

Our national mission: a transformational curriculum – proposals for a new legislative framework

Consultation response form

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Responses should be returned by **25 March 2019** to:

Curriculum Reform Legislation Team
Curriculum and Assessment Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: CurriculumReformLegislation@gov.Wales

Our national mission: a transformational curriculum – proposals for a new legislative framework

You can find out how we will use the information you provide by reading the privacy notice in the consultation document.

As a key part of our education reforms, our proposals aim to reset our approach to the curriculum and put Wales at the forefront of what a modern, forward-looking curriculum should look like.

These proposals are about better enabling a forward-looking, pupil-centred and practitioner-led approach.

Question 1 – Do you agree with our approach to legislating for the new curriculum structure?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons and/or suggestions for improvement:

The Wales Alliance for Global Learning (WAGL), a network of over 70 individuals and organisations delivering global citizenship education in Wales, are supportive of the new curriculum and its focus on developing key skills and experiences, developing global citizens – ‘ethical informed citizens of Wales and the world’. Legislation is necessary to ensure the new curriculum is fully implemented. We believe the progression steps, cross-curricular approach of the AoLEs and wider skills will enable learners to develop as knowledgeable, skilled and empowered individuals.

Question 2 – Do you agree we should impose a duty on schools and funded nursery settings to provide a curriculum to help most learners to reach, or go beyond the Achievement Outcomes set by the school and to progress children along the continuum for the Progression Steps in accordance with their educational development?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons and/or suggestions for improvement:

This seems essential for effective implementation

Question 3 – What actions should the headteacher and governing body take to satisfy this duty?

We feel the Governing Bodies and head teachers will be best placed to answer this question.

Question 4 – What support would be required to enable schools to take those actions?

This is a transformational shift and schools will need specialist professional learning, mentoring, skills-sharing opportunities and other support both in developing their localised responses to the new curriculum and in implementation. It is essential that professional learning delivered uses the practices embedded in the new curriculum – to model the methods that will need to be seen within schools. For example, professional learning opportunities should focus on developing skills, learning through experience, opportunities to share experience via networks and communications between schools and, crucially, time and space to reflect and improve. Tried and tested global citizenship pedagogies will need to be part of this picture. In delivering professional learning, a wide variety of options should be available including from the third sector.

Question 5 – Do you agree that age-appropriate careers education and work-related education should cover the age range 3–16, in line with the AoLEs?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons:

Factors that influence our careers decisions begin early, for example, our sense of identity and self-esteem can be influenced by how gender roles are presented from very early in life and certainly by nursery [[Gender Stereotyping in the Early Years](#) by Professor Cathy Nutbrown]. Presenting positive role models and opportunities for a range of experiences that reflect the four pillars is essential. Young people across Wales already get involved in social action, such as Delyn Walters who volunteered as a Peace Ambassador in her school. She explained ‘I have done lots of new things, such as going to the Welsh Botanic Gardens to take part in peace activities, or giving our presentation at the Temple of Peace, Cardiff. As an ambassador I went to learn about the Rights of the Child and the Welsh Children’s Commissioner came to our school. Our school is twinned with a school in Kathmandu, Nepal and the Peace Ambassadors lead a session about that for the primary schools who will be coming here.’

There are opportunities within careers education to support the development of ethical informed citizens of Wales and the world, for example, ensuring career options in the green and circular economy are explored

Question 6 – Do you agree with making age and developmentally appropriate RSE compulsory for 3–16 years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons:

The broad definition of SRE in this proposal reflects a set of essential skills for all young people, issues that affect them from a very young age. People need to understand their own identity to form healthy relationships with others – and those others will be diverse. They need to develop cooperation and conflict resolution skills to resolve matters when there are conflicts within relationships. This will help with the terrible impacts of gender inequality ([The importance of Sex and Relationships Education \(SRE\)](#))
We support the broader approach to RSE as it will help to build positive relationships and encourage cooperation and conflict resolution. We know from feedback **‘the PSHE coordinators reported considerable anxiety about the nature of the subject in general, and SRE in particular. The material in – or believed to be in – the SRE curriculum was felt to be the focus of anxiety for staff and for SMT, governors or parents.’**¹ that some teachers can find it difficult to tackle controversial topics in the classroom, so welcoming the approach of establishing specialist learning pathways for this topic.

