

WELSH GOVERNMENT INTEGRATED IMPACT ASSESSMENT

CURRICULUM FOR WALES GUIDANCE

January 2020

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SECTION 1. WHAT ACTION IS THE WELSH GOVERNMENT CONSIDERING AND WHY?

1.1 Background

As outlined in *Education in Wales: Our national mission*, the Welsh Government is working to develop transformational curriculum and assessment arrangements in Wales. We want to enable young people to have higher standards of literacy and numeracy, become more digitally and bilingually competent, and to develop as enterprising, creative and critical thinkers. The new arrangements have equity and excellence at their core and help to develop confident, capable and caring citizens.

Education is our national mission. Nothing is so essential as universal access to, and acquisition of, the knowledge, skills and experiences that our young people need for employment, lifelong learning and active citizenship. As a nation, we need to equip our learners for the world ahead. They face a future of rapid technological, social and economic change where adaptability, creativity and digital skills will be the key.

In collaboration with practitioners, the proposed guidance has been drafted as a clear statement of what is important in delivering a broad and balanced education. The four purposes of the curriculum are the shared vision and aspiration for every child and young person in Wales, that they become:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world; and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Schools will be required to develop a curriculum which enables learners to progress towards these four purposes.

In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

The guidance is intended to be at the heart of teacher, school and national efforts which seek to raise standards for all, tackle the attainment gap and ensure an education system that is a source of national pride and enjoys public confidence.

The Curriculum for Wales will contribute to our goals as a nation as set out in the Well-being of Future Generations (Wales) Act. Providing an education for our children and young people led by the four purposes is central to improving the social, economic, environmental and cultural well-being of Wales. It is also an important vehicle for embedding in the United Nations Convention on the Rights of the Child in the experience of learning and teaching for our children and young people and in giving them an understanding of their rights.

Published in 2015, *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* set out practical and fundamental issues with the existing curriculum and assessment arrangements in Wales, including:

- levels of achievement not as high as they should be (as evidenced by PISA and Estyn);
- an Organisation for Economic Co-operation and Development (OECD) review in 2014 which concluded the current assessment and evaluation arrangements are unsatisfactory in improving performance amongst a high proportion of Welsh young people;
- lack of continuity within education and during transition between stages;
- poor educational experience for young people at Key Stage 3; and
- a national curriculum devised in 1988 does not reflect the world that young people are living in now and the implications of a changing world on what and how young people need to learn.

1.2 Long term

The new curriculum and assessment arrangements have been developed to ensure they are fit for a rapidly changing world, and to ensure education delivers its priorities and addresses the potential needs of business and the economy in the future. A nation's prosperity, cohesion and well-being are built upon a successful education system.

The four purposes for the curriculum provide the starting point for all teaching and learning, providing expectations for learners to develop the skills, knowledge and approaches to learning that will form the basis for what they need throughout their lives.

1.3 Prevention

Disadvantage, in many forms, has an effect on the educational achievement of children and young people. The curriculum framework forms the basis of statutory education and has been designed to engage the interest of all learners to enable them to make progress. This has important implications for their adult lives. The four purposes of the curriculum contribute to breaking multiple negative cycles by supporting children and young people to develop as: ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy confident individuals.

Education in Wales: Our national mission sets out the Welsh Government's aim to create strong and inclusive schools committed to excellence, equity and well-being to support the development and implementation of transformational curriculum and assessment arrangements. Another key action outlined in the strategy is to expand the Pupil Development Grant (PDG), building on its success in narrowing the attainment gap and breaking barriers to learning.

Underpinning this work is a belief that someone's ability to benefit from education should not be determined by where they live or what their income is. The Framework is designed to support schools to develop their curricula for all learners with a focus on a more personalised approach to progression in learning. The refined guidance provides that schools should consider gaps in attainment when developing their curriculum. A critical part of raising aspirations for all learners and addressing different gaps in attainment is ensuring that all learners are supported to realise the four purposes through a broad and balanced curriculum. This includes gaps influenced by different socio-economic backgrounds but may be far wider. The flexibility of the new arrangements allows schools and funded non maintained settings to provide different support to different learners to meet high expectations and to tackle different gaps in attainment.

Guidance in respect of the Health and Well-being Area of Learning and Experience (AoLE) draws on subjects and themes from mental, physical and emotional well-being. All six AoLEs in the new arrangements will have parity, making mental health and supporting well-being key elements of the curriculum. While the new curriculum will be instrumental, developing positive health and well-being in learners is a wider issue, which is highly dependent on a whole-school approach. This is supported by the proposals for Relationships and Sexuality Education (RSE) which seek to nurture and develop learners' understanding of the influences that can affect them, both positively and negatively, to support them to develop respectful, healthy relationships. This helps learning on

supporting the prevention of negative outcomes as a result of negative relationships and behaviours.

1.4 Integration

The new curriculum is designed so it maximises its contribution to each of the seven well-being goals outlined in the Well-being of Future Generations Act 2015 shown below:

A prosperous Wales	<ul style="list-style-type: none"> • One of the four purposes of the new curriculum is to enable ‘enterprising, creative contributors, ready to play a full part in work and life’ and schools curricula will be required to enable learners to progress towards this. • Learning about careers and work-related experiences is embedded throughout the guidance to help ensure learners gain insight into work and careers and build employability skills across the curriculum • The cross curricular skills of literacy, numeracy and digital competence will be mandatory across the curriculum to ensure learners are grounded in these skills which are fundamental for success in later life and for a prosperous Wales. • The guidance includes renewed focus on skills integral to the four purposes, including personal effectiveness and creativity and innovation.
A resilient Wales	<ul style="list-style-type: none"> • The characteristics which underpin the four purposes contribute to raising awareness of biodiversity and ecology: Under ethical, informed citizens all learners show their commitment to, and recognise their dependence on, the sustainability of the planet; understanding and considering the impact of their actions when making choices and taking action. Schools’ curricula will need to ensure that learners progress towards these purposes. • The new curriculum guidance allows and encourages for teaching to emphasise biodiversity and ecology in learners’ local environments (Science and Technology AoLE), whilst also facilitating a broader world view (Humanities AoLE). • Guidance on local, national and international contexts for all learning provides that learners should develop local, national and international citizenship and can respond to environmental challenges in each.
A healthier Wales	<ul style="list-style-type: none"> • One of the four purposes of the new curriculum which will be provided for in legislation is to enable ‘healthy, confident individuals, ready to lead fulfilling lives as valued members of society’ and each AoLE contributes to this purpose. • The proposals for Relationships and Sexuality Education (RSE) are intended to raise the profile and quality of the learning experience in this area and ensure it receives proper emphasis. • Schools will be required to include the Health and Well-being Area of Learning and Experience statements of what matters and progression in their curriculum, providing significant focus on learners’ health and well-being.
A more equal Wales	<ul style="list-style-type: none"> • One of the four purposes of the new curriculum which will be provided for in legislation is to enable ‘ambitious, capable

	<p>learners, ready to learn thorough out their lives’ and each AoLE contributes to this purpose.</p> <ul style="list-style-type: none"> • Schools’ curricula will be studied up to the age of 16, ensuring a continuum of experience through compulsory education and ensuring breadth of learning is maintained. The new curriculum Framework removes ‘phases and key stages’ and instead includes a continuum from age 3 to 16 with learning progression as a fundamental principle. There are principles of progression, supported by descriptions of learning, providing more detailed guidance on progression across the curriculum. These descriptions articulate what it means for a learner to progress along the continuum of learning and provide reference points for the pace of that progression.
<p>A Wales of cohesive communities</p>	<ul style="list-style-type: none"> • One of the four purposes of the new curriculum which will be provided for in legislation is to enable ‘healthy, confident individuals, ready to lead fulfilling lives as valued members of society’ and each AoLE contributes to this purpose. • The guidance provides clear focus on the importance of learners developing an understanding of the diverse range of values, identities and perspectives which form part of contemporary Wales. The guidance also provides that schools’ curricula should look to embed diversity as a cross cutting theme. • Religion, Values and Ethics forms part of the Humanities AoLE and will be compulsory from 3 to 16, enabling learners to gain insight into a broad range of cultures and philosophical perspectives.
<p>A Wales of vibrant culture and thriving Welsh Language</p>	<ul style="list-style-type: none"> • The proposals include mandatory learning of Welsh and English for all learners up to 16. • The new arrangements include guidance that learners should have the opportunity to develop their identity through exploring questions of culture, language and belonging in their locality and in Wales. It emphasises the importance of developing a curriculum which reflects and values Wales. • The proposals will enable schools and settings to fully immerse learners in the Welsh language. • In the new Curriculum for Wales, Welsh forms part of the Languages, Literacy and Communication AoLE, along with English and other international languages. Progression in Languages, Literacy and Communication is based on a continuum of learning. This starts with little or no language and develops towards proficiency/fluency. Schools and practitioners will use this to develop Welsh in the curriculum and learners aged 3 to 16 years old will be expected to make progress in Welsh along this continuum.
<p>A globally responsible Wales</p>	<ul style="list-style-type: none"> • One of the four purposes of the new curriculum is to enable ‘ethical, informed citizens of Wales and the World’ and learning across a school’s curriculum will need to contribute to this. • The guidance emphasises the importance of drawing international contexts into learning across the curriculum, offering opportunities for learners to reflect their roles and responsibilities as global citizens living in a culturally and linguistically diverse society, and respond to the challenges of working towards a sustainable and equitable future. • The guidance in respect of the Humanities and Science and Technology AoLEs support learners to be informed, self-aware

	citizens engaged with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.
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As our nation's economic prosperity, social cohesion and well-being are built on the foundations of a strong and successful education system, this work is designed to support directly the delivery of 'Ambitious and Learning' theme in *Prosperity for All* (2017). There is also a distinct link between all the key themes in the national strategy (Prosperous and Secure; Healthy and Active; Ambitious and Learning; and United and Connected) and the four purposes of the curriculum. Consequently, the proposals reinforce or contribute to multiple policy areas within Welsh Government and the Government's vision for Wales.

Education in Wales: Our National Mission (2017) contributes to Ambitious and Learning theme, and has a 'Transformational Curriculum' at the core of its enabling objectives.

1.5 Collaboration

The new curriculum arrangements will have an impact on learners, practitioners (in different schools and settings), governing bodies, local authorities, regional education consortia, Estyn and Qualifications Wales. More widely, they will also impact on third sector organisations, cultural institutions, further and higher education, and businesses.

