

## Ensuring access to the full curriculum

### Consultation response form

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Responses should be returned by **28 November 2019** to:

Health and Well-being AoLE Team  
Arts, Humanities and Well-being Branch  
The Education Directorate  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

or completed electronically and sent to

e-mail: [AHWB@gov.wales](mailto:AHWB@gov.wales)

Please indicate which of the following stakeholder groups you are responding as:

Child or young person	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>
Other family member	<input type="checkbox"/>
School, teacher, governor	<input type="checkbox"/>
Other education practitioner	<input type="checkbox"/>
Organisation or representative body	<input checked="" type="checkbox"/>
Individual	<input type="checkbox"/>
Other	<input type="checkbox"/>

Other (please specify): \_\_\_\_\_

**Question 1** – What implications would there be for learners, parents/carers and schools if all learners were required to receive RE and/or RSE lessons in the new curriculum?

Please use the space below for your comments:

**If learners are required to receive RE/RSE lessons, Voice believes that it is paramount that all schools need to have clear and transparent policies on RE/SRE which are accessible to parents, and which will help to facilitate the honest disclosure of the content and timing of RE/SRE lessons, including what teaching materials will be used. School policies should include the provision for appropriate differentiation and support for children with special needs (whether arising as a result of past experience of abuse and/or due to additional learning needs).**

**We also advise that there should be parental consultative events (possibly in year groups) to explain the nature of the changes in this particular area of the new curriculum and then individual consultations with parents who have concerns. These consultations will be to clarify any possible misunderstandings and to seek opportunities for engagement and cooperation.**

**The materials and resources used in the delivery of specific aspects of RSE should be chosen very carefully, with the input of teachers, parents and pupils as appropriate. Knowledge should be presented within a framework of sound values (focusing on the need for self-discipline, dignity, respect, stability, security and responsibility) and the four purposes of the new curriculum, and with an awareness and respect of the law on equality and sexual behaviour.**

**Voice believes that it will be essential for the education workforce involved in the delivery of this part of the curriculum (both teachers and learning support assistants) to receive appropriate training, which needs to be ongoing and updated on a regular basis. Consortia should be involved in providing training, information and guidance to local authorities and the education workforce regarding how to engage with parents and other organisations when there is conflict or confrontation, once the right for parents to withdraw their children from lessons is removed. This is important in enabling schools to implement the new curriculum in this area with confidence, and to engage as fully as possible with the school community.**

**Question 2** – What support, information and guidance would be needed if this approach was adopted?

Please use the space below for your comments:

**Voice believes that it will be essential for the education workforce involved in the delivery of this part of the curriculum to receive appropriate training, which needs to be ongoing and updated on a regular basis. Teachers will also need to have access to relevant, up-to-date and appropriate information, advice and guidance through Hwb and the consortia. In particular, professional learning in this area should be given equal footing to other professional development provision.**

**Full parental consultative events should also be held to inform and engage with all parents about this important aspect of the curriculum (with the offer of one-to-one or other catch-up sessions for parents who cannot (or do not) attend, or who have concerns. Although schools have a critical role to play, parents should not be absolved of their responsibility to guide their children in matters such as sex and relationships, health and nutrition, emotional wellbeing and personal finance. Therefore, there is an ongoing need to engage with parents notwithstanding the proposed removal of parents' right to withdraw their children from these lessons.**

**We also recommend that schools engage with a range of stakeholders including schools, parents, community groups, charities, faith groups and support agencies, which would be facilitated if schools were allowed to retain discretion and flexibility. This would also make it easier for schools to incorporate new material to reflect changes in society or particular local issues (such as forced marriage, people trafficking or female genital mutilation) and to develop innovative strategies for delivery.**

**All staff involved in the preparation and delivery of RE/RSE should be adequately trained, resourced and supported, and non-specialists should not deliver RE/RSE unless it is in one-off unavoidable circumstances.**

**Specific guidance and support should be given from consortia to local authorities and the education workforce about engaging with parents and other organisations when there is conflict or confrontation once the right for parents to withdraw their children from lessons is removed. This is important in enabling schools to implement the new curriculum in this area with confidence, and to engage as fully as possible with the school community.**

**Question 3** – Our proposal is that parents/carers should not be able to prevent their child from having RE or RSE lessons. This will be rolled out from September 2022, for all primary age learners and learners in Year 7 in secondary school (with additional year groups being added each year).

Should the ability of parents/carers to prevent their child from receiving RE and RSE lessons also be stopped under the old curriculum from September 2022? (This would only have implications for learners in Years 8–11 in 2022, Years 9–11 in 2023, and so on.)

<b>Yes</b>	<input checked="" type="checkbox"/>	<b>No</b>	<input type="checkbox"/>	<b>Not sure</b>	<input type="checkbox"/>
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Why do you think that?

It is better for consistency and for the sake of clarity that the same approach is adopted for all children and young people at the same time, particularly as there will be a degree of overlap between the old curriculum and the new curriculum in this particular area. This will also be a clearer position to explain to parents.

**Question 4** – What is an appropriate name for ‘religious education’, to accurately reflect the broader scope proposed in for the new curriculum?

<b>No change</b>	<input type="checkbox"/>	<b>Religion, values and ethics</b>	<input type="checkbox"/>	<b>Religions and worldviews</b>	<input checked="" type="checkbox"/>	<b>Other (please specify)</b>	
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Other (please specify):

Reasons for your choice:

The term ‘Worldviews’ technically already encompasses all major religions; however, we agree that the subject title should be ‘Religions and Worldviews’ because it will then be clear to parents, children and young people that all major world religions will be studied alongside other worldviews and philosophies.

**Question 5** – We would like to know your views on the effects that not including a right to withdraw in the new curriculum 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**

We have no comment to make.

**Question 6** – Please also explain how you believe the proposed plan 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**

**It is important that all learning and training resources are available in both the Welsh and English mediums, and that consistent, high-quality training is available in both mediums throughout Wales.**

**Question 7** – 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.

**We have no further comment to make.**

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: