motivate a team.
- Being able to give clear briefings, presentations and other communications. How to delegate and support team members.
- Knowing how to balance the needs of the individual and the team

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Be able to work well in small teams to complete tasks and solve problems. Be respectful of others' opinions and ideas.	Lead other cubs for individual tasks of up to two hours duration, understanding how to split the task up between team members and keep everyone on track.	Lead other scouts for multiple days (e.g. on camp or expedition), showing fair delegation of tasks, support for individuals, motivating the team and communicating clearly.	Be capable of leading groups of peers for extended durations, and also able to work with other age groups. Be able to vary leadership style to best match the circumstances and the individuals.
<ul style="list-style-type: none"> • Work as a team to solve a series of problems set by leaders • Work as a team to construct a model or make a working machine. 	<ul style="list-style-type: none"> • Lead a team to pitch a tent or make a shelter • Lead a team in a creative task which incorporates ideas from every team member. • Work well as a team member when not the one taking the lead. 	<ul style="list-style-type: none"> • Lead a patrol on a camp, including setting up the site, cooking and washing up, keeping the site tidy, collecting and processing firewood. • When not the patrol leader show that you are able to support the rest of the team by doing your assigned tasks and supporting others with theirs. • Support new scouts by teaching them how to do things and give them encouragement while they learn. 	<ul style="list-style-type: none"> • Show that you can lead a group of your peers in challenging conditions (weather, terrain) and are able to balance the needs of the group with achieving the task. • Show that you can support other leaders by doing the tasks you have been assigned to a high standard. • Work with beavers, cubs and scouts to help deliver some aspects of their programme (possibly as a Young Leader) and show how you are able to communicate clearly, keep them interested and encourage them.

First Aid

Giving life-saving medical help when needed, and taking immediate steps to deal with accidents

- Knowing how to give life-saving CPR, deal with an unresponsive casualty, and recognize serious medical emergencies (heart attack, stroke, seizure, anaphylaxis, shock,)
- Take action to deal with cuts, burns, asthma, heat exhaustion, hypothermia and other conditions that may occur in scouting
- Know how to summon help from the emergency services

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Recognise when someone is hurt and needs help. Know how to get help from adults and from the emergency services	Deal with some simple medical conditions and be able to independently get help if alone with a casualty.	Deliver a life-saving response to serious conditions and be able to independently manage routine medical problems during outdoor activities	Be capable of acting as the nominated first-aider on a camp or event with a wide-ranging knowledge of emergency and routine medical conditions and their treatment
<ul style="list-style-type: none"> • Recognise when someone is hurt and seek help from the nearest adult • Simulate calling 999 and speaking to the emergency operator. 	<ul style="list-style-type: none"> • Deal with simple cuts and superficial burns • Put an unresponsive casualty in the recovery position • Help someone with asthma to take their inhaler • Know how to reassure a casualty while waiting for medical help 	<ul style="list-style-type: none"> • Deliver effective CPR to an unresponsive and non breathing casualty • Take immediate steps to deal with major bleeding, broken bones and non-superficial burns • Recognise and treat heat exhaustion and hypothermia • Assist someone who is choking • Take immediate steps to immobilize broken bones and deal with sprains and strains • Recognise heart attacks and strokes and how to take steps to comfort the casualty until medical help arrives. 	<ul style="list-style-type: none"> • Have a good knowledge about what may be managed within the group and what needs medical assistance from others • In addition to the conditions mentioned in previous levels, be able to recognize and deal with head injuries, spinal injuries, meningitis, diabetic emergencies, seizures, and anaphylaxis.

Hiking

(and other expeditions)

Using scouting skills on the move, journeying on foot, bicycle or boat.

- Understanding and choosing the right personal and group equipment and food
- Training to develop the right personal skills and fitness to complete the hike or expedition
- Successfully completing the experience and reflecting on it
- Understanding how to handle emergencies on the move

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Be a competent member of a group for a short hike	Be able to hike for a day's duration taking good care of personal kit and showing care for other hikers	Take the lead on a hike or expedition of two consecutive days, carrying appropriate food and equipment and managing any incidents.	Take a leading role in multi day hikes or expeditions with skills and equipment to manage adventurous terrain and adverse weather
<ul style="list-style-type: none"> • Take part in a number of short hikes and walks in different settings • Learn about the highway code and countryside code • Pack a snack, drink and waterproof jacket in a small rucksack and use them while walking 	<ul style="list-style-type: none"> • Take part in some all-day walks with other cubs. • Pack a day-sack with your lunch, a drink, waterproofs and a first aid kit and use them appropriately. 	<ul style="list-style-type: none"> • With other scouts plan and deliver a two day walk understanding what kit to take for sleeping, cooking and safety. • Plan meals and shop appropriately to give your team the calories they need to complete the walk. • Understand how to use emergency shelters and how to summon help if the team gets into difficulty. 	<ul style="list-style-type: none"> • With other explorers plan and deliver a multi-day expedition in adventurous territory. (this may include skills training to develop the personal skills necessary) • Take suitable equipment for the expedition and conditions which may include emergency communications equipment and the means to purify water. • Be able to apply first aid knowledge to conditions where help may be more than 1 hour away.

