



Llywodraeth Cymru
Welsh Government

Draft Curriculum for Wales 2022

guidance: feedback

Introduction

We welcome your feedback on the draft Curriculum for Wales 2022 guidance.

The feedback period is open from 30 April and closes on 19 July 2019. We will review the feedback we have received and respond to the themes of the feedback following this time.

We will use this information to help us further refine draft Curriculum for Wales 2022 guidance ahead of making it available in January 2020.

There are both general and more detailed questions which you can feedback upon.

If you work in or support the delivery of education, you may wish to respond to more detailed questions around the new curriculum and assessment arrangements, and professional learning. These questions start broad and become more specific the further you progress.

We recommend you read the following before you respond:

- [A guide to Curriculum for Wales 2022](#)
- [The area\(s\) of learning and experience you want to feedback upon](#)
- [Assessment proposals to inform the development of statutory guidance](#)

If you complete this survey online, you can save your feedback and return to complete it at any time. You will need to provide a name and email address for this purpose only. All published feedback will be kept anonymous. Keeping your personal information safe is important to us. Our website [privacy policy](#) explains how we use your information.

If you need assistance with this survey please e-mail
CurriculumForWales2022@gov.wales

General Data Protection Regulation (GDPR)

The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

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- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the GDPR, please see contact details below:

Data Protection Officer: Welsh Government Cathays Park Cardiff CF10 3NQ e-mail: Data.ProtectionOfficer@gov.wales	The contact details for the Information Commissioner's Office are: Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF Tel: 01625 545 745 or 0303 123 1113 Website: https://ico.org.uk/
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Audience

The following questions help us to understand your relationship to the draft Curriculum for Wales 2022 guidance.

Do you work in or support the delivery of education?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, what is your organisation? (if no continue below)

Welsh-medium school (Primary)	Higher education institution	
Welsh-medium school (Secondary)	Diocesan authorities	
Welsh-medium school (Special)	Regional consortia	x
English-medium school (Primary)	Local authority	
English-medium school (Secondary)	Private training provider	
English-medium school (Special)	Third sector	
Bilingual school (Primary)	Government	
Bilingual school (Secondary)	Adult community learning	
Welsh-medium middle school	Awarding organisation	
English-medium middle school	Teaching union	
Pupil referral unit (PRU)	Regulatory body (includes Inspectorate)	
Special school	Governing body	
Funded non-maintained setting	Other (please specify):	
Further education college		

What is your primary role?

Headteacher	Chancellor/Vice-chancellor	
Teacher	Lecturer	
Practitioner	Pioneer	
Newly qualified teacher	Governor	
Teaching assistant	Challenge Advisor	
Senior leader	School improvement officer	
Supply teacher	Inspector	
Principal/Vice-principal	Other (please specify): PL Adviser RE and SACREs for the South East Wales region (EAS)	x

If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?

Parent or carer		Employer	
Adult 18+ (not a parent or carer)		Apprentice	
Child or young person (under 18)		Other (please specify):	
Student/academic			

Are you providing feedback on behalf of an organisation or group?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If 'yes' please specify

Please note that the feedback I provide has been collated on behalf of SACREs from the five local authorities within the South East Wales region (Blaenau Gwent; Caerphilly; Monmouthshire, Newport and Torfaen SACREs) during a collaborative workshop. SACREs have answered the questions that are of most relevance to Religious Education or to the Humanities AoLE.

Section A – General questions

A1. To what extent do you agree that the [draft Curriculum for Wales 2022 guidance](#) will help children and young people to become:

- **ambitious, capable learners**
- **healthy, confident individuals**
- **ethical, informed citizens**

enterprising, creative contributors? Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	x			
<p>Comments:</p> <p>SACRE members are very positive and enthusiastic about the curriculum as it is written. Major concerns remain about the outside influences that will ensure the implementation of the curriculum is successful. There needs to be enough funding, PL and time for planning, suitable qualifications that reinforce the curriculum and new accountability measures that support the spirit of the curriculum.</p> <p>SACRE members can clearly see that the curriculum will lead to the holistic development of learners. The current curriculum is overly focused upon development of subject specific knowledge, whereas this curriculum provides a complete package that enables learners to work toward the four purposes. SACRE members were able to see the four purposes throughout the curriculum. However, for learners to become ‘enterprising’ the business studies in the Humanities might need to be strengthened. SACRE members were unable to see that this was strong enough. Members suggest that perhaps there could be greater emphasis upon the links between business and social action in WM5? Or within the planning for learning section? Or in links with other AoLE? Links to business and charity work that could be developed through an interdisciplinary approach with RE and other Humanities disciplines? This would strengthen the four purposes in the curriculum.</p> <p>All Four Purposes are relevant to Religious Education. If there is high quality Religious Education within the curriculum then this will enable schools to provide rich opportunities for the development of the four purposes. Schools would be missing out if they did not recognize this. Currently, due to funding cuts to schools, there has been a drain in RE provision and specialism within schools. For this curriculum to be successful in helping young people to develop the four purposes Welsh Government might consider providing funding for Professional Learning for RE linked to the Four Purposes, the implementation of the Humanities Curriculum and the RE Framework. LAs should receive funding for RE and its SACREs in order to ensure a collaborative approach to RE in the new curriculum. RE has often been described as a Cinderella subject in the current curriculum and this is to be avoided in the Curriculum for Wales 2022 where RE is an integral part. If this does not happen then learners will miss out on the rich opportunities in working toward the four purposes as RE contributes to both personal and societal well-being.</p>				

A2. Looking at the *what matters statements*, to what extent do you agree that these sum up the priorities for children and young people’s learning?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	x			

Comments:

The WM statements in the AoLEs are rigorous and future centric. The WM do well to position the learners for the uncertainty of the future both in terms of the development of technology, the changing nature of the job market, and the challenges and opportunities that face the world in which we live. The pioneers have done very well with the WM statements. SACREs have commented specifically on the Humanities WM in Question C1. SACREs can clearly see that the four purposes are evident throughout the WM statements and rationale.

Further thought might be put into the order in which the WM statements are ordered as when they are listed, they may be seen in a hierarchical order. SACRE members feel that the WM that is listed last (WM5) in the Humanities AoLE, for example, seems to be much more valuable than those that precede it because it is the one that leads not just to the personal well-being but also to societal well-being via altruistic or social action.

A3. Do you think the [draft Curriculum for Wales 2022 guidance](#) could be improved?

Yes	x	No	
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If yes, how do you think it could be improved?

Achievement Outcomes – Members ask why the Achievement Outcomes are couched in ‘I can’ and ‘I have’ language if they are not intended to become tick box criteria? Is there another way in which they could be written? SACRE members also suggest that the AOs should not be linked to ages that are too much like the current key stages, especially if there is to be continuous progression from 3-16.

SACRE members asked questions such as – how many AOs would a learner have to achieve if s/he is to be placed on a Progression Step? – SACREs, therefore, wonder whether the guidance explains clearly enough how the Progression Steps work and what they are intended to be. Additionally, there seem to be a vast number of AOs across all of the AoLEs. Will this become overburdensome for Learners and practitioners.

A SACRE member asked whether the AOs are demonstrable understanding of skills and abilities and if so, should they be renamed? Should they be called ‘Descriptions of Learning’? The term Achievement Outcomes encourages the idea that they are boxes to tick.

One of the teacher representatives, who has been implementing the curriculum, reported that her Foundation Stage children are exhibiting PS1 in some AOs and PS3 in some Health and Well-being AoLEs when it comes to participation in sports day. It is good to have the freedom for the learners to progress according to their own ability and by linking them to ages you might give the impression that everyone in nursery school should be on PS1. SACRE members suggest that the Progression Steps are reviewed as they are put into practice in order to ensure they provide rigor and challenge and are not letting learners bottom out at all PSs. SACRE members ask whether the progression from concrete thinking to abstract thinking has been taken into account as this is often age related? SACREs would like to enquire how LAs will evaluate the performance of their schools in all subjects, (not just RE) if there is no performance data to analyze? How will they know if their schools are being effective?

It is important that schools realise that the AOs are to be achieved over time and are not just achieved on sports day (as in the illustration above).

In order to embed this curriculum fully there needs to be a lot of engagement with parents who may currently feel that a school is only good if it can produce A*-C results at GCSE. If the new curriculum is working toward the four purposes, then parents need to buy into this changing culture. Parents have also become accustomed to knowing how well their child is doing in comparison to other children, and how well the school is performing in relation to other schools. They understand the current data driven system. Welsh Government will need to do some work around this in order to support schools in their engagement with parents who need to buy into the vision of the four purposes of the new curriculum and how this approach will benefit their children as they progress toward adult life and the world of work.

WM in Humanities - SACREs felt that the message about the WM being interconnected and equitable is not clear in the guidance. There is a slide in the PowerPoint used for engagement that bullet points the relationship between the WM. This shows that the WM are non-linear. Could this be included in the guidance so that practitioners can clearly see the links between the WM? Practitioners ask whether a few concrete examples of how the WM interlink could be provided in the same way Nicky Hagendyk does this in the introductory video? As examples are shared with professionals it will become more obvious. SACRE members understand the need to avoid lots of examples but feel that a limited number may help to clarify how the curriculum is intended to work. This issue also highlights the need for good PL for all staff in all schools.

A4. To what extent do the [assessment proposals](#) support settings and schools to identify a learner's strengths, achievements and areas for improvement so they can support a learner's progression by identifying next steps?

Extremely supportive	Very supportive	Moderately supportive	Slightly supportive	Not at all supportive
Comments:				

A5. In relation to reporting to parents and carers, please tell us your views on:

- the role of the learner in contributing to the reporting process
- the role of the parent/carer in the reporting process
- the information you would want to include.

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Section B – Detailed questions

B1. How helpful would you find the [draft Curriculum for Wales 2022 guidance](#) in developing a curriculum for your learners?

Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful at all
x				

Comments:

Teacher representatives, who are implementing the curriculum, say that the guidance is 'enormously helpful otherwise practitioners would not know what they were doing at all.' They appreciate how the curriculum is now available Online and that it is very easy to navigate. SACREs are very aware that the Curriculum is married with the Professional Teaching Standards. Teachers are becoming collaborative and innovative. All of these will enhance the new curriculum. 'You can't just close your classroom door any longer and work within your own little box.'

Whilst the guidance is very helpful, teachers and schools need to be given time. Teachers are reporting that they will be spending their summer holidays planning for the next term so that they can begin to implement the curriculum. Many staff meetings are spent talking about and unpicking the curriculum and very little time has been found for the detailed planning that is needed. There should also be enough time given for collaboration between schools and in clusters or networks. There is a big difference between 'dipping your toe in the water' and deciding on a theme, and delivering the curriculum with coverage of all the What Matters, Progression Steps, Purposes, experiences, skills, etc. A significant amount of curriculum planning needs to take place to make sure that is delivered in a meaningful way. Practitioners are valuing the idea that there will be further guidance such as the RE Framework or the suite of resources being developed in Science and Technology.

The curriculum guidance is a great starting point, but please don't stop with there, further resources are needed to aid implementation. A lot of ongoing training will also be required. Teacher representatives suggest that this is a huge change and that many teachers, who were competent and confident under the old way of working, need help and support. This huge cultural change that may place practitioners outside of their comfort zones. Welsh Government should not underestimate the amount of support needed from Advisers. Are there enough professionals working within the regional consortia or LAs to provide this ongoing support? For instance, there are only 1.8 dedicated specialist RE Advisers in the whole of Wales to support the changes in Religious Education and to provide the essential specialist training for RE. Given the nature of the subject this could not be provided by non-specialists.

Teachers on SACRE suggest that it is important that Welsh Government, Consortia, LAs and SLT in schools keep telling them that what they are doing is OK because we currently have a profession who for decades have been told how to do things or that they need to attain targets. Therefore, for every practitioner is very excited about this new curriculum, there is another who is very fearful because of the culture that has been created within the current system. Welsh Government should be conscious of that and find ways of addressing this issue through Professional Learning. At the same time SACRE members are excited that that the new curriculum will provide practitioners with the freedom to explore the What Matters with their learners.

LAs are struggling with cuts to RSG and therefore, Education and Social Services are struggling. The reality is LAs will continue find it difficult to fund schools if budgets continue to be inadequate. This curriculum, especially if it is to be a curriculum rich in experiences, will need significant funding for implementation. In addition, the cost should not be transferred to parents who might not be able to fund visits or visitors for example. Ring fenced money for schools is needed to ensure the success of the curriculum. If it is not ringfenced for the new curriculum it will disappear into other areas.

B2. How well do you think the [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to gain a broad range of learning experiences?

You may want to consider learning across the different disciplines and subjects which form part of an area of learning and experience.

Extremely well	Very well	Moderately well	Slightly well	Not well at all
x				
<p>Comments:</p> <p>This is a real strength of this curriculum. If there is a problem in learners accessing a broad range of learning experiences, it will not be the fault of the curriculum as it is presented here. There should be no excuse for not giving learners a broad range if this guidance is applied. Schools are encouraged to link more with local communities, to invite visitors in and to take learners on visits that would provide learners with real authentic chances to experience.</p> <p>Training needs to be provided for practitioners organizing visits and visitors. This will be essential for RE as good relationships with communities of faith and belief can go a long way to building the community cohesion needed for societal well-being.</p> <p>Where will funding for these experiences come from? The burden should not be transferred to parents.</p>				

B3. How well do you think [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to specialise from age 14 in a particular discipline or subject?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		
<p>Comments:</p> <p>Specialisation at this age will stand or fall on the quality of the qualifications offered. Qualifications need to be rigorous enough to stand against other international qualifications so that learners in Wales are not disadvantaged. SACREs are pleased that Qualifications Wales have been involved in the drafting process from the outset so that we will hopefully see some joined up thinking between curriculum and qualifications.</p> <p>Within the Humanities AoLE SACRE members are not able to identify the point at which learners move from a general approach to a more specialized approach in the Humanities AoLE. There is enough depth to suggest that the disciplines are visible, but until qualifications are in place then we do not know what that will look like. Welsh Government need to ensure that all learners receive their entitlement to statutory Religious Education according to the locally agreed syllabus and that schools are providing enough time for this to take place throughout each year group. A minority of schools are currently using methods such as drop-down days to deliver RE, this would be problematic in the new curriculum for several reasons. To isolate RE in this way would go against the interdisciplinary approach outlined in the curriculum unless links to all of the other disciplines are accounted for in the planning of the RE. Additionally, if a learner happens to be ill on that day they would miss a significant amount of their RE. RE should be treated equally to other Humanities disciplines in a way that it is generally not in the current curriculum.</p> <p>Will there be the opportunity for learners to explore areas that interest them and receive a qualification in that? e.g. if a learner has an interest in biodiversity could they have the freedom to explore that and receive a qualification in it? (Would this be a similar approach to the IB Theory of Knowledge paper?)</p>				

B4. The [draft Curriculum for Wales 2022 guidance](#) is intended to support practitioners and teachers to design a curriculum specific to children and young people. To what extent will practitioners and teachers have the flexibility and support to do this?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
		x		
<p>Comments:</p> <p>This would depend on the headteacher. SLT also need training in school-based curriculum design and how to implement that. Would schools need time and funding in order to take a collaborative approach to this? The collaborative approach has so many strengths, but it is very time consuming. If the process that has begun is to be completed in the same spirit, then this needs to be supported by Welsh Government. One extra training day would be insufficient. Welsh Government will obviously have concerns around teacher workload and retention and be considering this during the roll out phase.</p> <p>Teachers are being innovative and producing lots of new ideas, but there is no money to buy equipment, resources, etc. There are financial implications t this new curriculum when practitioners are matching their teaching with what the learners want to learn. Teachers are saying that they may have to go to the charity shops to source equipment. On the other hand, with the Internet the availability of digital resources is incredible. This curriculum could not have been implemented 20 years ago. The Digital Competency is bringing the curriculum right up to date and ensuring it is as future facing too. Things of interest to learners can be found there instantly and often cost free. Collaboration and training would enable practitioners to plan for best use of the DCF in all AoLEs.</p> <p>The feedback on this question is that “the curriculum is absolutely brilliant but how are you going to fund it when schools do not have enough money to buy basics like glue?”</p>				

B5. How well do you think the [draft Curriculum for Wales 2022 guidance](#) supports learners to develop skills in the cross-curricular responsibilities (literacy, numeracy and digital competence) and other cross-cutting themes (e.g. Welsh dimension and international perspective, wider skills, careers and work-related experiences, relationships and sexuality education)?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	x			
<p>Comments:</p> <p>SACRE members note the additional guidance surrounding all these areas within the curriculum. They can see that all cross-curricular responsibilities are embedded within the AoLEs.</p> <p>SACREs like the concept of cynefyn within the Humanities AoLE which will give a strong Welsh dimension to this curriculum. There are lots of key concepts within RE that would link to all cross-curricular responsibilities and it would be good to develop these within the RE Framework that is being drafted.</p>				

B6. How could the *cross-curricular frameworks* ([National Literacy and Numeracy Framework](#) and the [Digital Competence Framework](#)) be refined to support the development of literacy, numeracy and digital competence across the new curriculum?

The timing is good to implement this as schools have become used to implementing the LNF and the DCF and so will just carry on doing those things.

With the Internet, the availability of digital resources is incredible. This curriculum could not have been implemented 20 years ago. The Digital Competency is bringing the curriculum right up to date and ensuring it is as future facing too. Things of interest to learners can be found there instantly and often cost free. Collaboration and training would enable practitioners to plan for best use of the DCF in all AoLEs.

B7. How well do you think the guidance for each [area of learning and experience](#) will support children during the Foundation Phase years?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
x				

Comments:

Superbly well! This is the view of our Foundation Phase expert.

The Humanities AoLE takes good account of the development of the youngest learners. Enquiring minds and the ability to ask 'big' questions are skills that many young children exhibit and this AoLE gives them the chance to understand the worth of these skills and develop them further. Ideas around 'curiosity' 'personal experience' 'special times' and 'rules' will be familiar to practitioners in the Early Years and give pupils the opportunity to share and celebrate their developing understanding of spiritual and religious practices that they encounter.

Professional learning will most definitely be needed for RE within the Foundation Phase because of the changes to legislation and 3-5 year olds now being entitled to receive Religious Education.

B8. How well do you think the [draft Curriculum for Wales 2022 guidance](#) supports and enables learners to progress at an appropriate pace for their development within the area of learning and experience from ages 3 to 16?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	x			

Comments:

It is important that there is a focus on pedagogies such as spiral learning within ongoing Professional Learning and Engagement so that teachers and practitioners are able to implement the curriculum and desired outcomes are achieved. SACRE members note that the curriculum alone will not do this, and that it also must sit alongside the Professional Teaching Standards so that there is an onus on teachers to ensure progression takes place.

Some SACRE members suggest that there is a risk that, if a target led approach to teaching and learning is not taken, teachers might not stretch and challenge learners to achieve their potential. However, some practitioners sitting on SACRE are excited that there will no longer be a 'tick box approach' where learners can be coached to hit a target. They like the new holistic approach to learning and developing the individual learner that the new curriculum brings. This is particularly important in a subject like Religious Education where you might have a learner who isn't able to write but is able to show incredible amounts of empathy and kindness. Under this new curriculum practitioners will be able to comment on these very specific skills that the learners have. There does need to be a way of holding teachers to account, but it is the Professional Teaching Standards that need to do that now rather than the curriculum itself.

The Planning for Learning sections are useful in planning within the Progression Steps. SACRE members have looked at the Humanities AOLE Planning for Learning sections which are good. However, there are a very small number of inconsistencies that should be checked to ensure real progression.

SE Wales SACREs have made observations regarding Achievement Outcomes in another question (A3).

Some SACRE members asked whether there is a system of ensuring that any content delivered in schools is age appropriate? There is a concern that some parents are opting for home education because they believe that the content of the curriculum is not age appropriate. Some parents are concerned that young children will be exposed to concepts they may not be ready for. SACRE members suggest that parents need to be aware of the research in this area that has underpinned curriculum development. There is a need for intensive engagement with parents so that they understand this new curriculum. Parents need to be aware of the research that has been done into how this new curriculum will affect the development of the children so that they are not overly confused at too early an age.

B9. How well do you think the [draft Curriculum for Wales 2022 guidance](#) will provide a basis to help young people progress beyond the age of 16?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	x			
<p>Comments:</p> <p>It is good to see that skills for life are included in this Curriculum such as Financial Literacy, Careers, etc.</p> <p>It is important from the point of view of SACRE that learners are given the opportunities to engage in high quality RE which offers so many opportunities to build the life skills they require and develop the Four Purposes. Good quality RE will enable learners to explore concepts such as tolerance, diversity, attitudes toward prejudice and discrimination, interfaith dialogue, ethics, philosophy spirituality, relationships, purpose, identity, belonging, etc. This will lead to developing the personal well-being of the learner and therefore toward societal well-being.</p>				

B10. Formative assessment should be given primacy in the new curriculum. How well do the [assessment proposals](#) promote this principle?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
<p>Comments:</p> <p>SACREs agrees with the priority given to formative assessment in the curriculum.</p>				

B11. [The assessment proposals](#) propose a broader approach to moderation – *supporting professional dialogue regarding the nature of progression, the selection of appropriate learning and assessment activities, as well as ensuring a shared understanding of what achievement looks like in the context of the achievement outcomes.*

How would you envisage your setting /school putting this approach into practice? What further support do you think would be needed?

SE Wales SACREs would like to ensure that planned assessment activities consider learner entitlement to statutory Religious Education.
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SE Wales SACREs have made recommendations for the improvement of Achievement Outcomes in another answer (A3). If Achievement Outcomes are not defined more clearly and understood by practitioners, then a shared understanding may not be achieved.

B12. What practical issues for settings and schools do we need to be mindful of if the [assessment proposals](#) are to be made a reality?

There needs to be Professional Learning specifically for assessment methodology and pedagogies that are in line with the assessment proposals.
Schools would need time to achieve a shared vision for assessment within the school.
Schools should understand the RE Framework in order to ensure Progression in RE. This may require PL.

B13. What implications do you see from the [draft Curriculum for Wales 2022 guidance](#) for you and your colleagues' [professional development](#) needs in respect of the:

- **impact on pedagogical practice**
- **implications of planning for a purpose-driven curriculum**
- **professional learning requirements linked to pedagogy**
- **developing in-school and cross-school collaboration**
- **specific areas of professional learning aligned to the areas of learning and experience**
- **opportunities for professional enquiry approaches support delivery of the new curriculum?**

Please see references to the bullet points above throughout this response.