Co-production has been key to the development of these arrangements, in particular:

- practitioners working in collaboration with officials from Welsh Government, regional consortia, Estyn and Qualifications Wales have worked to develop the guidance
- these practitioners have worked closely within their schools and with their cluster schools to ensure proposals are tested and informed by wider feedback and input
- the governance of the Curriculum Reform Programme includes key educational partners as members of the main decision groups
- wider stakeholders and experts with particular interests or specialist knowledge have been involved in the development of the guidance as well as the curriculum structure as a whole
- during the feedback phase, a detailed programme of stakeholder engagement was undertaken to ensure effective engagement with learners, interest groups representing the protected characteristics, and non-school stakeholders such as Youth Workers, specific interest organisations, business and Higher and Further

Education and groups representative of different ethnic and religious backgrounds; sexual identities and people with disabilities.

1.6 Involvement

The feedback phase (summer term 2019) helped to further understand how the curriculum arrangements will work in schools and settings. The analysis of this feedback directly informed the refinement of the guidance during autumn term 2019. In addition to this a Strategic Stakeholder Group (SSG) was established as part of the governance arrangements to ensure the engagement of representatives from a broad range of interest groups throughout the curriculum development phase. Membership includes representatives from Higher Education, Further Education, business, third sector, faith organisations, WLGA etc. A key role of members is to ensure that updates are shared with their networks and to provide feedback.

SECTION 2. WHAT WILL BE THE EFFECT ON SOCIAL WELL-BEING?

2.1 People and Communities

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal affect people and communities?

The four purposes of the new curriculum enable 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society' and 'ethical, informed citizens who are ready to be citizens of Wales and the world.' Schools' curricula will need to ensure learners progress towards these.

The guidance sets out that schools' curricula should support learners to develop an understanding of their local area, Wales and the wider world and the links between them. It is envisaged, therefore, that all learners will develop a stronger sense of place, belonging, and engagement with their local communities and their nation as they experience learning in a more contextualised way.

An implication of the greater 'teacher agency' envisaged through the agreed approach to the *Curriculum for Wales* is the potential for greater variation in the curriculum offer between schools. This could impact those learners more likely to move between schools and settings, such as children of armed services personnel and/or others with protected characteristics. We have sought to mitigate undue variation by making key components of the curriculum arrangements mandatory: statements of what matters and principles of progression will be mandatory. Schools will therefore be required to provide learning and teaching in the statements of what matters in health and well-being and enable learners to progress in this area.

There is therefore a likely moderate positive impact on communities as schools should develop a greater focus on working with and developing learning which allows learners to engage with local communities.

2.2 Children's Rights

The development of the new curriculum has had due regard to the United Nations Convention on the Rights of the Child. A Children's Rights Impact Assessment is attached at Annex A.

The Strategic Stakeholder Group Children and Young People's Sub Group has been established to specifically consider effective engagement with learners through established youth networks including the Children's Commissioner for Wales, Children in Wales Youth Forums, School Councils, Welsh Youth Parliament, Sports Wales, Urdd and other relevant third sector organisations. During the feedback phase, we held an extensive programme of activity including development of an engagement toolkit, regional events and focus groups for children and young people. A Children and Young people's guide is being published alongside the curriculum guidance.

Working with the Office of the Children's Commissioner, we have refined the guidance on embedding human rights education in schools' curricula. Both the Humanities and Health and Well-being AoLEs specifically provide for learning about Human Rights and Children's Rights.

2.3 Equality

An Equalities Impact Assessment is attached at Annex B.

2.4 Rural Proofing

How (either positively or negatively), and to what extent (significant/moderate /minimal impact), will the proposal impact on rural individuals and communities?

The curriculum arrangements are designed to apply to every learner in every school or setting in Wales. The practitioners used to develop the new arrangements, included representation from schools of different sizes in locations across Wales, including rural areas, in collaboration with Welsh Government, regional consortia, local authorities, stakeholders and experts.

Rural Proofing screening can be found at Annex E. We do not foresee a need for a full Rural Proofing Impact assessment given the flexibility in the new arrangements will suit different schools and settings. However, this will be kept under review.

The guidance has been specifically designed to be accessible to a wide range of schools and learners from different backgrounds. This will ensure that schools in rural areas can develop curricula that reflect:

- the services, experiences and opportunities which are readily accessible in and unique to rural areas
- the local needs and issues that may affect learners in rural communities.

2.5 Health

2.5a How (either positively or negatively), and to what extent (significant/moderate /minimal impact), will the proposal impact health determinants?

One of the four purposes of the curriculum is to support learners to become healthy and confident individuals. The Health and Well-being AoLE draws on subjects and themes from mental, physical and emotional well-being. In addition, in developing the new curriculum, practitioners have considered how the school environment supports learner's social, emotional, spiritual and physical health and well-being. While the new curriculum arrangements will be instrumental, developing positive health and well-being in learners is a wider issue, which is highly dependent on a whole-school approach.

The statements of What Matters in health and well-being focus on supporting learners to:

- develop and maintain their physical health and well-being

- support their mental health and emotional well-being through their experiences and how they respond to them
- make healthy and positive decisions
- engage positively with different social influences
- form and maintain positive relationships.

The proposal for mandatory Relationships and Sexuality Education for learners up to 16 offers opportunities to explore how their experiences, decisions, social/cultural influences and relationships can help them develop empathy and recognise the dignity and respect due to others, and to the living world around them. This is intended to raise the profile and the quality of the learning experience in this area.

2.5b. Could there be a differential health impact on particular groups?

The proposals relate to learners of statutory school age and 3-4 year olds in schools or non-maintained settings.

Subsidiarity is key to the new curriculum framework. The guidance has been developed to support schools to design their own curriculum and assessment arrangements. This allows practitioners to plan learning appropriate to the needs of their learners. Separate arrangements will be put in place for the non-maintained sector and these proposals will be published in the future. This recognises that non-maintained settings will need additional and specific support.

A Health Impact Assessment Screening has taken place, see Annex F.

2.6 Privacy

A privacy impact assessment is not required for these proposals as they do not relate to the collection or use of personal information.

The curriculum and assessment changes do not provide any powers to process personal data, nor do they impact on, or change, the rights and freedoms of individuals. As this proposal does not relate to the collection or use of personal information, it does not meet the criteria for undertaking a Data Protection Impact Assessment specified by Article 35(1), 35(3) and 35(4) of the General Data Protection Regulation (GDPR).

The schools themselves are responsible for formulating rules regarding the management of information, including personal data. As data controllers, schools and local authorities are responsible for GDPR compliance. GDPR is not a devolved matter and compliance is overseen by the Information Commissioner's Office (the UK's independent authority set up to uphold information rights).

SECTION 3. WHAT WILL BE THE EFFECT ON CULTURAL WELL-BEING AND THE WELSH LANGUAGE?

3.1 Cultural Well-being

3.1a How can the proposal actively contribute to the goal to promote and protect culture and heritage and encourage people to participate in the arts sports and recreation? (for Welsh Language see section 3.2)

The new curriculum removes the current distinction between core and foundation subjects and gives equal status to all AoLEs. This includes the Expressive Arts, Health and Well-being, Humanities and Languages, Literacy and Communication. It will be statutory for learners to continue to study elements of each AoLE to the age of 16.

The guidance provides that Local, national, international contexts should be embedded across learning. This will:

- promote understanding and engagement with local/ Welsh culture and heritage
- help learners to understand diverse identities, culture and values within Wales and beyond Wales.

In particular, the AoLEs include guidance on history, geography, wider humanities; literature and language and arts, all of which support learners engagement with culture.

The guidance provides that learners should have the opportunity to develop their identity through exploring questions of culture, language and belonging in their locality and in Wales. This should provide them with an understanding of the diverse histories, cultures, values and heritage of modern Wales and the contribution they can make to their communities.

The new curriculum guidance sets out that in the design and development of a school level curriculum, local, national and international contexts should be approached in a manner that is appropriate and meaningful to each AoLE, actively contributing to the promotion of Welsh culture and heritage.

Guidance in respect of Expressive Arts provides opportunities “*to encourage people to participate in the arts*”. Guidance on the Health and Well-being AoLE provides opportunities through physical activity to participate in recreation and sports.

Guidance on the Humanities AoLE provides opportunities for all learners to learn about their heritage and sense of place through a study of their *cynefin* and of Wales. This promotes an understanding of how the people of Wales, its communities, culture, landscape, resources and industries interrelate with the rest of the world.

The Languages, Literacy and Communication AoLE also provides opportunities to learn about culture and heritage through language and literature.

3.1b Is it possible that the proposal might have a negative effect on the promotion and protection of culture and heritage, or the ability of people to participate in arts, sport and recreation? If so, what action can you take to avoid or reduce that effect (for example by providing alternative opportunities)?

Some feedback revealed an anxiety about the place of Welsh history in the curriculum guidance. We have sought to mitigate this through providing additional guidance on this in the 'Designing your curriculum' section. We are also reviewing how resources can be developed to support and encourage learning in respect of culture and heritage.

Health and well-being: feedback has suggested that there is some perception that the place of physical activity and in particular sport may be diminished. We have sought to emphasise in 'Designing your curriculum' the importance of physical activity forming part of the school curriculum. It is an element of a statement of what matters, which will be mandatory for a school or setting's curriculum.

3.2 Welsh Language

A Welsh Language Impact Assessment can be found at Annex C.

SECTION 4. WHAT WILL BE THE EFFECT ON ECONOMIC WELL-BEING?

4.1 Business, the general public and individuals

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal impact business and the public?

The curriculum guidance supports learners to develop:

- As enterprising creative contributors, (one of the four purposes) supporting innovation. Schools' curricula will need to enable learners to progress towards this.
- Awareness of career and work related opportunities
- Experiences, knowledge and skills which are transferable to the workplace
- Cross curricular skills of literacy, numeracy and digital competence which are critical for work
- Learning through opportunities to work with businesses which is included in the 'Designing your curriculum' element of the guidance.

Careers education and work related experiences are embedded in the guidance to encourage learning across all Areas, ensuring learners gain insight into work and careers and build employability skills, with specific elements of this learning being part of the Health and Well-being AoLE. Detailing this across the guidance supports a holistic approach from early years.

As a cross cutting theme, there is a risk that providing for careers within the general guidance risks a perception of diminished importance. To mitigate this, further specific statutory guidance on Careers and work related experiences will be developed.

Literacy, numeracy and digital competence will be specified as three cross-curricular skills ensuring fundamentals are in place. The integral skills of critical thinking and problem-solving, planning and organising, creativity and innovation and personal effectiveness will also be embedded across all AoLEs.

Within the Humanities AoLE, business is one of the disciplines included and therefore provides a wide range of relevant themes within the context of the AoLE, set out in 'Designing your curriculum'.

Businesses were engaged as part of the feedback phase of co-construction, and their views on the draft curriculum and assessment arrangements were taken into account as part of further refinement in 2019. While it is difficult to quantify empirically at this stage, the emphasis on the four purposes of the curriculum, alongside the cross-curricula responsibilities, wider careers and work related experiences, and a signalled increase in school-employer engagement to enrich learning experiences should ensure all learners are better placed to enter the world of work post-16.

4.2 Public Sector including local government and other public bodies

How (either positively or negatively), and to what extent (significant/moderate /minimal impact), will the proposal impact the public sector?

The proposals set out requirements which will impact significantly elements of the public sector in Wales. These include direct impacts of new legislative requirements on local authorities, schools, head teachers and governing bodies; and consequential impacts on Regional Consortia, Estyn and Qualifications Wales. While it is anticipated that these impacts will be positive in improving learning and learner attainment, there may be shorter term 'negative' impacts arising from such a significant change management process. Support is in place, and will be built on, which will help mitigate some potential difficulties arising from the process, but the risk is recognised and will be subject to ongoing monitoring and review.

Other public sector bodies with interest in education will also be impacted to a lesser degree, including Arts Council of Wales, Public Health Wales, National Museum of Wales, Cadw, National Library of Wales and Natural Resources Wales. Further Education and Higher Education Institutions will also be impacted positively as learners make progress beyond 16. In addition, institutions involved in initial teacher training will be impacted through the need to prepare those new to the teaching profession in line with the new curriculum requirements. Work is already underway with those institutions, including sessions on the new curriculum for teacher trainees with the Minister for Education, policy officials and practitioners involved in the process.

Practitioners, schools, the non-maintained sector, regional consortia, Estyn and Qualifications Wales have all been standing members of working groups tasked with developing the new curriculum and of the wider programme governance groups. Local authorities have also been members of programme governance groups.

The Arts Council of Wales, Public Health Wales and Natural Resources Wales have been involved in development, contributing to evidence and working groups, while other wider public sector stakeholders have been engaged through information sharing sessions. The focus of these engagements has been on supporting the development of those organisations' understanding of the new curriculum and assessment arrangements, including the principle of subsidiarity, alongside encouraging them to work with practitioners in the development of school support materials linked to the new curriculum. This process is ongoing, and will continue through the preparatory phase leading to September 2022.

4.3 Third Sector

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal impact third sector organisations and what they do?

Third sector organisations interested in education will be impacted moderately, as will organisations that rely on education as a means of raising awareness in their area of concern. Third sector organisations who work directly with schools will also be similarly impacted.

As part of the co-construction approach to developing the new curriculum, individual AoLE groups have engaged with third sector representatives appropriate to their areas. A wide range of third sector organisations from both adult and children and young people's organisations have also been engaged in developments as members of the Strategic Stakeholder Group.

As with the public sector, the focus of engagements with third sector organisations has been on supporting the development of their understanding of the new curriculum and assessment arrangements, including the principle of subsidiarity, alongside encouraging them to work with practitioners in the development of school support materials linked to the new curriculum. This process is ongoing, and will continue through the preparatory phase leading to September 2022.

4.4 Justice Impact

It is unlikely there will be impacts on the Justice System. Therefore a Justice Impact Assessment has not been completed.

SECTION 5. WHAT WILL BE THE EFFECT ON ENVIRONMENTAL WELL-BEING?

The following assessments have been undertaken as required: Natural Resources; Biodiversity; and Climate Change.

5.1 Natural Resources

5.1a How will the proposal deliver one or more of the National Priorities in the Natural Resources Policy (NRP)?

The new curriculum guidance includes emphasis on biodiversity and ecology in learners' local environments, whilst also facilitating a broader world view of natural resources (learning in Humanities and Science and Technology AoLEs). This is expressed in specific statements of What Matters in both AoLEs, which will be mandatory. It is also included in the wider guidance for these areas, including the descriptions of learning. For example, in science and technology the statement of what matters about 'living things' requires a progressively sophisticated understanding of natural habitats, in the interdependencies of living things, leading to evaluating contemporary issues that affect biodiversity, including environmental factors and human activity.

5.1b Does the proposal help tackle the following national challenges and opportunities for the sustainable management of natural resources?

The characteristics which underpin the four purposes contribute to raising awareness of biodiversity and ecology. For example, by developing learners to become ethical, informed citizens who show commitment to, and recognise their dependence on, the sustainability of the planet; and understand and consider the impact of their actions when making choices and taking action.

The guidance on local, national and international contexts makes clear that the environment forms an important part of each of these contexts, with human impact transcending geographical and political boundaries. This includes the relationships between human activities and the local, national and international environment. The guidance is clear that learners should have opportunities to respond to the issues and challenges that arise from these relationships, considering how they have shaped our past and present and how they may shape our future.

5.2 Biodiversity

A biodiversity impact assessment has been developed at Annex D in compliance with Section 6 of the Environment (Wales) Act 2016.

5.3 Climate Change

5.3a Decarbonisation

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal affect emissions in Wales?

As highlighted above the four purposes for the curriculum, which are the foundation for all teaching and learning, contribute to raising awareness of the sustainability of the planet. This includes encouraging learners to understand their dependence on and show their commitment to the planet and consideration of the impacts of their actions. Consequently, it is anticipated that there would be a moderate positive impact arising from the new arrangements, though this is dependent on increased understanding impacting positively on actual behaviours.

A full assessment of the effect on emissions has not been undertaken as the impacts are about raising awareness and understanding, rather than activity which directly contributes to lowering levels of emissions. Within the Humanities guidance, the area of climate change is identified in particular in the statement of What Matters: 'Our natural world is diverse and dynamic, influenced by physical processes and human actions'. The scientific and technological aspects are also covered within that AoLE, providing for a basis of understanding to affect behaviours.

5.3b Adaptation

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal affect ability to adapt to the effects of climate change?

As highlighted above under decarbonisation.

5.4 Strategic Environmental Assessment (SEA)

The proposals are not likely to have an impact on any of the key areas listed as part of the regulations (agriculture, forestry, fisheries, energy, industry, transport, waste management, water managements, tourism, town and country planning or land use). Consequently, an SEA is not required.

5.5 Habitats Regulations Assessment (HRA)

The proposals will not affect any of the listed sites under the 'Natura 2000 European protected site network.' As a result, a HRA is not required.

5.6 Environmental Impact Assessment (EIA)

The proposals will not have an impact on the listed areas. As a result, an EIA is not required.

SECTION 6. RECORD OF FULL IMPACT ASSESSMENTS REQUIRED

Impact Assessment	Yes/No
Children's rights	Yes
Equality	Yes
Rural Proofing	No – to be kept under review
Health	No – determined by screening process
Privacy	No
Welsh Language	Yes
Economic / RIA	Yes
Justice	No
Biodiversity	Yes
Climate Change	No
Strategic Environmental Assessment	No
Habitat Regulations Assessment	No
Environmental Impact Assessment	No

SECTION 7. CONCLUSION

7.1 How have people most likely to be affected by the proposal been involved in developing it?

The curriculum design and development has been undertaken through a model of co-construction with representatives from the education system in Wales (Estyn, Regional Consortia, Qualifications Wales and practitioners). At the heart of this process is a national network of practitioners – they include representation from the different types of schools in Wales (rural, urban, large, small, English-medium, Welsh-medium, bilingual, schools with a religious character, primary, secondary and special). As part of their role, these practitioners have engaged with their learners and well as their cluster and network schools to gather views throughout the process. In addition, an extensive programme of stakeholder engagement is ongoing to engage learners, youth workers, third sector and organisations representing protected characteristic groups, Higher Education, Further Education, business and School Governors.

7.2 What are the most significant impacts, positive and negative?

The proposals look to combat the negative aspects of the current education system in Wales, set out in *Successful Futures*, whilst building on the existing strengths, including the commitment to equity. The proposals focus on the development of curriculum that is for every learner in every classroom.

Children's rights are a key design principle of the new arrangements, integral to the four purposes and specifically built into the Health and Well-being and Humanities AoLEs. The proposals have a positive impact on children's rights and reference a strong learner focused approach.

The new guidance seeks to support culture and heritage in Wales by providing that local, national and international contexts should be embedded across the curriculum of a school. Within the Humanities AoLE there is a specific focus on *Cynefin* which is often translated as 'habitat', but is more than this in this context. This reflects the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

The proposals promote knowledge and understanding of biodiversity issues through the four purposes, as the starting point for all teaching and learning, and specifically in the Science and Technology AoLE.

The proposals contribute to the promotion of the Welsh language by maintaining its status as part of the curriculum in Wales. One of the key characteristics of the four purposes is to develop ambitious, capable learners who can communicate effectively in different forms and settings, using both Welsh and English. The new arrangements will support all learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life; as well as enabling schools and settings to fully immerse learners in the Welsh language. The aim is to ensure all learners will be able to use the Welsh language when they leave school. This principle is at the heart of curriculum reform.

7.3 In light of the impacts identified, how will the proposal:

- **maximise contribution to our well-being objectives and the seven well-being goals; and/or,**
- **avoid, reduce or mitigate any negative impacts?**

The four purposes, as the starting point for all teaching and learning and supported by legislation, contribute to the seven well-being objectives by developing children and young people as: ambitious capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. The four purposes also ensure that the curriculum arrangements contribute to the Welsh Government's four key themes in *Prosperity for All: the National Strategy*. The new arrangements give flexibility to practitioners to use their creativity and professional judgement to deliver a curriculum which supports their learners and their specific contexts.

The new arrangements support positive impacts by ensuring the curriculum, and assessment as part of this, is inclusive, responsive to the needs of learners in later life, engaging for every learner, and based on subsidiarity to encourage ownership and decision making of practitioners to deliver a curriculum that is right for their classrooms.

The proposals will maximise the contribution to the well-being goals by:

- helping to ensure that schools' and settings' curricula meet the needs of learners and has flexibility to adapt over time
- developing children and young people as: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full

part in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society

- supporting and preparing all learners for later life and break negative cycles associated with attainment.

7.4 How will the impact of the proposal be monitored and evaluated as it progresses and when it concludes?

Draft guidance was published in April 2019 for feedback as part of the co-construction process, which included a wide range of engagement activity for practitioners and wider stakeholders. The guidance was then refined during the 2019 autumn term.

In parallel, practitioners involved in the development of the drafts tested the new curriculum and assessment arrangements in their schools, and with local clusters, the feedback from which also informed further refinement.

The education reform programme's governance arrangements remain in place, engaging key actors from education in Wales and elsewhere on the oversight of further curriculum and assessment refinement, publication and adoption in schools. These arrangements include the ongoing work of the Curriculum and Assessment Group (which includes international experts in the field), and the Independent Advisory Group, Chaired by Professor Graham Donaldson.

Welsh Government has engaged a programme of commissioning and funding for research in education linked to *Our National Mission* and curriculum and assessment reform, some outputs of which are already published. This will provide an ongoing source of intelligence to inform policy and programme support for successful implementation of the new arrangements across schools and settings.

In addition, the new evaluation and improvement arrangements, as set out in *Our National Mission*, will form the basis of system-wide monitoring and communication of progress.

Networks are being established nationally to engage with the wider sector to ensure that all practitioners have support to further develop their skills and knowledge to deliver the new curriculum. It is intended that part of this remit will be to identify and input on any changes to be made to the guidance in the future.

FULL IMPACT ASSESSMENTS

A. CHILDREN'S RIGHTS IMPACT ASSESSMENT

1. Describe and explain the impact of the proposal on children and young people.

Curriculum

The proposals put the four purposes at the heart of the Curriculum for Wales Framework. These are the starting point for all teaching and learning. The four purposes of the curriculum are that children and young people develop as:

- ambitious, capable learners, ready throughout their lives
- enterprising, creative contributors ready to play a full part in life and work
- ethical, informed citizens of Wales and the World
- healthy, confident individuals ready to lead fulfilling lives as valid members of society.

The four purposes are described through key characteristics contributing to developing ethical informed citizens who 'understand and exercise their human and democratic responsibilities and rights' and 'respect the needs and rights of others, as a member of a diverse society'.

The curriculum guidance has been designed to describe a continuum for all learners from 3 to 16. All maintained schools and funded non-maintained nursery settings must adopt a curriculum. An adopted curriculum must meet the following general requirements:

- enable learners to make progress towards the four purposes
- be broad and balanced
- be suitable for learners of differing ages, abilities and aptitudes
- provide for appropriate progression for learners and includes a range of provision to ensure this (linked to ages, abilities and aptitudes).

A curriculum will need to encompass the following Areas:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

- Science and Technology

The **Curriculum for Wales Framework** is designed to help practitioners to develop a more integrated approach to learning. The six Areas of Learning and Experience (AoLE) bring together familiar disciplines and encourage strong and meaningful links across different disciplines. Those individual disciplines will still play an important role, especially as learners progress and begin to specialise. However, the guidance promotes collaboration and cross-disciplinary planning, learning and teaching, both within and across AoLEs. This will enable learners to build connections across their learning and combine different **experiences, knowledge and skills**.

Supporting learners to make progress is a fundamental driver of the Curriculum for Wales framework. This is reflected in the statements of What Matters; the descriptions of learning for each of these statements, and is also the primary purpose of assessment.

Understanding how learners progress is critical to learning and teaching and should inform curriculum design, classroom planning and assessment. Rather than setting out outcomes in key stages, the guidance describes progression through:

- **principles of progression** for the curriculum as a whole and for each individual AoLE. These articulate the ways in which learners make progress in their learning and contribute to the **four purposes**. These will be incorporated in a statutory code once the Curriculum and Assessment Bill becomes law.
- **descriptions of learning** which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression. These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. While the learning continuum is the same for each learner, the pace of progress through it may differ. As a result, the progression steps only broadly relate to age. They broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

This means all learners making progress along the same continuum, regardless of any additional learning needs they may have. A more personalised approach to learning will support every learner to progress at a suitable pace, and be challenged appropriately.

Successful Futures identified that the current system has become centred on making general, best-fit judgements about learner performance. The consequences of this are insufficient focus on progression, with 'best-fit' judgements masking wide variations in progress in different aspects of learning. The framework proposes the removal of the current system of 'Levels'.

Progression in learning is a process of increasing sophistication, rather than being about a body of content to be covered. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment, built into the school curriculum, should recognise this.

The focus now will be on continuous assessment with learners being assessed in relation to the school curriculum, which will have been designed to reflect the national principles of progression, drawing on the descriptions of learning. Practitioners should assess all learners across the 3 to 16 continuum based on the progression articulated in their school curriculum. In doing so, they should take into account the diverse needs of individual learners.

Schools should not undertake specific assessment activities at each progression step to make a judgement about a learner's progression at a set age or point in time and descriptions of learning are not a series of criteria to be directly assessed against, nor can they be met with single assessment tasks.

Working with the Office of the Children's Commissioner, we have refined the guidance on embedding human rights education in schools' curricula. This supports schools to embed Human Rights Education and a rights based approach into their school-level curriculum design and development.

Schools' curricula will need to be broad, balanced, inclusive and challenging. One of the four purposes is that all children and young people will be ambitious, capable learners who are ready to learn throughout their lives. This includes setting high standards and seeking and enjoying challenge to support the needs of More Able and Talented learners (MAT).

Additional Learning Needs (ALN) and curriculum reform policies have been co-constructed with stakeholders and are key components of *Our National Mission* to raise standards and reduce the attainment gap. The new ALN system, curriculum and assessment reform and the broader professional learning programme are being aligned.

From the age of 14 onwards, young people will begin to specialise and make choices. For learners aged 14 to 16, a school must design a curriculum so that, in addition to the mandatory curriculum elements and mandatory cross-curricular skills, it provides:

- choice for learners in the other learning they will undertake, but in such a way that ensures all learners still undertake some learning in each area of learning and experience
- other elements which the school requires all learners (or some groups of learners) to undertake.

Qualifications will be developed to reflect learning.

Assessment

There will be a continuum of learning from 3 to 16 years. Within schools assessment will be an ongoing process that is embedded within day-to-day practice and is fundamental to the learning process.

Within the assessment guidance, assessment is now described as an ongoing process which is intrinsic to curriculum design and which is indistinguishable from learning and teaching. It should be a key aspect of curriculum design, rather than a stand-alone process.

The assessment guidance clearly describes the purpose of assessment as being to support the progression of each individual learner in relation to the 3-16 continuum. A part of this, three main roles for assessment have been identified:

- Supporting individual learners on an ongoing, day to day basis
- Identifying, capturing and reflecting on individual learner progress over time
- Understanding group progress in order to reflect on practice

Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression and key to this is establishing:

- where learners are in their learning
- where they need to go in their learning
- what needs to be done for them to get there, taking account of any barriers to their learning.

Assessment will not only consider the outcomes of learning i.e. what a learner has learned, but should also consider the process of learning, in order understand how a learner has learned, enabling adjustments in daily practice to be made to take this into account.

Under the new Curriculum for Wales there will be a broader approach to transition, supporting learners along the learning continuum, as they move between different groups, different classes, different years and different settings (currently transition processes focus primarily on the learners moving from primary to secondary schools). As part of this, ensuring the well-being of all learners should be an important and integral part of the process, recognising the needs of individuals, while also supporting both continuity and progression in their learning.

We are already making changes to our national tests, and have introduced online personalised assessments. The purpose of these statutory online personalised assessments is to help move learning forward through supporting both the learner and practitioner to understand how a learner's reading and numeracy skills are developing and what the next steps should be. In personalised or 'adaptive' assessments, the questions are selected based on the learner's response to the previous question. This provides an individual assessment experience and tailors the level of challenge for every learner. Schools have far more control over these assessments and are able to decide when a learner, or groups of learners, would benefit most from the assessment, unlike the current national tests where there is a test window.

Evidence and Consultation

Based on the evidence gathered during the Independent Review of Curriculum and Assessment arrangements in Wales (the Review), *Successful Futures* recommended principles of curriculum design which outlined that that any proposed structure should satisfy a number of criteria, including having children's rights at the heart.

The Review undertook a national call for evidence, encouraging stakeholders from across Wales to submit their views and help shape the outcome of the Review. In order to generate debate and discussion, the questions included in the call for evidence were deliberately very broad and open-ended and included questions such as 'What are the three best things about education in Wales?' This received over 700 responses, of which over 300 were from learners themselves.

A recurring concern of learners who spoke to the Review team was their perception that the curriculum was out of date in relation to digital technology. Representatives of business were similarly concerned. They saw the ability to use technology creatively for research and problem solving as key competences that they wanted to see in prospective employees. *Successful Futures* recommended that digital competence be given equal status to literacy and numeracy as a cross-curriculum responsibility. The development of the Digital Competence Framework (DCF) was fast tracked and made available in September 2016 support digital competence in schools.

Learners in particular, but not exclusively, also wanted to see a greater focus on general social competences (life skills and personal confidence, personal and social education (PSE)), basic skills (i.e. literacy and numeracy), and more vocational education and careers guidance. Stakeholders felt that ‘...schools should be doing more than simply imparting knowledge’. While successful learning was a highly valued outcome of education by all stakeholders (including learners), so too were a range of other outcomes. General social competences, life skills and personal confidence were seen by all as important things to be gained from school. These views have been reflected in the proposals for statutory cross-curricular skills (Literacy, Numeracy and Digital Competence); and the embedding of integral skills into the guidance. The inclusion of an AoLE dedicated to Health and Well-being and equal in status to the other AoLEs also reflects the emphasis learners placed on personal and social education.

Children and young people wanted lessons to be more relevant and engaging, with more practical lessons, more fun, more interactivity, and more out-of-classroom activities. There is a sense that a more general enthusiasm for learning has been sacrificed in the race for qualifications.

Through the design process, there has been full consultation with a range of schools and settings. Different settings have been engaged to ensure the new curriculum arrangements are accessible for all learners, including Foundation Phase settings and groups with an ALN focus. For instance, the Pioneer School Network has representation from different language medium schools, special schools and Foundation Phase practitioners. This model of development has prompted practitioner engagement with the learner on the emerging proposals for the curriculum and has fed this back into the design process. In addition, the Camau Project (led by University of Wales Trinity St David and Glasgow University) to support the development of progression in the curriculum is

developing a toolkit for practitioners to use to support them in their curriculum design (including learner voice).

During the feedback phase, learners were invited to give their views and feedback on the new curriculum arrangements. To support this:

- learners were able to provide feedback online
- focus groups were held with them across Wales and the outcomes were considered part of the feedback phase
- a toolkit was developed for group leaders across Wales to run their own focus groups to support learners with the new curriculum, in particular through schools councils.

The analysis of the feedback phase directly informed the refinement of the curriculum guidance and has been published.

2. Explain how the proposal is likely to impact on children's rights.

The proposed curriculum and assessment arrangements contribute to the following articles in the UN Convention on the Rights of the Child:

- Article 28 -Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.
- Article 29 - Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Welsh Government is committed to ensuring that the needs of learners are at the heart of the new curriculum. The design of the new curriculum in *Successful Futures* set out ten principles for curriculum design, one of which focussed on inclusivity and the Rights of the Child: '*taking account of their [children and young people] views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society.*'

The four purposes will be at the heart of the learning and experience of all children and young people in Wales, whatever their school or maintained educational setting.

Specifically, the four purposes recognise the role of children's rights – All children and young people will be ethical, informed citizens: who respect the needs and rights of others, as a member of a diverse society; and who understand and exercise their human and democratic responsibilities and rights.

Overarching guidance provides guidance for schools on:

- **Learning about human rights:** understanding human rights, and the sources of those rights including the **UNCRC**
- **Learning through human rights:** the development of values, attitudes and behaviours that reflect human rights values
- **Learning for human rights:** the motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

A guide for children and young people has also been developed to be published alongside the curriculum guidance.

Children's rights are also part of the guidance in the Health and Well-being and Humanities AoLEs. Rights are included in the mandatory statements of what matters. Rights are also included in the guidance in the descriptions of learning.

B. EQUALITY IMPACT ASSESSMENT

1. Describe and explain the impact of the proposal on people with protected characteristics as described in the Equality Act 2010.

The curriculum and assessment arrangements are being designed and developed to apply and be accessible to every learner in every classroom from ages 3 to 16. This is supported by the enabling activity taking place as highlighted in *Education in Wales: Our national mission* to create ‘*Strong and inclusive schools committed to excellence, equity and well-being*’.

The arrangements will allow schools and practitioners to integrate their local contexts into teaching, learning and experiences to ensure equity amongst all groups of learners.

The curriculum framework promotes equity amongst learners by focussing on:

- the four purposes to develop learners as the starting point for all teaching and learning
- the characteristics of the four purposes draw out specific features which support equality, e.g. ethical, informed citizens who respect the needs and rights of others as a member of diverse society
- AoLEs and statements of what matters which will be a mandatory part of a school’s curriculum and will give the Health and Well-being AoLE parity with other AoLEs in the curriculum.

Through provision of mandatory Relationships and Sexuality Education (RSE) up to 16; learners will be able to explore how laws and policies contribute to equity and human rights regarding sex, gender, sexuality and relationships.

The assessment guidance has been developed in such a way that it is appropriate for all learners, regardless of their age, their stage of development or whether they have any additional needs. Progression is described as being unique to each individual, and throughout the guidance references are made to both appropriate support and challenge, taking in to account any barriers to learning that an individual may have.

In addition, assessment should enable schools to understand whether different groups of learners are making expected progress. This will help schools ensure their curriculum, and their learning and teaching, helps raise standards as well as helping to raise the attainment of learners from disadvantaged backgrounds.

Record of Impacts by protected characteristic:

Age (including children up to the age of 16)

The Curriculum for Wales framework will apply to all learners in school or funded non-maintained settings from 3 to 16. The framework will support schools to develop a curriculum to equip learners with the skills and knowledge they need for later life, supporting them to develop in line with the four purposes and associated characteristics. Therefore, it is expected the framework will have a positive impact on learners. Due to the phased introduction from 2022, the new curriculum will be rolled out fully for learners currently in Year 4 and below.

Reasons for decision and mitigating actions

The new curriculum has been designed specifically to enable learners in Wales to realise the four purposes of the new curriculum. Learners were engaged during the feedback phase to seek their views and input. Schools will be supported in their engagement with and planning for the new curriculum, to prepare for rollout in 2022.

Disability

In 2017, the attainment (at the Core Subjects Indicator/ Foundation Phase Indicator) of pupils on the Special Educational Needs Register was lower at the Foundation Phase and Key Stages 2 and 3 compared to all pupils¹.

Table 1: Percentage of pupils on SEN register achieving the expecting outcome or level at Foundation Phase, Key Stage 2 and Key Stage 3 in 2017.

	Pupils on the SEN register	All pupils
Percentage of pupils at KS3 achieving at least the expected level (L5) in teacher assessment for the Core Subjects Indicator (CSI)	62.4%	87.7%

¹ <https://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

Pupils at KS2 achieving at least the expected level (L4) in teacher assessment for the Core Subjects Indicator (CSI)	65.3%	89.7%
Percentage of pupils achieving at least the expected outcome (outcome 5) in teacher assessments for the Foundation Phase Indicator (FPI).	57.8%	87.4%

Source: <https://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

The curriculum framework allows practitioners the flexibility to provide a curriculum which meet the needs of their learners in their specific context; and to have a positive impact on disabled learners. This allows practitioners to adapt the curriculum in their school to best support the needs and interests of their learners and communities, including disabled learners and those with Additional Learning Needs (ALN).

Reasons for decision and mitigating actions:

Under the framework, a school’s curriculum must reflect the needs and aspirations of all learners. The guidance provides that a school’s vision for curriculum should seek to raise the aspirations for all learners: to achieve their full potential. This means schools’ curricula will need to be develop to be inclusive, encompassing an entitlement to high-quality education for every learner and taking account of their views in the context of the UNCRC, and those of parents, carers and wider society.

Special schools have been able to input the needs of their learners into the design through their representation on all AoLE groups, Curriculum and Assessment Group, Coherence Group and Manageability Group.

The four purposes are the starting point for all teaching and learning and are applicable to every learner in every classroom for example, healthy, confident individuals who have the skills and knowledge to manage everyday life as independently as they can. Schools should use the needs of the learner as a starting point and adapt the AoLEs accordingly. It is intended that sufficient flexibility will exist within the new curriculum to meet the needs of the vast majority of learners without the need for disapplication. However as with current curriculum arrangements, it is recognised in exceptional cases the new curriculum may be dis-applied for individual learners on a temporary basis. We propose enabling schools and settings to dis-apply the curriculum in certain circumstances, and to allow temporary exceptions for individual learners. These will be broadly in line with the approach in the

current curriculum. If the Curriculum and Assessment Bill is passed, further detail will be provided as part of the updating of the guidance in 2021.

The AoLEs have been designed with the input of Special Schools to ensure they are applicable to all learners. The ALN sub-group is developing guidance for ALN in mainstream schools to ensure inclusivity of the curriculum.

Routes for Learning materials support practitioners in assessing the early communication and cognitive skills of learners with profound and multiple learning difficulties. As part of our wider reform of curriculum and assessment arrangements, practitioners and experts from across Wales are in the process of updating the current Routes for Learning materials. A Routes for Learning Advisory Group has been established to support this work, with representation from active researchers and practitioners with expertise in this field. Draft materials are being made available for feedback and the suite of resources will be published in its final form in the summer.

Gender Reassignment (the act of transitioning and Transgender people)

Proposals to make Relationships and Sexuality Education (RSE) mandatory may have a positive impact on these learners as it raises awareness about respectful relationships, positive behaviour and acceptance of diversity. This will also aim to encourage schools to consider how they provide support and learning to LGBTQI+. It also aims to engage learners with issues such as gender and inequality and seek to foster a whole school approach to inclusion and tolerance.

Reasons for decision and mitigating actions

The Sex and Relationships Expert Panel in their report to Welsh Government (2017) focused their recommendations to improve the provision of RSE in schools for all young people, no matter their gender or sexual orientation. RSE will form part of the curriculum for all learners up to 16, contributing to the four purposes, specifically: ethical, informed citizens who respect the needs and rights of others as a member of a diverse society; and healthy, confident individuals who form positive relationships based upon trust and mutual respect.

Research put forward in the Stonewall School Report Cymru (2017) shows LGBTQI+ identifying young people are still more likely to suffer poor mental health, self-harm and depression. The changes to RSE in the curriculum look to combat this by helping all

learners feel emotionally and physically safe and secure so they are able to achieve their full potential.

Pregnancy and maternity

The proposals may positively affect learners who are pregnant or who have recently given birth by providing practitioners with flexibility to adapt the curriculum delivered in the classroom to reflect the needs of their learners and to reflect their local community. In addition, RSE may have a positive impact on the prevention of teen pregnancies and, separately, sexually transmitted infections.

Reasons for decision and mitigating actions:

The curriculum guidance is being designed to support every learner in every classroom across Wales, and there is flexibility, through the legislative proposals, for practitioners to develop their curriculum to support their groups of learners. This provides learners and schools with the flexibility to develop towards the four purposes depending on their circumstances.

Race (include different ethnic minorities, Gypsies and Travellers and Migrants, Asylum seekers and Refugees)

Evidence shows that in the current system, the attainment of pupils in Wales differs by ethnic background (Welsh Government, 2018). For example, Welsh Government Core Subject Indicators (CSI) at Key Stage 2 and 3, and the Foundation Phase Indicator, show that pupils from Traveller, Gypsy and Gypsy Roma backgrounds have lower levels of attainment compared to the average for all pupils in Wales². However, pupils from Chinese or Chinese British backgrounds outperform the Wales average against the Foundation Phase Indicator and the Core Subjects Indicator at Key Stages 2 and 3³.

Table 2: Percentage of pupils achieving the expected outcome or level at Foundation Phase, Key Stage 2 and Key Stage 3 by ethnic group (2015-2017 aggregated).

² <https://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

³ <https://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

<i>Ethnic Background</i>	Foundation Phase Indicator (percentage achieving at least the expected outcome across Areas of Learning)	Core Subject Indicator at KS2 (percentage achieving at least the expected level across the core subjects)	Core Subject Indicator at KS3 (percentage achieving at least the expected level across the core subjects)
<i>All Pupils</i>	87.2%	88.8%	86.0%
<i>White- British</i>	87.7%	89.1%	86.0%
<i>Traveller</i>	59.5%	53.6%	39.2%
<i>Gypsy/ Gypsy Roma</i>	54.2%	65.7%	34.9%
<i>Mixed</i>	88.8%	90.6%	86.0%
<i>Asian or Asian British</i>	89.6%	90.8%	89.7%
<i>Black or Black British</i>	83.1%	84.9%	82.8%
<i>Chinese or Chinese British</i>	89.4%	92.9%	94.9%
<i>Any other ethnic group</i>	78.3%	82.9%	82.3%

Source: <https://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

In 2017/18, there were 27, 836 learners aged 5 and over with a first language other than English or Welsh.⁴ Evidence obtained from the current system shows that learners who were new to English (where it was an additional language (EAL)) had lower attainment than those who were fluent⁵.

Underpinning the development work is a belief that someone's ability to benefit from education should not be determined by what their background is or where they live. The curriculum framework requires schools to develop their curriculum for all learners with a focus on a more personalised approach to learning and progression to support the objective of closing the attainment gap. As a result it is proposed that there are positive impacts on learners from different races.

The new curriculum aims to provide learners with an understanding of the diverse histories, cultures, values and heritage of modern Wales and the contribution they can make to their communities. It will also offer opportunities for learners to reflect on their roles and responsibilities as global citizens living in a culturally and linguistically diverse society. In addition, the Languages, Literacy and Communication AoLE includes international languages as a key component.

Critically engaging with the curriculum will help learners explore positive relationships based on mutual respect, tolerance and dignity in a diverse society. This will be strengthened through schools developing their curriculum, within the national framework, which is relevant to their learners and communities allowing greater understanding of the experiences of different groups. However, in certain schools with few BAME learners the approach could result in the curriculum offer displaying a lack of diversity. We have sought to mitigate this including additional guidance on embedding diversity as a theme across learning. Additionally the guidance emphasises understanding the diverse nature of Wales and local, national and international contexts and should support learners understanding of a range of identities and perspectives.

Reasons for decision and mitigating actions:

⁴ <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupilsaged5andoverfirstlanguageotherthanenglishwelsh-by-localauthorityregion-year>

⁵ <https://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

Successful Futures has challenged us to re-think our approach to the curriculum, it makes it clear that a high degree of prescription and detail at a national level inhibits “*the flow and progression in children and young people’s learning and progression*”. The framework requires schools to develop their curriculum in line with the four purposes, and the mandatory requirements which will be set out in legislation. The Curriculum for Wales Guidance provides support in developing this curriculum. The concept of subsidiarity provides practitioners with flexibility to ensure that the curriculum delivered in the classroom is meaningful to all of their learners and reflects their local community.

The four purposes are the starting point for all curriculum design decisions as well as learning and teaching. This includes developing learners as ethical informed, citizens who respect the needs and rights of others, as a member of a diverse society.

In support of learners with a first language other than English or Welsh, the Languages, Literacy and Communication AoLE will include International Languages. This allows schools to acknowledge the language of the home when considering a learner’s journey along the continuum and in measuring attainment.

Religion, belief and non-belief

We have worked closely with colleagues from the Church in Wales and Catholic Education Service to ensure that links are made between their denominational syllabi and the wider Humanities AoLE, and the new curriculum as a whole.

Each Local Authority has an agreed syllabus for Religious Education that schools (other than schools of a religious character which follow a denominational syllabus) must deliver. The description of an agreed syllabus outlined in the 1996 Education Act currently reads as follows:

Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

A consultation on Ensuring access to the full curriculum which included a proposed name change for Religious Education took place in autumn 2019. These proposals were subject to a separate impact assessment.

In the new curriculum, Religion, Values and Ethics forms part of the Humanities AoLE. Provision is intended to reflect the historical and contemporary relationship in Wales to

philosophy and religious views, including non-religious beliefs. The aim is to help learners develop respect and understanding of different forms of religion and worldview over time and in different societies. In developing their Religion, Values and Ethics provision, we propose that schools without a religious character and Foundation and voluntary controlled schools with a religious character must have regard to the Agreed Syllabus in providing Religion, Values and Ethics.

In the new curriculum, there will be a duty to require the local authority and Agreed Syllabus Conference to have regard to guidance issued by the Welsh Ministers in relation to curriculum in developing and adopting an agreed syllabus. There will be additional provision requiring schools to have regard to the agreed syllabus in designing and implementing their curriculum for Religion, Values and Ethics.

The current legislation provides for a parent to withdraw their child from Religious Education and Sex Education. A consultation 'Ensuring access to the full curriculum' took place in Autumn 2019 and included a proposal not to include the right to withdraw for Religious Education (RE) and Relationships and Sexuality Education (RSE) in the new curriculum. These proposals were subject to a separate impact assessment.

Sex / Gender

There is evidence of differences in attainment of learners based on gender, for example, in the 2018 National Reading Tests girls outperformed boys in all year groups. In the 2018, National Numeracy Tests, boys outperformed girls in most national curriculum year groups (with the exceptions of the Year 8 procedural numeracy tests, and the Years 3 and 7 numerical reasoning tests)⁶.

RSE as a compulsory part of the curriculum will have positive impacts on gender by raising awareness and understanding amongst learners of respectful relationships, positive behaviour and diversity.

Reasons for decision and mitigating actions

⁶ <https://gov.wales/docs/statistics/2018/180822-national-reading-numeracy-test-results-2018-en.pdf>

As highlighted above, evidence from the National Reading and Numeracy tests highlights different results based on gender. In addition, Official Statistics show a difference in Key Stage 4 examinations results based on gender.⁷ The new approach to national tests which supports a more personalised approach to learner assessment and their progression will help learners to develop as ambitious, capable learners.

Sexual orientation (Lesbian, Gay and Bisexual)

There is expected to be positive impacts from the proposals on sexual orientation. Specifically, RSE and the Health and Well-being AoLE, may reduce homophobic, biphobic and transphobic (HBT) bullying and subsequently increase in well-being for LGBTIQ+ learners. It will also help to challenge gender and sexual stereotypes and increase learners' understanding of safe, healthy and positive relationships.

Reasons for decision and mitigating actions

The Sex and Relationships Expert Panel recommended the wider scope for Relationships and Sexuality in order to have the positive impact highlighted above. This is supported by the proposed statutory status for RSE in the curriculum for all learners up to 16. In addition, funding was provided to regional consortia in 2018/19 to support schools in delivering quality learning experiences in RSE to support the impacts indicated above. The RSE proposals have raised questions about the specific content of teaching and learning in this area, in particular from individuals from faith groups. Conversations with representatives from a range of faith groups and communities will be essential in ensuring understanding about changes to RSE. Without careful handling, there is a risk that concern around these issues may impact on individual learners or specific schools. Practitioners will need to be assisted by professional learning and support.

Marriage and civil partnership

The proposals will seek to have a positive impact on learners understanding of marriage and civil partnerships. Specifically, RSE and the Health and Well-being AoLE will help challenge gender and sexual stereotypes and increase children and young peoples' understanding of safe, healthy and positive relationships.

⁷ <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Key-Stage-4/examinationachievementsofpupilsaged15-by-gender>

Reasons for decision and mitigating actions

The four purposes, as the starting point for all teaching and learning, reflect the need for learners to respect a diverse society: *Ethical, informed citizens who respect the needs and rights of others, as a member of a diverse society.*

The statutory status of RSE in the curriculum and the parity across the six AoLEs (including Health and Well-being) will help support the quality of the learning experience in this area and raise the profile of the topics of marriage, civil partnership and healthy relationships.

There is currently statutory recognition of the right for schools of a religious character to provide RSE which is appropriate to ethos of the school. There are no plans to change the ability for schools with a religious character to provide RSE that is consistent with their ethos.

Low-income households

The proposals seek to support every learner in every classroom and are designed to apply to all learners up to 16. Enabling Objective three in *Our National Mission* highlights the commitment to ensuring learners from low-income households are supported to achieve their potential. The curriculum is supported by other policy activity set out in *Education in Wales: Our National Mission*, which looks to narrow the attainment gap and reduce the barriers for learners. Therefore, it is suggested that the proposed curriculum and assessment arrangements will have a positive impact on these learners.

Reasons for decision and mitigating actions:

Our National Mission commits the Welsh Government to activity to enable the delivery of a transformational curriculum including learners from different backgrounds.

The evidence gathered as part of the *Successful Futures: Independent Review into Curriculum and Assessment Arrangements in Wales* identified the commitment to equity and inclusion as key strengths of the Welsh education system.

The four purposes are the starting point for all teaching and learning, and apply to all learners in all classrooms regardless of their background. In addition, the removal of phases and key stages in order to improve progression and therefore increase potential for higher attainment by minimising transitions and shifts in purposes and approach at intervals in school careers in line with *Successful Futures* and seeks to ensure that

learners are not limited in their aspirations. This is supported by the proposal for a duty on schools to provide a curriculum (including assessment) that focuses on how learners can move forward along the continuum and enables most learners to reach their full potential.

The refined guidance places increased emphasis on schools developing a curriculum accessible to all. It provides that a critical part of raising aspirations for all learners and addressing different gaps in attainment is ensuring that all learners are supported to realise the four purposes through a broad and balanced curriculum. This include gaps influenced by different socio-economic backgrounds but may be far wider. This should be supported by provision which responds to the specific needs and circumstances of learners. In particular, this should consider what specific experiences, knowledge and skills learners may need that they would otherwise not have opportunity to benefit from.

Human Rights and UN Conventions

Human Rights	What are the positive or negative impacts of the proposal?	Reasons for your decision (including evidence)	How will you mitigate negative Impacts?
Protocol 1, Article 2 – The right to an education.	The proposals actively support a child or young person’s right to an education.	The enabling objectives set out in <i>Our National Mission</i> support the curriculum arrangements through ensuring the workforce, leadership and evaluation framework supports all learners to achieve high standards.	N/A

C. WELSH LANGUAGE IMPACT ASSESSMENT

1. **Welsh Language Impact Assessment reference number: 05/01/2020**
2. **Does the proposal demonstrate a clear link with the Welsh Government's strategy for the Welsh language? – *Cymraeg 2050 A million Welsh speakers and the related Work Programme for 2017-2021?***

This proposal fully supports the Welsh Government's strategy for the Welsh language. We want to see all learners in Wales able to use the Welsh language when they leave school. The aim is to transform how we teach Welsh in order that by 2050 at least 70% of learners can speak Welsh by the time they leave school.

For this to happen, the teaching and learning of Welsh needs to be recognised and valued as an integral component of the curriculum for Wales. *Successful Futures* acknowledges that the teaching and learning of Welsh is a priority for Welsh Government, and recommends that Welsh language learning remains compulsory to the age of 16. There will be a renewed focus on learning Welsh with an emphasis on listening and speaking.

As with guidance in all Areas of Learning and Experience, progression in Languages, Literacy and Communication is based on a continuum of learning. This starts with little or no language and develops towards proficiency/fluency. Schools and practitioners will use this to develop their local curriculum and learners aged 3 to 16 years old will be expected to make progress in Welsh along this continuum.

One language for all: review of Welsh second language at Key Stages 3 and 4 (2013) recommended that one continuum of learning for Welsh should be developed with clear expectations for learners of Welsh in English-medium, bilingual and Welsh-medium. Developing such a continuum would mean that all learners in Wales would follow the same curriculum and be assessed against one framework, thus removing the term Welsh second language and the programme of study. This review was considered by Professor Donaldson as part of the evidence for *Successful Futures* and the recommendation of one Welsh language continuum is reflected in the Languages, Literacy and Communication AoLE.

Progression is expressed through Descriptions of learning. To reflect the different pace and depth of learning in different language learning contexts, the curriculum includes some differentiated Descriptions of learning for Welsh in Welsh medium and for Welsh in English

medium settings, schools and streams. In English medium the focus is on interpersonal communication skills. Learners in Welsh medium will also progress in academic language proficiency.

Cymraeg 2050 states that immersion education is our principal method of ensuring that our education system contributes to reaching the aim of a million Welsh speakers. The proposals are intended to support immersion.

Beyond the new curriculum, work is being done to consider and amend the linguistic categories of schools. Through Local Authorities Welsh in Education Strategic Plans it remains a priority for us to ensure that schools are encouraged along the continuum (in the context of the school rather than individuals on a language continuum as part of the curriculum). Monitoring will be required to ensure consistency between the new curriculum and these policy areas.

3. Describe and explain the impact of the proposal on the Welsh language, and explain how you will address these impacts in order to improve outcomes for the Welsh language:

The following proposals support the promotion of the Welsh language:

- One of the key characteristics of the four purposes of the new curriculum is to support children and young people to develop as ambitious, capable learners who can communicate effectively in different forms and settings, using both Welsh and English. The four purposes are integral to the curriculum and schools' curricula will need to enable learners to progress towards these.
- Welsh will be statutory for all learners up to the age 16 and will form part of the Languages, Literacy and Communication AoLE.
- In order for learners to use the Welsh language confidently, they need authentic opportunities to use Welsh within and beyond the classroom. Schools and settings will therefore be encouraged to support the development of learners' Welsh language skills across the curriculum and through extra-curricular experiences and activities as part of a whole-school approach.
- The *Siarter Iaith* (Welsh Language Charter) is a national framework for all settings and schools which will be available alongside the new curriculum. This is intended to provide a holistic basis for planning experiences across the curriculum in order to

increase learners' use of Welsh and develop their confidence in the language. It supports increased opportunities for learners to speak Welsh in a variety of contexts and embed their use of Welsh language patterns from an early age. The principles set out in the *Siarter Iaith* align with the *Curriculum for Wales 2022 guidance*.

- The Descriptions of learning at each Progression Step in the Languages, Literacy and Communication AoLE express progression in important aspects of learning. They take account of the ways in which learners progress based upon research, including practitioners' understanding from their experience in the classroom. They also recognise what learners need to know and be able to do in order to move to the next stage.
- Legislation is needed to remove the distinction between Welsh and Welsh second language. This will allow for one continuum of learning Welsh in all schools and settings. The changes to assessment are in keeping with allowing learners to learn in a supportive environment.
- While it is proposed English will be statutory for learners up to age 16, the new curriculum and legislative underpinnings will still allow settings, such as Cylchoedd Meithrin, and schools to fully immerse learners in the Welsh language.

Mitigating actions

Actions undertaken to ensure the curriculum is designed and developed to ensure the promotion of the Welsh language are set out below.

The curriculum has been developed through a model of co-construction with a network of Pioneer Schools across Wales. Through this network there is representation from English-medium, Bilingual and Welsh-medium schools.

The guidance has been developed to reflect the bilingual context - with Welsh practitioners who teach Welsh and through the medium of Welsh working side by side with those who teach English and through the medium of English. Expertise of bilingual editors has also been drawn on to ensure that the new curriculum is meaningful in both Welsh and in English.

Descriptions of learning for Welsh in English medium settings, schools and streams have been developed based on a common progression framework which starts with beginner learners and moves gradually towards fluency. Descriptions of Learning for Welsh in

English medium settings, schools and streams will be reviewed periodically with the intention in the long term of removing this scaffold and having all schools use the same Descriptions of learning for Welsh in order to realise the ambition of 1 million Welsh speakers by 2050

D. BIODIVERSITY IMPACT ASSESSMENT

Embedding biodiversity

1. How will your proposal integrate biodiversity into decision making?

Biodiversity has been included in the development of the curriculum and is included in statements of what matters in the Science and Technology AoLE, which will be included in statutory guidance.

2. Has your proposal ensured biodiversity is accounted for in business decisions?

N/A

3. How does your proposal improve understanding and raise awareness of the importance of biodiversity, encouraging others to act?

The framework requires schools and practitioners to become curriculum designers adapting the statutory requirements to take into account their learners and local contexts.

The 'living things' statement of what matters in the Science and Technology AoLE considers how all living things require specific conditions and resources to survive.

Humans form part of the living world and our decisions and actions, along with natural selection, can have a significant impact on the diversity of life. Within this AoLE, therefore, there is an expectation that learners will develop to be able to explain the importance of nutrient cycles, evaluate contemporary issues that affect biodiversity (including environmental factors and human activity), alongside experiencing the collection of data from natural habitats to measure biodiversity.

The flexibility of the proposed legislation will allow for teaching to emphasise biodiversity and ecology in learners' local environments indoors and outdoors (Science and Technology AoLE), whilst also facilitating a broader world view (Humanities AoLE).

There are opportunities to raise / include biodiversity issues in the experiences elements of the new curriculum, especially if they are pertinent to the locality.

The four purposes form the basis of the curriculum and provide the foundations for teaching and learning. The characteristics which underpin the four purposes can contribute to raising awareness of biodiversity and ecology: Under ethical, informed citizens: all children and young people show their commitment to, and recognise their dependence on, the sustainability of the planet; and understand and consider the impact of their actions when making choices and taking action.

Improving our evidence, understanding and monitoring

4. Have you used the best available evidence of biodiversity to inform your proposal and this assessment?

None of the species or habitats of principle importance published under Section 7 of the Environment (Wales) Act 2016 will be adversely affected by the proposals. However, it is worth noting that the Science and Technology AoLE proposes experience of natural habitats throughout the 3 to 16 learning continuum, with the aim of developing greater responsibility, concern and respect for all living things and the environment in which they live.

5. Have you used up to date knowledge of the key impacts on biodiversity to make evidence-based decisions?

The development of the curriculum guidance has used a model of co-construction with experts, practitioners, Estyn, Qualifications Wales and the regional consortia in Wales. In developing the Science and Technology AoLE a wide range experts have been engaged, including direct inputs from the Royal Society of Biology. This has been to ensure the AoLE reflects the latest knowledge and thinking.

6. Can your proposal contribute to our body of knowledge for biodiversity?

The proposals support the sharing of knowledge and the development of understanding amongst learners through the Science and Technology AoLE, and the four purposes, which will be supported by legislation.

Governance and support for delivery of biodiversity action

7. Can your proposal support biodiversity action in any way?

The framework gives schools the opportunity to develop a curriculum which meets the needs of their learners in their specific context. Likewise, this flexibility should allow practitioners the autonomy to consider issues which will meet the needs of their learners, which should include biodiversity as set out in the Science and Technology AoLE.

8. Can your proposal help to build capacity for biodiversity action?

The proposals outlined support the development of knowledge and understanding of biodiversity issues as part of the four purposes of the curriculum and more specifically as part of the Science and Technology AoLE. The new arrangements give practitioners and schools the flexibility to include high quality learning experiences related to biodiversity if

they wish. Key to this will be support from relevant professional bodies and organisations to develop appropriate materials and resources.

9. Have you recorded decisions and actions to maintain and enhance biodiversity?

The actions highlighted above are recorded as part of the curriculum documentation. This will be published and used by practitioners to support the development of the curriculum in their schools.

E. RURAL PROOFING IMPACT ASSESSMENT

1. Describe and explain the impact of the proposal on rural people, businesses and communities.

The curriculum is designed to apply to every learner in every classroom in Wales. The practitioners involved in developing the new arrangements, included schools of different sizes in locations across Wales, including rural areas, in collaboration with Welsh Government, regional consortia, local authorities, stakeholders and experts.

At present we do not foresee a need for a full Rural Proofing Impact assessment based on the flexibility in the new arrangements will suit different schools and settings. This will be kept under review.

The new curriculum framework has been developed to provide schools and practitioners with the flexibility to develop a curriculum that meets the needs of learners in their contexts. Schools are intended to have flexibility in deciding how they develop a curriculum which contributes to the four purposes, having regard to the guidance. The guidance has been specifically designed to be accessible to a wide range of schools and learners from different backgrounds. This will ensure that schools in rural areas can develop curricula that reflect:

- the services, experiences and opportunities which are readily accessible in and unique to rural areas
- the local needs and issues that may affect learners in rural communities.

For example, the draft guidance in respect of Health and Well-being includes supporting learners to have an understanding of harmful situations and how to respond appropriately. In a rural setting, this could examine water safety in the context of reservoirs or waterfalls.

It is not envisaged that the new curriculum would have an impact on the demand for rural education services (i.e. village schools).

The new curriculum framework is intended to be fully supportive of the Welsh Language, including in rural communities where it forms an essential part of the fabric of everyday life.

Underpinning this work is a belief that someone's ability to benefit from education should not be determined by where they live or what their income is. This is a curriculum for all learners with a focus on a more personalised approach to progression in learning.

F: HEALTH IMPACT SCREENING

As outlined in *Education in Wales: Our National Mission*, the Welsh Government is working to develop transformational curriculum and assessment arrangements in Wales to enable young people to have higher standards of literacy and numeracy, become more digitally and bilingually competent, and evolve to enterprising, creative and critical thinkers. The new arrangements have equity and excellence at their core and help to develop confident, capable and caring citizens.

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales (2015) sets out practical and fundamental issues with the existing curriculum and assessment arrangements in Wales, including:

- Levels of achievement not as high as they should be (as evidenced by PISA and Estyn)
- An Organisation for Economic Co-operation and Development (OECD) review in 2014 which concluded the current assessment and evaluation arrangements are unsatisfactory in improving performance amongst a high proportion of Welsh young people
- Lack of continuity within education and during transition between stages
- Poor educational experience for young people at Key Stage 3
- A curriculum devised in 1988 does not reflect the world that young people are living in now and the implications of a changing world on what and how young people need to learn.

Consequently, there is a need to ensure that Wales has a broad and balanced curriculum which is fit for the 21st century, outlining what knowledge learners should have and what skills they should acquire.

Nature of Evidence considered/to be used (including baseline data, technical and qualitative research, expert and community knowledge):

The new curriculum framework has been developed by practitioners from across Wales drawing on a range of expert evidence from curriculum design experts as well as discipline specific experts and stakeholders in the various subjects that form part of the six AoLEs in the new curriculum. In respect of health, the development has drawn on evidence from:

- The Schools Health Research Network
- DECIPHer - the Centre for the Development and Evaluation of Complex Interventions for Public Health Improvement
- Public Health Wales
- Health policy officials within Welsh Government, including the Chief Medical Officer and the Chief Nursing Officer
- Dr Dusana Dorjee, University of York - Psychology in Education
- Professor Robin Banerjee, University of Sussex – Developmental Psychology
- Dr Dan Siegel - UCLA School of Medicine
- Royal Society of Biology
- Sport Wales

Key population groups affected by the programme, policy or project.

Vulnerable groups: Children and young people will be directly affected, including those with Additional Learning Needs and specific health conditions.

Other groups; Teachers and other educational professionals, and parents.

Screening

Lifestyles		Vulnerable Groups Affected
Positive Impacts	Negative Impacts	
<p>One of the four purposes of the new curriculum is to support learners to become healthy confident individuals who:</p> <ul style="list-style-type: none"> • 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 <p>The Health and Well-being AoLE provides for learning around: physical activity; nutrition; sleep; care for the body and hygiene; decision making which impacts on</p>		Children and Young People

<p>health; social influences that inform health affecting behaviours.</p> <p>The Science and Technology AoLE provides for learning about scientific inquiry, evaluating evidence and the impact of science and technology at a personal, societal and environmental level. It also encompasses progression in learning about how we develop, sustain life and reproduce; in addition to health and disease – being able to explain the effect of lifestyle choices on organ systems and their impact on health.</p> <p>Consequently, it is envisaged learners will become better placed to take control of their own health and well-being, and that of others.</p>		
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Social and Community Impacts on Health		Vulnerable Groups Affected
Positive Impacts	Negative Impacts	
<p>One of the four purposes of the new curriculum is to support learners to become ethical informed citizens who:</p> <ul style="list-style-type: none"> • 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 <p>In Humanities, learners will become Informed, self-aware citizens engaging with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.</p> <p>They will also develop resilience, build independence, and raise levels of self-confidence and self-esteem. Experiences in Humanities, both in and outside the classroom, will encourage them to be ambitious and to solve problems confidently, while considering always the ethical implications of their choices.</p> <p>In Science and Technology learners' increasing understanding of health and disease, including preventative actions, will support their positive engagement in their local communities and wider society from a health perspective.</p>		<p>Children and Young People</p>

Mental Well-being		Vulnerable Groups Affected
Positive Impacts	Negative Impacts	
<p>One of the four purposes of the new curriculum is to support learners to become healthy, confident individuals who:</p> <ul style="list-style-type: none"> • are building their mental and emotional well-being by developing confidence, resilience and empathy • know how to find the information and support to keep safe and well <p>The Health and Well-being AoLE includes a statement of what matters that focuses on mental health and emotional well-being, placing it alongside a statement on physical health and well-being. The guidance will help learners to understand how mental health and emotional well-being influence the way people think, feel and behave. It will also help learners explore the connections between life experiences and mental and emotional well-being.</p> <p>Through understanding the conditions that promote and impact on mental health and emotional well-being, learners will be supported to manage the experiences that they encounter. They will also be supported to develop their ability to focus their attention and to be aware of how they are thinking and feeling during their experiences. In addition, they will explore how experiences are perceived. This will give learners the opportunities to build skills of <i>self-awareness</i> and <i>empathy</i>. Self-awareness allows learners to be receptive and reflective, which helps them to adapt their behaviour and actions to different situations. This in turn enables learners to act with empathy, compassion and kindness towards themselves and others.</p> <p>Learners will also be supported through learning to develop health, positive relationships and critically engage with social influences (such as peer pressure and media influence) which can impact on their health and well-being, also supporting their mental and emotional well-being.</p> <p>Relationships and Sexuality Education will be a statutory part of the new curriculum while the new curriculum guidance offers support for</p>	<p>As a specialist area where the means of teaching can impact significantly on learners' well-being, it will be essential that practitioners are supported to develop learning in this area in a sensitive, high quality way.</p> <p>If this is not the case, learners could be impacted negatively. Professional learning implications arising from the new curriculum are being identified and support approaches to professional learning at a national and regional level are being put in place.</p>	<p>Children and Young People</p>

<p>practitioners to consider this across all AoLE. This will support learners to develop a healthy, positive attitude to relationships and sexuality.</p> <p>Learners will have the safe space for discussion and reflection which allows time to explore their personal perspectives on religious and non-religious worldviews, ethical challenges and social inclusion issues. They will also be asked to explore the natural world, locally, across Wales and beyond, which will nurture a sense of place and well-being. These experiences will help support the development of healthy, confident individuals, ready to lead fulfilling lives as valued members of society in Wales and the wider world.</p>		
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Living and environmental conditions affecting health		Vulnerable Groups Affected
Positive Impacts	Negative Impacts	
<p>The Health and Well-being AoLE will help learners to understand the factors that affect health and well-being, including the environmental factors that affect both physical and mental and emotional well-being.</p> <p>Within Humanities learners will consider a range of social, cultural and physical issues within their communities. They will explore such issues as the contribution of the natural world to our health and well-being, and how environmental factors can affect health and well-being.</p> <p>In Science and Technology learners will come to understand the science of natural habitats, food chains and food webs, as well as the importance of nutrient cycles for the continuation of life. They will also learn about contemporary issues that affect biodiversity, including environmental factors and human activity. The AoLE emphasises the importance of exploration and experience through inquiry and evaluating evidence, both indoors and outdoors, as learners develop as ethically informed citizens able to demonstrate care, responsibility and respect for living things and the environment in which they live.</p>		<p>Children and Young People</p>

Economic conditions affecting health		Vulnerable Groups Affected
Positive Impacts	Negative Impacts	
The new curriculum guidance is intended to support learners regardless of economic background and enable learning about health and well-being.	The flexibility of the new curriculum may result in a variation of provision across different communities which may place some learners at risk because of their background or geography. The Curriculum for Wales framework is intended to mitigate against this providing mandatory elements for all curricula and supporting statutory guidance. Schools and practitioners will be supported by Estyn and regional consortia. Professional learning implications arising from the new curriculum will be identified and support approaches to professional learning at a national and regional level.	Children and Young People

Access and quality of services		Vulnerable Groups Affected
Positive Impacts	Negative Impacts	
<p>The Health and Well-being AoLE guidance will support learners know how to find the information and support to keep safe and well in a range of contexts.</p> <p>The AoLE also includes a statement of what matters on decision making: Understanding the factors that influence decision-making affecting health and well-being will help learners to make considered, informed decisions that they are able to justify and explain. Learners will be supported to develop the skills necessary to critically consider choices, and to understand the risks and possible consequences of their decisions for themselves and others.</p>	The flexibility of the new curriculum may result in a variation of provision across different communities which may place some learners at risk because of their background or geography. The guidance is intended as a common framework to mitigate against this, while schools and practitioners will be supported by Estyn and regional consortia. Professional learning implications arising from the new curriculum will be identified and support approaches to professional learning at a national and regional level.	Children and Young People

Macroeconomic, environmental and sustainability factors		Vulnerable Groups Affected
Positive Impacts	Negative Impacts	
<p>The characteristics which underpin the four purposes can contribute to raising awareness of biodiversity and ecology: Under ethical, informed citizens: all learners show their commitment to, and recognise their dependence on, the sustainability of the planet; understanding and considering the impact of their actions when making choices and taking action.</p> <p>The new curriculum allows for teaching to emphasise biodiversity and ecology in learners' local environments (Science and Technology AoLE), whilst also facilitating a broader world view (Humanities AoLE).</p>		Children and Young People

Summary of Potential Health Impacts Identified

1. Positive Impacts

Through the Four Purposes, the Health and Well-being AoLE and other AoLEs, learners will be provided with a range of learning which supports them to develop and maintain positive health affirming behaviours.

2. Negatives Impacts

The flexibility of the new curriculum may result in a variation of provision across different communities which may place some learners at risk because of their background or geography. The guidance is intended as a common framework to mitigate against this, while schools and practitioners will be supported by Estyn and regional consortia.

It will be essential that practitioners are supported to develop learning in this area in a sensitive, high quality way. If this is not the case, learners could be impacted negatively.

3. Impacts on Vulnerable groups

This policy will directly impact on children and young people, including those with Additional Learning Needs and specific health conditions.

Recommendations

Are the impacts that have been identified above enough to warrant a more comprehensive health impact assessment?

No

What are the reasons for not conducting an assessment?

The proposals represent a significant improvement in the approach of curriculum towards health and well-being. The negative impacts at this stage have been identified as potential.

The potential negative impacts of this policy area are dependencies on other policy areas, rather than issues relating the content of the guidance itself: specifically professional learning and accountability. Officials across these areas will continue to work together to support positive, equitable education around health and well-being for all learners.

Do any additional actions need to be taken as a result of this HIA process?

Officials will continue to review potential impacts of the proposals.

Have there or will there be other impact assessments conducted? Or will this form part of one?

This screening forms part of an integrated impact assessment.