Health

Promoting physical and mental wellbeing

- Understand the role of diet, exercise and sleep in promoting positive health
- Understand the risks posed by smoking, drinking and drugs
- Take positive action to take care of your own physical and mental health and take care of others.

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Have an awareness of healthy and unhealthy activities and behaviours	Understand the contribution of diet, exercise and sleep to a healthy lifestyle. Show how to make healthy choices	Show how they are improving their health and fitness in a structured and deliberate way. Understand the risks posed by smoking, drugs and alcohol	In addition to understanding and taking action on their physical health, they should also understand how to take care of their mental wellbeing and to support others' mental health
<ul style="list-style-type: none"> • Be able to name healthy foods and unhealthy foods, but understand that everything can be enjoyed in moderation. • Talk about why getting exercise and sleep is important. 	<ul style="list-style-type: none"> • Cook some healthy foods and share them with other cubs • Take up a sport and get regular exercise, track progress by achievement in that sport. • Understand that smoking, drugs and alcohol have a negative impact on health 	<ul style="list-style-type: none"> • Improve their physical fitness over a six week period, recording progress. • Make a personal plan for eating more healthily and stick to it • Understand the effects that smoking drugs and alcohol have on the body and make a personal commitment to remain healthy 	<ul style="list-style-type: none"> • Keep a mental health diary for a number of weeks and understand what positively and negatively contributes to their mental wellbeing. • Take a short course in mental health first aid and show how they can support other explorers and friends outside of scouting.

Values

Understanding shared values of scouts, promoting cultural understanding and valuing diversity.

- Be able to interpret the promise you have made and show how this translates into your attitudes and behaviours
- Understand and appreciate cultural and religious diversity, building on shared values and positive cooperation
- Be a positive role model for your faith, beliefs or values.

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Understand the promise they have made, their cultural background and connect with others with shared values.	Understand the cub scout promise and how they relate that to their everyday life. Show an appreciation for a range of cultures and faiths	Understand the scout promise, and show other scouts how this shapes their values. Take an active role in promoting positive values and valuing diversity.	Celebrate the full range of diverse beliefs and cultures while promoting harmony based on shared scouting values
<ul style="list-style-type: none"> • Take part in activities exploring the parts of the beaver scout promise and what they mean to you • Find out more about your family history, where your parents and grandparents lived and what life was like for them. • Take part in an act of worship, reflection or celebration 	<ul style="list-style-type: none"> • Keep a diary showing how you have been true to the cub scout promise • Find out about and visit a range of places or worship, or where people gather to reflect and share thinking • Celebrate festivals from a range of different faiths and beliefs 	<ul style="list-style-type: none"> • Keep a diary showing how you have been true to the scout promise • Be a positive role model for your faith or beliefs, explain how they relate to the core values of scouting • Promote cultural understanding by meeting and sharing experiences with scouts from a different cultural or socioeconomic background 	<ul style="list-style-type: none"> • Take many opportunities to explore other cultures including during international experiences • Visit a memorial site which marks the death of many people and reflect on what lessons we can take from their passing. • Play a leading role in organizing an act of worship, celebration or reflection.

World

Playing your part in the local community, your nation and the international family of scouts

- Finding out about your local community, those that serve it and some of the challenges faced locally
- Learn about environmental challenges and take personal action to redress them
- Take an interest in world scouting and make contact with scouts from other countries

Beavers (by age 8 they should)	Cubs (by age 10.5 they should)	Scouts (by age 14 they should)	Explorers (by age 18 they should)
Show an awareness of their local community and be able to discuss some global and environmental challenges	Be a visible part of the local community, taking part in good work and events. and try out scouting activities from around the world	Volunteer in the community, take part in an environmental project, take personal action to support global challenges and make contact with scouts internationally to share experiences.	Volunteer for an extended period, make a long term commitment to tackling global issues and have at least one international experience as a scout.
<ul style="list-style-type: none"> • Visit a police station or fire station • Take part in an activity that helps people in your community, such as picking up litter or collecting food for a food bank. • Go on a nature walk and look at plants animals and trees that you see. Try pond dipping. • Find out an activity that scouts your age do in another country and try it. 	<ul style="list-style-type: none"> • Draw a map of the local community. Find out some of the problems faced by people locally • Take part in a community project that benefits everyone – this could be tree planting, scrub clearing or tidying up an area of river or canal. • Learn the cub scout promise from another country • As a pack, contact cub scouts from abroad and tell them about your experiences 	<ul style="list-style-type: none"> • Take action to help to tackle a problem in your community, this could be by working with a charity, direct action, or by running an awareness campaign to change behaviours • Volunteer a day of your time for a good cause. • Take an interest in a global environmental issue such as pollution, ocean plastics or access to drinking water. • Make regular contact with a scout abroad and compare scouting in your countries. 	<ul style="list-style-type: none"> • Regularly volunteer in your community to support a good cause for a six month period. • Show how you have made a long term personal commitment to helping to address a global issue. • Take part in at least one international trip or experience.