

SACRE feedback

From meeting on 18th September 2018
WG, Llandudno Junction

Overview of the session

- How did the curriculum reform begin?
- Video clip of Professor Donaldson answering questions about RE in the new curriculum
- Broad overview of the structure of the new curriculum
- Looked at Humanities AoLE - **your feedback**
- RE Supporting Framework - **your feedback**
- Next steps

Key Recommendations

- Four purposes of education
 - Six Areas of Learning and Experience (AoLE)
 - Three cross curricular responsibilities
 - Refocusing of assessment on learning, including learners' self and peer assessment
 - Progression steps at ages 5,8,11,14 and 16
 - Range of pedagogical approaches
- * **R9 - RE should form part of the Humanities AoLE and should remain statutory from reception**

Professor Donaldson on RE



- RE needs to be strong and integral to AoLE.
- It sits within the Humanities AoLE, as this will help young people to shape their identity and understand the lives of others.
- RE will support the 4 Purposes by focusing on deeper questions. He stressed the importance of understanding faith and belief, which will be vital in terms of modern citizenship.
- SACRE continue to play a crucial part.

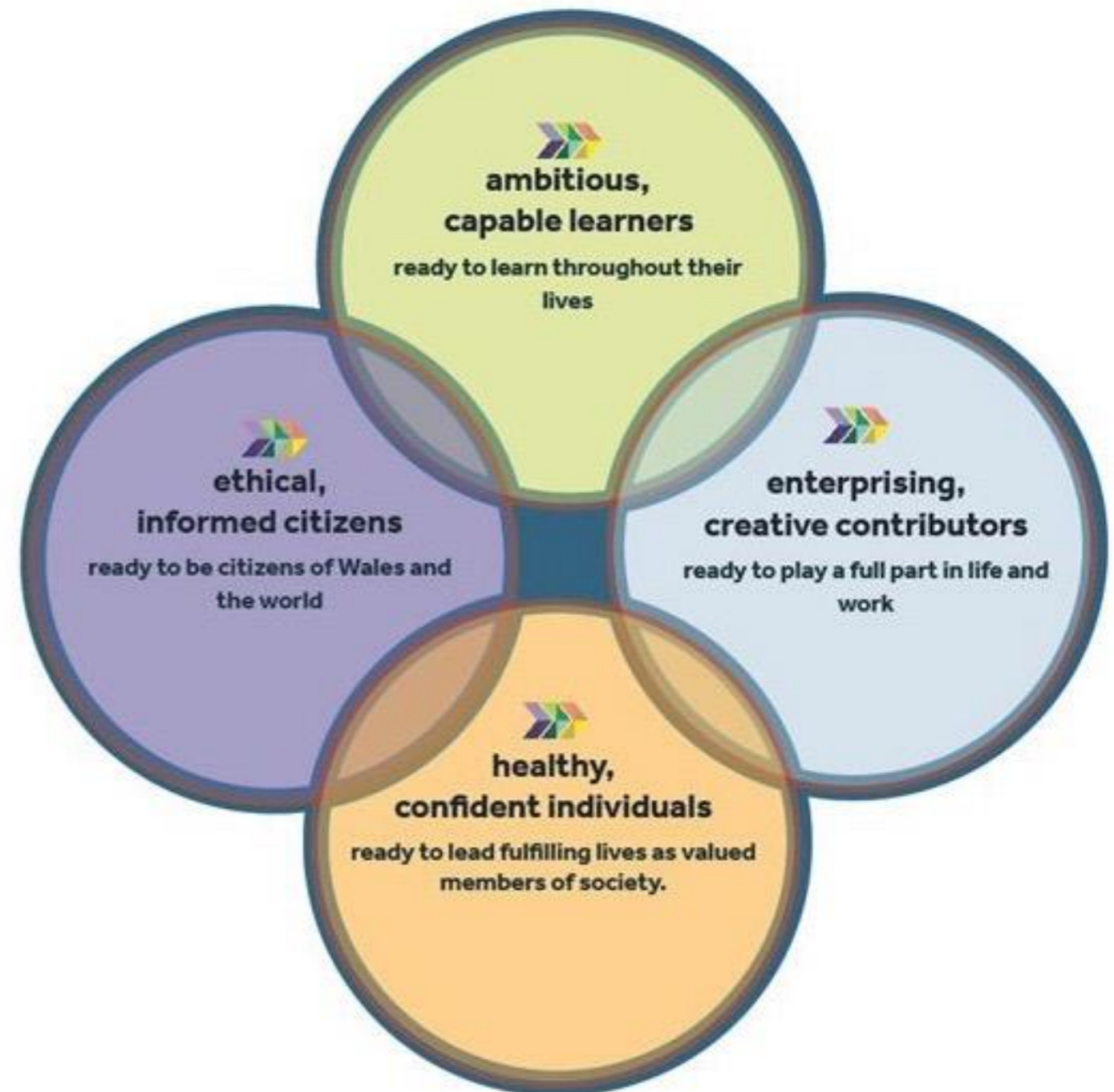
Timeline



- **2015-16** Pioneer network established.
- **2015-19** Design and development phase of the new curriculum.
- **Sept 2016** Digital Competence Framework available.
- **Apr 2019** New curriculum and assessment arrangements available for feedback.
- **Jan 2020** Final curriculum and assessment arrangements available.
- **Sept 2022** All maintained schools and setting using the new curriculum and assessment arrangements. The first teaching of all year groups from primary school up to year 7 will begin in Sept 2022 and the new curriculum will roll out year-on-year from this point.

4 Purpose of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:



Areas of Learning and Experience (AoLE)

1. Expressive Arts
2. Health and well-being
3. Humanities (**including RE which should remain compulsory to age 16**)
4. Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages)
5. Mathematics and numeracy
6. Science and technology

Let's look at the Humanities AoLE



- **Is RE easily identifiable?** If not please identify any potential gaps.
- What are your views on the **strengths and weaknesses of these proposals** to date?
- Do you have any **questions or suggestions to share with the Humanities AoLE working group?**

What Matters approach

- Pioneer groups have developed key concepts to organise the AoLE by identifying ‘what matters’ in their fields. i.e.the key elements that all learners should experience within their areas during their journey along the continuum.
- Each AoLE comprise of What Matters statements as a starting point for school level curriculum design. These high level concepts have been developed to avoid excessive variation from school to school while allowing for local flexibility.
- The What matters key concepts across the AoLE must support the development of the 4 purposes, but also reflect current ideas about important disciplinary knowledge, skills and experiences for each AoLE.

What Matters in Humanities (WM)

1. The process of enquiry allows people to make sense of and engage with the world.
2. People perceive, interpret and represent events and experiences in different ways.
3. Our natural world is diverse and dynamic, influenced by human behaviour and belief.
4. Society has been shaped and influenced by human behaviour and beliefs.
5. Humanity faces many challenges and opportunities, that require informed and considered responses.
6. Citizens should be ethical and informed, and able to engage in life and work.

Each of 6 WM statement has:

- Introduction
- Knowledge, Skills and Experience
- Progression steps
- Rationale

Some questions to consider



- **Is RE easily identifiable?** If not please identify any potential gaps.
- What are your views on the **strengths and weaknesses of these proposals** to date?
- Do you have any **questions or suggestions to share with the Humanities AoLE working group?**

Wider policy regarding Religious Education, mindful of :

- The description of the agreed syllabus
- Religious Education in school sixth forms
- Religious Education in nursery classes
- Withdrawal from Religious Education

The locally agreed syllabus and Humanities: a proposal

- An amendment to the current arrangements to ensure that the agreed syllabus supports the Humanities AoLE.
- Ensuring a place for RE in the new curriculum, and parity with other subjects whilst also respecting the local responsibility for RE.
- In line with other statutory elements like Welsh and Relationships and Sexuality Education, where further detail/guidance will be developed to support the relevant AoLE.

Supporting framework



- Similar to the role of the National Exemplar Framework, a new supporting framework for RE to be developed to support the new curriculum for Wales.
- It would provide further detail about how the What Matters statements included in the Humanities AoLE could be achieved in relation to RE.
- Hope that the Agreed Syllabus Conferences will consider recommending to their Local Authority that this framework should be adopted/adapted to form their agreed syllabus

Supporting framework



A group to be established to develop the framework. Membership to include:

- Pioneer schools with expertise in RE
- Additional practitioners to ensure coverage across Wales. English/Welsh medium, Primary/Secondary/Special schools etc
- Representatives from WASACRE and NAPfRE
- WG policy leads
- Estyn representatives
- Representatives from Qualifications Wales

** This group will draw on the research and input of wider stakeholders and experts*

Supporting Framework Potential Timeline



- **Sept/Oct 2018** establish group to develop the supporting framework
- **Autumn 2018-Autumn 2019** develop the supporting framework, building on the work completed by the Humanities AoLE group. Engage with the SACREs and gather wider feedback throughout the process
- **January 2020** publish supporting framework along with the rest of the curriculum documentation
- **Jan 2021 - Sept 2022** subject to processing legislation - the Agreed Syllabus Conferences to take place
- **Sept 2022** first teaching of the new curriculum, along with the new agreed syllabi. Year on year roll out from Year 7.

Supporting Framework

Let's have a look



Supporting Framework

Possible Structure



- Introduction
- Religious Education: Learner Entitlement
- What is good RE?
- Cross curricular elements
- Progression
- RE and Humanities
- The right to withdraw

Next steps



To gather wider feedback from your SACREs, please:

1. Share proposals with SACRE members
2. Seek their views on key questions
3. Complete the form provided and send to Pauline Smith at WG by 16 November

Feedback questions



- What are your views on the proposed relationship between the agreed syllabus and the Humanities AoLE?
- Would the supporting framework be a good way of supporting the Agreed Syllabus Conferences to fulfil their statutory role?
- Is there anything we should consider when developing the supporting framework?
- What are the implications of these proposals for you?



Ambitious, capable learners who:



- Set themselves high standards, seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives.

Enterprising, creative contributors who:



- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit
and are ready to play a full part in life and work.

Healthy, confident individuals who:



- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

are ready to lead fulfilling lives as valued members of society..

Ethical, informed citizens who:



- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world.