The main recommendations SACREs would like to make are: -

Professional Learning needs for Religious Education in the New Curriculum

Due to the changes in the position of RE within the Curriculum for Wales, and its unique position in being a local responsibility. The following Professional Learning needs are required for learners to receive their entitlement to high quality religious education which contributes towards the development of the Four Purposes.

PL Resources could be developed by the group writing the RE Framework and/or NAPfRE working alongside Humanities Pioneers and the QI Group. A degree of training the trainer might be needed prior to engagement.

WELSH MEDIUM provision = all the above should be available in both languages

The Impact on Learners

It is important that high quality Professional Learning is delivered in order to establish a workforce confident to deliver high quality Religious Education. Religious education is objective, critical and pluralistic, and will develop and support learners to achieve the four purposes across all Areas of Learning and Experience.

High quality Religious Education enables learners to understand the changing nature of religion and belief locally, nationally and globally. Religious education focuses upon the need to have a sense of identity, belonging and purpose. At the heart of Religious Education is the quest for meaning and to understand the human condition which are essential in enabling learners to develop the Four Purposes. Religious Education focuses upon shared values, identity, personal worth and the development of curiosity and open-mindedness. Religious Education plays a significant role in enabling learners to develop the awareness, insight, knowledge, skills and experiences necessary for the social engagement and social action. These are necessary for learners to flourish as they navigate life both beyond the classroom and beyond the ordinary. Learners will, therefore, become able to imagine their futures in the world with which they are intrinsically interconnected. Religious Education also lends itself to providing opportunities for the spiritual development of learners and the experiences which can lead to self-awareness, confidence and aspiration.

Given that Religious Education is now placed within the Humanities Area of Learning and Experience and that it retains its statutory nature it is imperative that this change is understood fully. As Religious Education is locally determined it is important that the relationship between the Curriculum for Wales 2022, the RE Framework and the status and content of the Agreed Syllabus is understood. The RE framework has been written to be accessible to a wide audience. It is intended for use by teachers; head teachers; governing bodies of maintained schools in Wales; parents; local authorities and their SACREs; diocesan authorities; regional consortia; awarding bodies and Estyn. In addition, it will be useful to teacher unions, religious organisations and other bodies in Wales with an interest in religious education. It is, therefore, essential that all relevant bodies, including practitioners, understand their role in the provision of high-quality Religious Education and its impact on Learners.

Professional Learning will ensure learners are will be given opportunities to experience, develop skills and gain knowledge that will ensure consistent progression toward Achievement Outcomes.

A national approach to PL will ensure consistency, common standards across Wales. This will also include the shared pedagogical approaches to secure equity of access for all learners to receive their statutory entitlement to Religious Education.

There is a need to ensure enough funding available to ensure required resources are available including access for visits and visitors. This should not have a financial impact on practitioners or parents.

PL should be available for whole school curriculum design as well as well as for curriculum design for individual AoLEs and subjects/disciplines. This PL needs to include examples of opportunities for learners to develop the Four Purposes.

B14. What are the professional learning challenges and opportunities to enact the principles in the [assessment proposals](#)?

Many of the comments made by SACREs in B12 and B13 will also apply to the assessment proposals.

Section C – Specific: Areas of learning and experience

C1. If you would like to provide specific feedback relating to one or more specific areas of learning and experience, please make a selection and add your comments below.

Expressive Arts		Language, Literacy and Communication	
Health and Well-being		Mathematics and Numeracy	
Humanities	x	Science and Technology	

Comments (if you choose more than one area of learning and experience please label each comment):

The Humanities AoLE

SACRE members within the South East Wales region (EAS) are generally very positive and excited about the Humanities Curriculum.

SACREs appreciate that Professor Donaldson has included Religious Education within the Humanities AoLE and that it has an essential position in the new curriculum. Also, that RE will be statutory from the ages of 3-16.

To explore the human condition and human experience through interdisciplinary lenses including the RE lenses (as RE is multidisciplinary) contribution to the Humanities will enhance learner’s understanding of the human condition and human experience. It is, therefore, important that teachers are aware of the disciplines that make up RE. This could be outlined in the RE Framework.

Until now RE has not been statutory the foundation phase therefore there is a need for Professional Learning specifically for those delivering the curriculum to 3-5 year-olds in order to ensure the curriculum is being delivered successfully.

Some representatives on SACRE, suggest that in the past some schools have given teachers the responsibility for RE, not because they have a degree in RE, but because they have an enthusiastic faith of their own. This approach sometimes ran the risk of confessional RE and parents wanting to withdraw their children from RE. Whilst many non-specialists are very capable, understanding the objective, critical and pluralistic nature of RE, the recent Estyn Thematic Report for ks3 and ks3 RE picked up on the lack of confidence some non-specialist teachers have in teaching religions other than Christianity. The new Humanities curriculum provides an incredible opportunity for Professional Learning so that practitioners can be confident about the delivery of RE in line with the Humanities AoLE, the RE Framework and the Agreed Syllabus. With high quality PL there might be a lot of Humanities teachers who might be happy to step into some of those roles having built up more confidence. If PL does not take place it would run the risk of the Humanities AoLE failing during implementation.

SACREs are pleased that there is an emphasis upon Enquiry within the What Matters and particularly that “as well as being a process, enquiry is a quest to understand the human condition” which “enables self-reflection which adds meaning to their own lives and contributes to their sense of place in the world.” It is important that Welsh Government ensures, through PL, that practitioners are aware that this is more than simply carrying out an investigation or research project.

SACREs were pleased to see that the curriculum includes the exploration of the concept of cynefyn. This will create rich opportunities for RE as the concepts of identity and belonging are central to RE.

SACRE members are pleased to note the inclusion of social action in the Humanities Curriculum. This is not new to RE but gives permission to encourage learners to take social action as part of the curriculum. It is important that there is further consultation with agencies that might help learners to participate in social action. Many of these organisations may be charities and they would also need training in how to engage with learners considering changes to the curriculum. It also throws up the need for PL for practitioners delivering RE as the approach taken should in no way be confessional or involve proselytisation.

Some SACRE members thought that the Curriculum guidance should outline the what the essential learning should be. Some SACRE members are keen to see that knowledge within the curriculum is strengthened because - if you have an enquiring mind then there needs to be knowledge to enquire into. Some members agree that there needs to be a focus on the concept of religion itself, as well as a focus on concepts such as diversity and inclusion, for this to be RE.

SACRE members appreciate that RE can be studied from different perspectives e.g. through the lens of history and the other disciplines and how that will, if delivered well, strengthen the RE that is taking place.

Some SACRE members asked whether RE will be defined in this document? It is important that schools and practitioners understand the nature of RE. SACREs are pleased that there will be a RE Framework to support the Humanities Curriculum and would like to see that document defining the nature of RE.

Specific training is needed for Religious Education. The LA and regional advisory services need to be strengthened, especially in relation to Religious Education. RE is a Local Authority responsibility and SACRE members are very concerned that we have seen the destruction of the Advisory Service nationally in relation to RE. They understand that there are financial implications for LAs. But members suggest that if a new curriculum is to be rolled out, supported and monitored properly it is important to have the personnel to do it. This includes a robust Advisory Service, particularly in relation to Religious Education. LAs need sufficient funding in order to do this. If the RE falls down in the new curriculum because it is insufficiently

resourced, then that will have a detrimental effect upon the rest of the Humanities Curriculum and the links and interdependencies that can be made with RE and all AoLEs. There is a need to train specialists to deliver the Religious Education. There is, therefore, an economic consequence of introducing a new curriculum, not least in terms of the Advisory Service that must come with it. SACREs are aware that WASACRE has also been speaking to Welsh Government civil servants about the need for Professional Learning and Professional Support for Religious Education.

SACREs appreciate the focus on the local, national and global perspectives and issues found within the Curriculum.

SACREs suggest that there be enough training for school-based curriculum planning so that schools know how to implement this Humanities curriculum. SACREs are concerned that, due to the nature of the Curriculum and the freedom of schools to design their own curriculum that there will be inconsistency in quality across schools.

SACREs are concerned that all schools should be delivering RE that is diverse and pluralistic and that there is not a focus on one religion over others.

Some SACRE members were concerned that an interdisciplinary approach might undermine Religious Education in that there might be insufficient time to provide high quality RE. Will there be guidance surrounding parity between the disciplines in the curriculum to ensure that one subject receives more coverage whilst others are undermined?

SACREs in SE Wales feel that if the RE is to be properly delivered within the Humanities AoLE then there should be not opportunity for learners to be withdrawn from RE. This would make delivering this curriculum very impractical for schools to manage.

SACRE members would like to ensure that the RE that is being delivered includes a full spectrum of religious and non-religious beliefs and is not limited to one particular viewpoint. Therefore, it was good to see diversity and pluralism within the Curriculum.

SACREs are excited to see that the curriculum will be enriched through learning through the lenses of the different disciplines. This will be more holistic.

A teacher representative on SACRE is implementing the curriculum into the Foundation Phase and can already see that the children have an increasing understanding of religion and spirituality. SACRE members who are teachers have experienced some learners being withdrawn from RE because their families are non-religious. By providing a curriculum that is inclusive of both religious and non-religious viewpoints will go a long way toward less parents withdrawing their children from RE because they are non-religious. It is important that learners understand that religion and belief is interwoven into everything in 21st Century Wales, and that is important for them to know about religion and worldviews, whether they are from a religious background or not. The curriculum will allow for children who are from a religious background to tell their peers about their own background, beliefs heritage, etc. This will enable them to feel included and develop a sense of identity and belonging which clearly seems to be the aim of the Curriculum.

Teacher representatives on SACRE who are involved with the PL schools enthusiastically say that introducing the new humanities curriculum has also been an education for themselves too, suggesting that the curriculum is offering tremendous opportunities for all our learners.

There is a worry that many parents do not know that this curriculum is based on research. Some representatives of religion and belief report that that these anxieties are brought up and they have been fueled by reports in the media. There is a fear then that there will be an increase in home schooling that might be avoided by engaging with parents in a more robust way. The religious background of learners needs to be taken into account so that families do not become alienated and children confused. SACREs recommend continued engagement with communities as the curriculum is rolled out in order to listen to them and to address and alleviate fears that their religions and beliefs might be undermined.

Some members referred to issues that were encountered when the Scottish curriculum was rolled out in that teachers were worried about what they should actually be teaching, particularly in reference to benchmark statements that shows progression which is a good thing. However, they were concerned that there should also be reference to content in the Welsh Curriculum as there is in the Scottish Curriculum.

What Matters Statements in Humanities

SACRE members feel that it is impressive that the Pioneers have managed to find the language and words to express what is relevant for learners from 3-16 with regards to the five disciplines. They are relevant to the whole age range because they are very broad statements.

SACRE appreciates the emphasis upon the concept of spiral learning which is described in the guidance.

WM1 – SACRE members are enthusiastic about the emphasis upon enquiry in the Humanities AoLE. The whole idea of self-reflection being taught from the age of 3 is valuable. The ability to develop this skill must be specifically taught. Foundation Phase experts on the SACREs suggest that whilst the idea that something is ‘partial, inconclusive and open to different interpretations’ seems to be a big thing to consider in the Foundation Phase - it is a very exciting opportunity to be considering things like this. The Foundation Phase experts on SACRE, who are already engaging with this curriculum, were enthusiastic about the opportunities they have had to explore things like enquiry. They suggest that in the past children have come of FP with a set of knowledge that they spend the rest of their education unpicking it, when in fact learning should have been more open and broader in the first place as we see in this new curriculum. The FP experts admit to initially feeling a little daunted by the curriculum. However, their experience is that once they start talking to the children about the concepts it is very surprising how quickly the learners embrace those ideas. In terms of resources for FP - discussions and open-ended interpretations are already in the classroom, “they are just sitting there in all of those small brains. Introducing this curriculum is not as frightening as you first think from an early years perspective.” This kind of philosophical enquiry has always traditionally had a place in RE through the exploration of ultimate questions. SACRE members are, therefore pleased to see the place this has within the What Matters statements. The beauty of this curriculum is that this philosophical enquiry can take place in ever increasing depth from 3-16. Developing an enquiring mind is always very important.

Some members were keen to see the concept of altruism running throughout the statements. This could include the altruistic viewpoint this would enable learners to aim toward jobs in the care sector. Some SACRE members were concerned that investigation of worldviews might lead to people supporting hedonistic worldviews, etc.

SACRE members were very pleased to see that the experiences in the Planning for Learning section are those that are traditionally found in high quality RE. SACRE was pleased to see reference to ‘subject focused questions’ which means that RE will be delivered as one of the Humanities disciplines.

Some schools are putting the WM statements and Progression Steps on one piece of paper to ensure they are looked at as a whole rather than individually. Is this a useful approach? If so, could this be produced by WG?

SACRE members were pleased that RE is so visible within the Humanities WM statements, suggesting in fact that if you replaced the term Humanities with RE it would read as a RE curriculum.

WM 2 – SACRE members support this WM statement where learners will be critically interpreting. They see it as a fundamentally important move for the better away from their own educational experiences, where they were taught that something was the way it was and there were no alternative viewpoints put forward. Members suggest that it is in seeing things through

a variety of lenses that the biggest breakthroughs in humanity come. People need to question what they already know. Members support the idea that children are taught from an early age not to believe everything they are told, and that they have their own self, is really important, especially in light of the media or social media in today's societies and the 'fake news' that is available to them. Schools need to enable our learners to see that what they see isn't necessarily correct. Some SACRE members referred to a speech made by a spokesperson for the Commissioner for Future Generations - that it is important to give our learners the ability to understand that not everything they see in the mass media is correct.

SACRE members suggest that the statement could give the impression that schools are going to teach children to challenge everything they have ever been told. Learners coming from a faith perspective might find this difficult. It could be interpreted that my child is going to be supported in developing the faith of the family. Schools are sitting in the middle of the mass media described above, which is pervasive, and with whatever they are being brought up with at home. Good quality RE within a Humanities curriculum is crucial in that it can help they learners analyse those things. Strange and new ideas (including those that may require the implementation of the Prevent agenda) are coming from the world around learners in a way that hasn't happened in previous generations and this WM and the RE within it will help learners navigate those things.

The slight concern that SACRE members have is: will there be sufficient checks and quality assurance built into this learning? When you are looking at things from a variety of perspectives it is important that this is considered. Teachers may have a conflict of interests for instance. This is sometimes seen in the case of RE where it is necessary to guard against it occasionally becoming confessional. This should always be avoided. This highlights the importance of specific training for teachers of Religious Education due to the sensitive issues discussed in relation to religion and belief. We need teachers who are confident to teach in a way that is respectful to the views of their learners. SACRE members raised the question of accountability and the future role of Estyn in checking that what is going on in out schools is good Humanities and good Religious Education. If you get RE wrong, it can have serious consequences for learners and for society.

Many of the skills required for future generations are those that have been taught in RE and are highlighted in this Humanities WM statement. The Future Generations Commissioner's office suggest that robots will be able to do most jobs in the future, but they will not be able to duplicate the skills learners will build through the Humanities WM including things like empathy, compassion and altruism. It is important that the Four Purposes are reflected within this WM statement as when the world is looked at in different ways there needs to be a focus on ethical and altruistic viewpoints. If this doesn't happen then you are creating learning that isn't going to lead to ethical individuals. SACRE members would like to highlight the links here to the Health and Well-being AoLE which lends itself to the kind of thinking that develops the Four Purposes. Members questioned whether some practices within Business Studies might lead to thinking about self only and promoting yourself above everyone else. It would, therefore, be helpful to have an ethical statement within each WM rationale.

SACRE members were pleased to see ultimate and philosophical questioning on the planning for learning section in this WM as well as the learners being encouraged to seek meaning. The skills in the WM statement would provide high quality Religious Education. SACRE members were pleased to see opportunities for learners to explore a range of symbolic stories, rituals, artefacts, art, dance, drama, music and food which would provide high quality RE.

SACREs liked the idea that the concepts of self and identity are explored in all of the WM statements but wonder whether practitioners will be fully aware of this if they are not RE specialists. Also, how will practitioners be aware of the links and interdependencies across Health and Well-being all the AoLEs in terms of these important concepts?

WM3 - SACREs support the focus on spirituality within this WM statement and upon how people interact with the world and with animals. This is fundamentally important considering the need for sustainability of the environment. Members see this as a strong WM statement. Members suggest it might be wise to ensure that there is a statement on 'doing no harm'

toward the world in this statement. This WM is great for outdoor learning. Curiosity, appreciation of the natural world, awe and wonder, and the connection to the natural world are all concepts that are explored in RE and SACREs are very pleased to see that they are within this statement. Some SACRE members have asked why there is no reference to 'religion', beliefs and philosophies about the natural world in this statement? Other members are happy that the use of the term 'beliefs' here would encompass religious and non-religious beliefs. However, they question whether non-specialists would be able to see that.

WM4 –SACRE members ask whether it would be possible to add the word 'altruistic' to the last sentence on "develop a tolerant and empathetic *and altruistic* understanding of..."

WM5 - Members are pleased to see the curriculum taking this approach with a focus social action and becoming a global citizen from the age of 3 that would lead to learners who are less insular in their thinking. It is powerful that children from a young age will be able to understand that whatever they do will have an impact which is wider than their own home. Members agree that it is important not just to focus on self-development but to have the needs of other people at heart as well. This will give opportunities for spiritual development also. SACRE members think that it is important to explore thoughts and feelings alongside this. It is vital that the links and interdependencies with this WM and Health and Well-being are flagged up. There needs to be more help for schools planning their curriculum to be able to see the joined-up thinking. If schools plan well using the links and interdependencies, then this will allow for a more holistic development of learners.

It is good that learners are given permission to think about things to do with social justice, etc. and to influence adult's positions in those too. The idea of giving young people an authentic voice is an exciting opportunity that this new curriculum brings.

SACRE members are pleased to see compassion, empathy and social action on the curriculum. This would allow for exploration of religious beliefs around compassion and love in action which would be very relevant to RE.

SACREs note the importance of the concept of sustainability in this and like the idea that this is about more than the sustainability of the environment.

WM5 may help to redress the way in which society has become intolerant in recent years.

SACRE members appreciate that how learners will contribute to the world of work and the economy will take on an ethical focus.

General Comments

SACRE members feel that, despite knowing that the WM are equitable, that the statement on social action should be listed first. Or should the statements be accessed through clicking a circular icon so that it can clearly be seen that they are not hierarchical? SACRE members are of the opinion that if we are creating global citizens then this WM is very important in the curriculum as a whole and to apply an interdisciplinary approach to this WM is revolutionary. Members are asking why this seems to be the WM statement that is the most his seems to be the most important WM and why then it is being listed last.

There is a need to ensure that there is clarity around the reasons why there is no overlap between the WM statements as some members would like to have seen social or altruistic action within all the WM Statements. There needs to be PL so that practitioners know how to use the WM in an interconnected way.

SACRE members note that if we can teach this whole curriculum properly it will contribute to societal and personal well-being. This will have a positive effect on mental and emotional well-being.

The **links and interdependencies** between the AoLEs could be strengthened, particularly that between Humanities and Health and Well-being. Religious Education could straddle both AoLEs with the emphasis on concepts of self, identity, belonging, diversity and spirituality.

Planning for Learning – there is plenty of support for teachers in knowing what to deliver in the classroom. But it is very important that Professional Learning is now in place so that teacher's subject knowledge is enhanced in order to do this. Subject specific training is needed from Advisors rather than just sharing resources. Where resources are shared there should be systems of quality assurance in place to ensure the delivery fits with the spirit and purposes of the curriculum. It is important to plug gaps in the knowledge of practitioners so that they do not remain in their comfort zone and only deliver what they know. Schools need to be given time, resources and money to plan for the successful implementation of this curriculum.

SACRE members suggest that interaction between schools and parents need to include sharing and discussing examples of how the curriculum can be implemented. SACREs would like to suggest that Welsh Government continue to engage with parents and with religious and non-religious communities and organisations as the curriculum roll out in order to ensure that Religious Education is effective and delivered in a way that is sensitive to the beliefs and values of families and communities.

Progression Steps

SACRE members are concerned that, if there is only an integrated Humanities approach at 14-16, it would be too general, and the disciplines would be diluted. This would lead to learners having insufficient skills to lead to knowledge and understanding of individual disciplines. SACRE members ask whether the general Humanities approach would allow learners to focus in enough detail within the individual disciplines? There will be much reliance upon Qualifications Wales ensuring that the qualification that sit alongside this curriculum fully allow learners to progress Post 16. Welsh Government should ensure that Qualifications Wales engage with WASACRE/NAPfRE in designing the qualifications remembering that Religious Education is locally determined and that it is statutory for all schools to adhere to the content of the locally agreed syllabus for Religious Education. This did not happen during the last review of qualifications and this had a detrimental effect upon Religious Education in schools as it was more difficult for them to follow the Agreed Syllabus. The discontinued old RE short course had been designed specifically to cater for the needs of all learners who were entitled to core RE. In the new curriculum learners should be able to receive the equivalent to a short course level 2 qualification in RE as is currently the case. Members are supportive of an approach to learning that enables learners to explore the areas they are passionate about, especially through the enquiry process of WM1. The curriculum and qualifications should also take this into account as well as consider future generations - we do not know what jobs will look like in the next ten years. Learners should be enabled to follow a pathway to bespoke qualifications that develop their passion for the disciplinary areas that they are drawn toward. They also need the skills to build upon for careers and the world of work. All of this will have an effect on pedagogy, staffing and organization of schools. Again, schools should be adequately funded for this in order to make a success of the curriculum.

Worldview(s) should be one word and not two words throughout the document.

The definition of **worldviews** and of **spirituality** could be strengthened in the glossary. The definition of spirituality should include the connections between self, the world and for some people with the concept of the God/Ultimate Reality. There will need to be some consistency between the Humanities AoLE and the RE Framework in terms of definitions.

C2. How well do the progression steps within the [Mathematics and Numeracy Area of Learning and Experience](#) articulate the proficiencies illustrated in the principles of progression?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

C3. How well do the learning sections within the Languages, Literacy and Communication Area of Learning and Experience provide for learners to develop translinguaging skills?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

C4. How well does the guidance within the Languages Literacy and Communication Area of Learning and Experience provide for the development of language acquisition and learning?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

C5. How well does the Health and Well-being Area of Learning and Experience guidance support a whole-school approach to supporting health and well-being?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

Is there anything else you would like to add or feedback on?

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Return by 19 July 2019

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