Question 7 – Do you agree with the proposed changes to the guidance-making power so that it is designed to secure that RSE is provided in a way that is age and developmentally appropriate to the children receiving it?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons:

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¹ Allred, Pam & David, Miriam & Smith, Pat. (2019). Teachers' views of teaching sex education: pedagogy and models of delivery.

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Question 8 – Do you agree with our proposals to make RSE optional for learners in sixth forms?

No – We feel that sixth form is a crucial time both for continuing to explore identify and building self-awareness before going out into the world. At this time, exploring gender dynamics is particularly important as are skills of cooperation and conflict resolution.

Question 9 – Do you agree with the proposed approach to RE?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons:

We strongly support the importance of religious education as part of understanding ones own identify and valuing diversity and are pleased to see the inclusion here of non-religious world views in line with Equalities legislation (Equality Act 2010). Religious education can be useful in contributing to developing ethical informed citizens of Wales and the world – there are often links between faith and poverty alleviation, and beliefs relate to people's relationships with the planet and natural world which can be challenged into positive behaviours. RE is valuable at all ages from nursery onwards.
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Question 10 – Do you agree with our proposals to make RE optional for learners in sixth forms?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons:

No – similar to the objections in RSE, understanding ones own identify and others relates closely to understanding beliefs and this remains important through sixth form.

Question 11 – Should the right to withdraw from RE and RSE be retained?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons:

We object to the right to withdraw on both practical and ethical grounds:

As RSE and RE will be delivered through the cross-curricular AoLEs, and given the broad nature of both topics we cannot envision how a child could practically be withdrawn from these sessions.

More importantly, these topics are fundamental to developing ethical informed citizens of Wales and the world – they relate to self-awareness and reflection – understanding identities and valuing diversity, and enable cooperation and conflict resolution, all of which are essential life skills.

Question 12 – If the right to withdraw is to be retained, should it remain with the parent (parent includes those with parental responsibility or those who have care of the child)?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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If yes, please give your reasons. If no, please give you reasons and suggest alternative arrangements:

We don't agree with the right to withdraw from any party.

Question 13 – If the right to withdraw is removed, what alternative, if any, should be in its place?

What alternative arrangements, if any, would you put in place?

Not qualified to answer.

Question 14 – What are your views on the proposed approach for ensuring that the learning and teaching of Welsh is an integral component of the curriculum for Wales?

We don't have specific views on the proposals other than to support language learning in all forms. We also encourage due awareness of young people coming into Wales at various points in their education who don't speak Welsh.

Question 15 – What are your views on the legislative proposals to enable the new assessment arrangements?

No comment

Question 16 – Do you agree with the proposed approach outlined for evaluating the effectiveness of curriculum and assessment arrangements?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons:

We support the separation of assessment and accountability mechanisms to avoid a narrowing of focus of the curriculum. To this end, we support the questions proposed for ESTYN as focusing on the delivery of the pillars of learning and would like to be sure equal weight is given to each of the pillars. We'd reinforce the importance that progression steps reflect global citizenship as can be found in the Oxfam Global Citizenship curriculum.

Question 17 – What are your views on the proposed approach to the publication of learner assessment data and any risks you foresee?

No response

Question 18 – Do you agree with our approach for the RIA?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons and whether there is anything else you think we should take account of:

We fully support the implementation of RIAs to ensure no unforeseen impacts on equality. We would assume that this will include socio-economic group as well as the other protected characteristics.

Question 19 – Do you agree with our approach for the impact assessments? We would particularly value your view on the proposed impacts on groups with protected characteristics.

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Please give your reasons:

We fully support the implementation of RIAs to ensure no unforeseen impacts on equality. We would assume that this will include socio-economic group as well as the other protected characteristics.

Question 20 – We would like to know your views on the effects that the proposals would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

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Question 21 – Please also explain how you believe the proposed policy could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

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Question 22 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Language skills (beyond Welsh and English) are in fast decline in Wales as found by the [British Council](#) where only 22% of Welsh pupils take a GCSE in a language other than Welsh or English – yet these are not only [essential skills for the economy](#) but also to develop a stronger sense of your own language and identity and to operate in a multi-lingual world. Learning languages sees cognitive improvements and improvements outcomes across all subjects and we feel that languages other than Welsh and English should be learned from nursery.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: