

11. The Curriculum

This chapter provides an overview of the curriculum and the associated responsibilities of the governing body.

Overview

1. The school curriculum is not simply a collection of subjects or experiences. In relation to the matters or activities which it covers, it is required to be balanced and broadly based and must promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society and prepare pupils for the opportunities, responsibilities and experiences of adult life. Every maintained school and every maintained nursery school must provide the basic curriculum which includes the following:

- the national curriculum subjects, which applies from years 7-16 from the start of the 2011/12 school year, the Foundation Phase Areas of Learning which will apply to 3 to 7-year-olds;
- religious education for all registered pupils at the school - up to 19 years old;
- collective worship for pupils up to 19 years old;
- sex education in the case of a special school this applies to secondary school pupils. Primary schools must have a policy re sex education;
- personal and social education;
- Careers and the world of work. This forms part of the basic curriculum and is compulsory for all registered pupils aged 11-16. In addition, it is also part of the requirements of the Learning Core of the Learning Pathways 14-19.

2. Responsibility for the curriculum is shared between the head teacher, the governing body, the LA and the WAG.

3. The basic features of the school curriculum were first laid down in the Education Reform Act 1988. This established a basic curriculum - the national curriculum together with religious education and, in secondary schools, sex education - which makes sure that all pupils have a broad and balanced education.

4. The school curriculum is an entitlement for all pupils, with all included.

Early Years Education

5. All children are entitled to a free (part-time) Foundation Phase place from the term following their third birthday; the School Standards and Framework Act (SSFA) 1998 (section 118) places a statutory duty on all LAs to secure such provision. Responsibility for the planning and management of the provision rests with the Early Years Development and Childcare Partnership (EYDCP), and Section 119 of the SSFA requires each LA to establish an EYDCP.

6. When determining how to meet its duty the LA (through its EYDCP) may choose to fund non-maintained settings as Foundation Phase providers. Such providers must be registered with and be inspected by the Care and Social Services Inspectorate for Wales. All Foundation Phase education providers, whether funded non-maintained settings or maintained schools, are inspected by Estyn – the office of Her Majesty’s Chief Inspector for Education and Training in Wales.

7. From September 2008 nursery/early years education provision for 3 to 4-year-olds is delivered through the Foundation Phase – Framework for Children’s Learning for 3 to 7-year-olds in Wales.

The Foundation Phase

8. From September 2008 the Foundation Phase for 3 to 7-year-olds has been introduced, on a rolling programme, into schools (and non-maintained settings) in Wales (see below). From the start of the 2011/12 school year the Foundation phase will replace the Key Stage 1 National Curriculum programmes of study.

9. *Non maintained Nurseries have their own management arrangements:*

From 1 August in the years	Foundation Phase statutory for children aged:	Key stage 1 remains statutory for children aged:
2008	3 to 4 years	4 to 7 years
2009	3 to 5 years	5 to 7 years
2010	3 to 6 years	6 to 7 years
2011	3 to 7 years	Rollout completed

The Foundation Phase Curriculum

10. The Foundation Phase curriculum comprises the following seven Areas of Learning:

- ‘Personal and Social Development, Well-Being and Cultural Diversity’;
- ‘Language; Literacy and Communication Skills’;
- ‘Mathematical Development’;
- ‘Welsh Language Development’;
- ‘Knowledge and Understanding of the World’;
- ‘Physical Development’; and
- ‘Creative Development’.

For each Area of Learning the educational programme sets out what children should be taught and the outcomes set out the expected standards of children’s performance.

Assessment in the Foundation Phase

11. The Foundation Phase Outcomes have been developed to support the end of phase statutory teacher assessment. There are six outcomes for each Area of Learning and for information purposes the following outcomes broadly cross-reference to the current national curriculum level descriptions:

- Foundation Phase Outcome 4 links with National Curriculum Level 1;
- Foundation Phase Outcome 5 links with National Curriculum Level 2; and
- Foundation Phase Outcome 6 links with National Curriculum Level 3.

12. There will continue to be two assessments within the Foundation Phase:

- On-entry (or baseline) Assessment which will be in the language of the setting will be held within six weeks of entry into the Foundation Phase (when a child could be 3, 4 or 5 years old). For maintained schools and maintained nursery schools, the on-entry assessments will be introduced from September 2011 and from September 2012 for funded non-maintained settings;
- End of phase statutory teacher assessment (year 2) will be introduced in summer 2012.

13. At the end of the Foundation Phase, teachers will [use the Foundation Phase Outcomes to](#) make an assessment of each child by means of teacher assessment.

The Foundation Phase and Religious Education

14. The *National exemplar framework for religious education for 3 to 19-year-olds in Wales* provides guidance to SACREs regarding the religious education curriculum in the Foundation Phase.

15. Religious Education (RE) is a statutory subject and must be provided for all registered children in maintained schools, including those in reception classes but excluding children in nursery schools and nursery classes as set out in Circular 10/94 and subsequent legislation. The RE framework provides guidance for the implementation of non-statutory entitlement for children in nursery settings and the basis for planning statutory RE for children in the rest of the Foundation Phase.

The School Curriculum Overview

16. The school curriculum for Wales is not simply a collection of subjects or experiences. In relation to the matters or activities which it covers, it is required to be balanced and broadly based and must promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society and prepare pupils for the opportunities, responsibilities and experiences of adult life.

17. Every maintained school in Wales must provide the basic curriculum which includes the following:

- the Foundation Phase, which is being implemented for 3 to 7-year-olds (replaces Key Stage 1 of the national curriculum entirely for all 6 to 7-year-olds from the start of the 2011/12 school year.
- the national curriculum subjects, for 7-16 year-olds from 2011/12;
- religious education for all registered pupils at the school; pupils up to 19 years old;
- collective worship for pupils up to 19 years old;
- sex education; in the case of a special school this applies to secondary school pupils. Primary schools must have an up-to-date sex education policy;
- personal and social education for all registered pupils of compulsory school age;
- careers and the world of work for all registered pupils aged 11 to 16 years old. In addition, it is also part of the requirements of the Learning Core of the Learning Pathways 14-19.

18. Responsibility for ensuring that the curriculum meets the criteria in paragraph 16 is shared between the head teacher, the governing body, the Local Authority (LA) and the Welsh Assembly Government (WAG).

19. The school curriculum is an entitlement for all pupils, with all the aspects listed above included.

The School Curriculum for Wales

20. The school curriculum implemented from September 2008 comprises:

- a single coherent framework for curriculum, assessment and qualifications for 3–19 year olds, which will help schools to raise standards of achievement and widen educational opportunity;
- a set of Subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage;
- a non-statutory framework for personal and social education;
- a non-statutory framework for careers and the world of work;
- a non-statutory skills framework;
- a national exemplar framework for religious education; and
- the Framework for Children’s Learning for 3 to 7-year-olds in Wales.

21. These frameworks and Orders support the objective to ensure that the school curriculum, assessment and qualifications arrangements will promote an approach that is more learner-centered and skills-focussed and that builds on the Foundation Phase and links effectively with the 14–19 Learning Pathways programme.

22. The focus on skills, especially communication, ICT, number and developing thinking (including problem-solving) has been determined because of:

- the strong degree of desire and support within the profession for this approach; and
- the desire of employers to improve the skills base in these areas.

23. The Subject Orders and the frameworks for personal and social education and careers and the world of work should help deliver the wider aims, including the promotion of:

- better transition from Key Stage 2 to Key Stage 3;
- education for sustainable development and global citizenship;
- education for the world of work and entrepreneurship;
- healthy eating and physical activity; and
- children's and young people's personal and social development, self-worth and well-being.

24. In revising the curriculum, opportunities have been taken to update and reduce content to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, and their preparedness for citizenship, community life and employability within a bilingual Wales.

25. The revisions ensure greater manageability and flexibility in delivery for teachers and will encourage innovation, creativity and diversity of approach to learning and teaching. Pupils will be more actively involved in the process of learning and their development of skills

Governors' Responsibilities - Assessment

26. Each school must report pupils' end of key stage national curriculum assessment results to their parents, and publish aggregated school results in its prospectus and the governors' annual report. The WAG also publishes national analyses of the results (see Chapter 7, Providing Information).

27. Schools must also provide parents/carers with a written report on the outcome of the on-entry assessment, and the opportunity to discuss its contents, in the term in which the assessment is completed.

28. More information about assessment at Key Stages 1, 2 or 3 can be found in the 'Statutory Assessment Arrangements' booklet, published on the WAG website each autumn. A summary is also contained in the booklets 'How is your child doing at Primary School?' and 'How is your child doing at Secondary School?' which are published by the WAG and sent to schools each Spring.

29. The governing body shares responsibility with the head teacher and the LA for making sure that the curriculum and the appropriate assessment arrangements are carried out.

30. Governing bodies are responsible for ensuring that the head teacher sends the on-entry and end of phase/key stage teacher assessment results to the LA.

Political Bias: The teaching of politics in schools

31. The governing body, head teacher and LA must not allow any teacher to promote one-sided political views when teaching. Teachers must present different views in a balanced way where political issues are covered.

32. However, schools, head teachers, school staff and LAs must comply with the law, which includes the prevention of junior pupils (pupils who are under the age of 12) from pursuing partisan political activities at the school. It also forbids the promotion of partisan political views in the teaching of any subject to any pupil. Where activities take place away from the school premises junior pupils are not allowed to take part if they have been arranged by any member of staff in a school or anyone acting on behalf of the school.

33. They must also take steps to ensure that, in all cases pupils are given a balanced presentation of political issues. This includes where political issues are brought to the attention of pupils whilst they are at school or taking part in extra curricula activities which are provided or organised at the school or on behalf of the school.

34. The School Curriculum for Wales

The Foundation Phase

35. The Areas of Learning which comprise the curriculum for 3 to 7-year-olds is set out in the *Framework for Children's Learning for 3 to 7-year-olds in Wales*.

National curriculum subjects

36. The 12 National Curriculum subjects are: English, Welsh, Modern Foreign Languages, Mathematics, Science, Design and Technology, Information and Communication Technology, History, Geography, Art and Design, Music and Physical Education.

37. The Subject Orders cover ages:

- 7 to 16 (Key Stages 2 to 4) in English, Welsh, Mathematics, Science, and PE; and
- 7 to 14 (Key Stages 2 and 3) – in the other subjects.

38. The local curriculum for 14-19 year olds is also defined by Learning Pathways and qualifications choice.

The Non-Statutory Skills Framework

39. The school curriculum is underpinned by a non-statutory skills framework which aims to:

- help equip young people with the skills they need to fulfil their potential at work; and
- set out progression in developing thinking, communication, number and ICT, the areas most often identified as necessary by teachers, LA officers and employers.

Other statutory curriculum requirements

Personal and Social Education (PSE)

40. Personal and social education (PSE) is part of the basic curriculum for all registered pupils at maintained schools and maintained nursery schools.

41. For 3 to 7-year-olds, PSE is delivered through the Personal and Social Development, Well-Being and Cultural Diversity Area of Learning in the *Foundation Phase framework for children's learning for 3 to 7-year-olds in Wales*.

42. *The Personal and Social Education Framework for 7 to 19-year-olds in Wales* is the key document that learning providers should use to review and develop PSE provision to ensure they plan and deliver a broad, balanced programme of PSE to meet the specific needs of learners aged 7 to 19 years old.

43. The PSE framework also progresses into the 14-19 Learning Core components that relate to PSE.

44. PSE comprises all that a school undertakes to support and promote the personal and social development and well-being of its learners. It enables children and young people to develop a sense of self-worth and interact effectively with others. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation and achievement.

Careers and the World of Work (CWW)

45. Careers and the World of Work (CWW) forms part of the basic curriculum for all registered pupils aged 11 to 16 at maintained schools. It is also part of the requirements of the Learning Core of 14-19 Learning Pathways.

46. *Careers and the World of Work: a framework for 11 to 19-year-olds in Wales* is the key document that learning providers should use to review and develop CWW provision for 11 to 19-year-olds.

47. The framework is supplemented by guidance designed to provide coordinators with a selection of key materials to assist them in the management of this area.

48. In teaching personal and social education and careers and the world of work, governing bodies shall have regard to any guidance issued by the National Assembly for Wales – see Section 100(8) of the Education Act 2002

Sex Education

49. Governing bodies of all maintained schools are required to make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education.

50. Schools are also required to make copies of this available for inspection by parents of registered pupils at the school. They must also provide a copy of the statement free of charge to any parent who asks for one.

51. Primary schools must provide sex education as contained within the national curriculum in Wales, for example in science. Primary schools are not required to provide sex education as part of the basic curriculum. However, primary schools can provide sex education but whether they do so is at the discretion of the school. It is for individual school governing bodies, in consultation with parents/carers, to determine how best to approach sex education, in accordance with learners' needs and the character and ethos of the school.

52. All maintained secondary schools are required to provide sex education for all registered pupils as part of the basic curriculum of the school.

53. Maintained special schools and Pupil Referral Units can provide sex education for primary age learners. They must provide sex education for secondary age learners registered at the school.

54. The LA, governing body and head teacher must also make sure that any sex education is provided in a way that encourages pupils to consider morals and the value of family life.

55. Section 403 of the Education Act 1996 places a duty on the governing body and head teacher of a maintained school to take such steps that are reasonably practicable to secure that where sex education is given, it is given in such a manner as to encourage those pupils to moral considerations and the value of family life.

56. Section 403(1A) of the Education Act 1996 places a duty on Welsh Ministers to issue guidance designed to secure that when sex education is given pupils learn the nature of marriage and its importance for family life and the bringing up of children, and that they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

57. The policy must also include a statement about parents' right to withdraw their child from sex education. Schools must keep a written record of their decisions.

58. By virtue of section 405 of the Education Act 1996 *if the parent of any pupil in attendance at a maintained school requests that he or she may be wholly or partly*

excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.

59. Guidance on sex education is provided in *Sex and relationships education in schools*; Welsh Assembly Government Circular No: 019/2010 issued in September 2010.

60. Governing bodies and teachers are obliged to have regard to such guidance.

Religious Education

60. All maintained schools must provide religious education for all registered pupils (apart from those who have been withdrawn by their parents). Schools follow the agreed syllabus for the area, which is drawn up by the local Standing Advisory Council on Religious Education (SACRE), a local conference of teachers, local churches and faith groups, and the LA. The governing body shares responsibility with the LA and the head teacher for making sure that the religious education requirements are met.

61. All locally agreed syllabuses must 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.

62. The precise nature of religious education at a foundation or voluntary school will depend on the religious character of the school and will be in accordance with the school's trust deed or, where provision is not made by a trust deed, in accordance with the above.

Collective Worship

63. All maintained schools must provide a daily act of collective worship which is broadly Christian for all its registered pupils, including those who are post 16 (section 70 of the School Standards and Framework Act 1998 ("SSFA")).

64. A parent or guardian may withdraw their child(ren) from collective worship (section 71 of the SSFA).

65. Section 55 of the Education and Inspections Act 2006 amended section 71 of the SSFA 1998 to allow sixth form pupils in maintained community, community special, voluntary, foundation and foundation special schools the right to withdraw themselves from collective worship. That provision came into force in Wales from 9 February 2009. The Welsh Association of Standing Advisory Councils on Religious Education (WASACRE) also issued guidance to schools on this change in the law.

66. In a voluntary aided or voluntary controlled school with a religious character, collective worship will be in accordance with the school's trust deed. Where provision is not made by a trust deed, the worship should be in accordance with the beliefs of the religion or denomination specified for the school (section 69 of the SSFA).

67. Collective worship is usually provided within daily assembly. The governing body shares responsibility with the head teacher and LA for making sure these requirements are met. The head teacher is responsible for arranging collective worship after consulting the governing body.

68. There may be exceptional cases where, in view of the family background of some pupils, the head teacher and governing body feel that a broadly Christian act of worship is not suitable. In these circumstances the head teacher can apply to the local SACRE to lift or modify the requirements. Before doing so, it is advisable for the governing body to consult with parents.

Circumstances where the Curriculum may not apply

69. The Curriculum offers wide scope for teachers to deal with each child's needs. Only in rare circumstances will there be a need to disapply a pupil from the curriculum.

70. The curriculum documents include a statement on the schools' responsibilities regarding equal opportunities legislation and learners' entitlement. Teachers use their judgment when choosing appropriate curriculum content and there may need to be reasonable adjustments for some learners with additional educational needs.

71. Where it is necessary to disapply a pupil this may be done through:

- a statement of special educational needs, which may say that for an individual pupil some or all of the curriculum should not apply or should be changed. If a child has such a statement, the school will have a copy and will normally have helped in drawing it up. Disapplication should only be used in exceptional cases as there is sufficient flexibility in the curriculum to meet most needs (section 113 of the Education Act 2002);
- the head teacher, who may also make temporary exceptions from the curriculum for individual pupils. Head teachers may make two kinds of directions, lifting or adapting some or all of the requirements for up to six months at a time (section 114 of the Education Act 2002):
 1. general directions for pupils with short-term problems who are expected to take a full part in the National Curriculum subject again within six months; for example pupils who arrive from such a different educational system that they require adjustment to the curriculum; pupils who have had spells in hospital; pupils who temporarily have severe emotional problems;
 2. special 'directions' for pupils whom the head teacher considers should be assessed or reassessed for a statement of special education needs and need to have one or more National Curriculum requirements lifted in the meantime. Any direction must specify when the exceptional arrangements will start and end, or the factors that will determine their ending. An initial direction may last no longer than six calendar months.

72. However, it is expected that head teachers use their powers of direction sensitively and sparingly because all pupils should have the opportunity of benefiting from the full range of national curriculum subjects.

73. The head teacher must send copies of any direction to the governing body, the LA and at least one of the pupil's parents. If the parents are not satisfied, they may appeal to the governing body. The governing body may confirm the head teacher's actions or instruct the head teacher to change the decision. If parents believe the governing body has acted unreasonably in deciding their appeal, they may use the LA's procedures, approved by the WAG, for handling complaints about the actions of governing bodies and LAs in relation to the curriculum.

74. Further information on the curriculum in relation to pupils with ALN (Additional Learning Needs) is provided in Chapter 13, entitled Children with Additional Learning Needs.

Complaints about the curriculum

75. All LAs have to set up procedures, approved by the WAG, for handling complaints about the actions of governing bodies and LAs on the curriculum (section 409 of the Education Act 1996). For complaints against the governing body which are not related to the curriculum, the first formal stage of the procedure is for the governing body to consider the complaint (section 29 of the Education Act 2002). If the person with the complaint is still not satisfied after this he or she can put the complaint to the LA. Complaints that are just about the LA's powers or functions only need to be considered by the LA.

Learning and Skills (Wales) Measure 2009

76. Each local authority is responsible for forming for its area one or more local curricula for pupils in Key Stage 4. Welsh Ministers will form the local curriculum for learners aged 16 to 18. By 2012 the local curriculum must comprise a minimum of 30 courses at Key Stage 4 and post-16 and must contain a wide range of courses of study both academic and vocational in nature.

77. The governing body and head teacher of maintained secondary schools must assist the local authority in planning the local curricula for pupils in Key Stage 4 and the Welsh Ministers in planning the local curricula for students aged 16 to 18.

78. In relation to the local curriculum for Key Stage 4 pupils and post-16 students, the governing body of a maintained school must take all reasonable steps in order to maximise the availability of courses of study included in a local curriculum for the local authority area.

79. A head teacher must provide pupils and students of the school with a learning pathway document, recording their learning pathway, including courses of study the pupil or student is entitled to follow and any learner support services to be provided.

80. Where a pupil or student (16 to 18) is entitled to follow a course of study at Key Stage 4 or post-16, the governing body of the pupil's or student's school must ensure that the course is made available to the pupil or student.

81. If a head teacher is satisfied that, in relation to decisions as to entitlement, any of the grounds set out in section 116F of the Education Act 2002 or section 33G on the Learning and Skills Act 2000, inserted by section 9 and section 28 of the Learning and Skills (Wales) Measure 2009 respectively, apply then the head teacher may decide that a pupil is not entitled to follow a course of study which he/she had elected to follow.

82. Similarly, if a head teacher is satisfied that, in relation to decisions to remove entitlement, any of the grounds set out in section 116H of the Education Act 2002 or section 33I of the Learning and Skills Act 2000, inserted by section 11 of the Learning and Skills (Wales) Measure 2009 and section 30 respectively, apply then the head teacher may decide that a pupil is no longer entitled to follow a course of study that he/she was entitled to follow (section 116H of the Education Act 2002 inserted by section 11 of the Measure).

83. Head teachers and governing bodies of maintained secondary schools are under a duty to have regard to a series of guidance issued by Welsh Ministers under the Learning and Skills (Wales) Measure 2009 and to comply with directions of Welsh Ministers.

Complaints about the curriculum

84. All LAs have to set up procedures, approved by the WAG, for handling complaints about the actions of governing bodies and LAs on the curriculum (section 409 of the Education Act 1996). For complaints against the governing body which are not related to the curriculum, the first formal stage of the procedure is for the governing body to consider the complaint (section 29 of the Education Act 2002). If the person with the complaint is still not satisfied after this he or she can put the complaint to the LA. Complaints that are just about the LA's powers or functions only need to be considered by the LA.

In brief:

The Governing Body and the Head Teacher:

- have a duty to secure the implementation of the national curriculum in their schools; and
- must assist the local authority and Welsh Ministers in planning the local curriculum for pupils and students for Key Stage 4 and post-16.

The Governing Body:

- in primary schools agree a policy on sex and relationship education, and maintain a written statement of the agreed policy;

- in secondary schools, have a written statement of the sex and relationship policy to be provided at the school;
- adopt a curriculum policy for the school;
- act in accordance with statutory requirements relating to religious education and collective worship for the school;
- must hear any appeal against a head teacher's decision to lift or change National Curriculum requirements for a child, and may override that decision;
- must take all reasonable steps in order to maximise the availability of courses of study included in the Key Stage 4 and post-16 local curriculum;
- must, where a pupil or student is entitled to follow a course of study, ensure that the course is made available to them;
- must hear formal complaints from parents *and others* about the school's curriculum, according to procedures set up by the LA; and
- must ensure that the school's assessment results in full are submitted to the LA.

The Head Teacher:

- is responsible for the day-to-day running of the school;
- prepares a curriculum policy for the school;
- may decide that the National Curriculum will not apply, or will apply differently, to an individual pupil for a temporary period;
- decides the arrangements for collective worship, after consulting the governing body; and
- must submit end of key stage teacher assessment results for Key Stage 2 and 3 for national data collection; and
- must provide pupils or students, aged 14-19, with a learning pathway document, recording his or her learning pathway.

The Law

The Education Act 1996; Parts 1 & 5.

The Education Act 2002; Part 7.

[The Education \(National Curriculum\) \(Attainment Targets and Programmes of Study\) \(Wales\) Order 2008.](#)

[The Education \(National Curriculum\) \(Foundation Stage\) \(Wales\) Order 2008.](#)

[The Education \(National Curriculum\) \(Foundation Stage\) \(Wales\) Amendment\) Order 2008.](#)

[The School Curriculum in Wales \(Miscellaneous Amendments\) Order 2008.](#)

[Learning and Skills \(Wales\) Measure 2009](#)

Regulations

Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (Wales) Regulations 1999.

The Education (National Curriculum) (Exceptions at Key Stage 4) Regulations 2004.

The [School Government \(Terms of Reference\) \(Wales\) Regulations 2000](#)

Education (School Performance Information) (Wales) Regulations 2004, SI 2004/1025 as amended.

[The Education \(Local Curriculum for Pupils in Key Stage 4\) \(Wales\) Regulations 2009](#)<http://www.legislation.gov.uk/wsi/2004/1026/contents/made>

[The Education \(Pupil Information\) \(Wales\) \(Amendment\) Regulations 2007](#)

The legislation relating to equal opportunities – see Chapter 9 entitled Equal Opportunities and School Governors

National Curriculum Subject Orders

Related statutory documents set out the curriculum for each subject; these are available on the Assembly's website www.wales.gov.uk/educationandskills, as below:

[English in the national curriculum for Wales](#)

[Welsh in the national curriculum for Wales](#)

[Modern foreign languages in the national curriculum for Wales](#)

[Mathematics in the national curriculum for Wales](#)

[Science in the national curriculum for Wales](#)

[Information and communication technology in the national curriculum for Wales](#)

[Design and technology in the national curriculum for Wales](#)

[History in the national curriculum for Wales](#)

[Geography in the national curriculum for Wales](#)

[Art and design in the national curriculum for Wales](#)

[Music in the national curriculum for Wales](#)

[Physical education in the national curriculum for Wales](#)

National Curriculum Assessment Orders

The National Curriculum (Key Stage 2 Assessment Arrangements) (Wales) Order 2004.

The National Curriculum (Key Stage 3 Assessment Arrangements) (Wales) Order 2005.

The Education (National Curriculum) (Assessment Arrangements for English, Welsh, Mathematics and Science) (Key Stage 1) (Wales) Order 2002.

Foundation Phase

The [Framework for Children's Learning for 3 to 7-year-olds in Wales](#) published January 2008

[Play/Active Learning Overview for 3 to 7-year-olds](#)

Observing Children

Learning and Teaching Pedagogy

Personal and Social Development, Well-Being and Cultural Diversity
Language, Literacy and Communication Skills
Mathematical Development
Welsh Language Development
Knowledge and Understanding of the World
Physical Development
Creative Development

Curriculum Guidance

[Making the Most of Learning – Implementing the Revised Curriculum](#)
[Personal and Social Education Framework for 7 to 19-year-olds in Wales](#)
[National Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales](#)
[Skills Framework for 3 to 19-year-olds in Wales](#)
[Careers and the World of Work: a framework for 11 to 19-year-olds in Wales](#)
[Framework for Children’s Learning for 3 to 7-year-olds in Wales](#)
[Ensuring Consistency in Teacher Assessment: Guidance for Key Stages 2 and 3](#)
[Listening to Learners](#)
[The National Curriculum Assessment and Public Examination Results tables](#)
[Delivering Skills that Work for Wales: Quality and Effectiveness Framework for post-16 learning](#)
A Curriculum for all learners
[The Education \(Local Curriculum for Pupils in Key Stage 4\) \(Wales\) Regulations 2009](#)
[Learning and Skills \(Wales\) Measure 2009: Local Curriculum for Pupils in Key Stage 4 Guidance](#)
[Welsh Assembly Government | Learning and Skills \(Wales\) Measure 2009: Local Curriculum for Students aged 16 to 18 Guidance. ...](#)

Other Publications

[How is Your Child Doing at Primary School? A Parent’s Guide to the National Curriculum 2008](#)
[How is Your Child Doing at Secondary School? A Parents Guide to the National Curriculum 2008](#)
[Statutory assessment arrangements for the school year 2010/11, Key Stages 1, 2 and 3](#)
Making the most of assessment 7-14
[Welsh Assembly Government | Learning and Skills \(Wales\) Measure 2009: Learner Support Services and Learning Pathway Document Guidance ...](#)

