|  |
| --- |
| CES, Diocese of Wrexham, Diocese of Menevia, Archdiocese of Cardiff |
| Curriculum Guidance |
| Guidance for Catholic Schools on the implementation of The Curriculum for Wales |

|  |
| --- |
| Angela Keller  June 28th, 2021 |

Contents

[CES, Diocese of Wrexham, Diocese of Menevia, Archdiocese of Cardiff 0](#_Toc75784647)

[Curriculum Guidance 0](#_Toc75784648)

[Guidance for Catholic Schools on the implementation of The Curriculum for Wales 0](#_Toc75784649)

[1.Introduction 2](#_Toc75784650)

[2. Summary of legislation 2](#_Toc75784651)

[3.Mission 2](#_Toc75784652)

[4. Developing a distinctive Catholic vision for curriculum design 3](#_Toc75784653)

[4.1 Virtues and the Four Purposes 4](#_Toc75784654)

[4.2 Realising the Four Purposes through the development of Virtues. 4](#_Toc75784655)

[4.3 The Catholic Pupil Profile (CPP) and the Four Purposes 4](#_Toc75784656)

[5.Your curriculum design 5](#_Toc75784657)

[5.1 Areas of Learning and Experience *(AoLEs)* 5](#_Toc75784658)

[5.1.2 Health and wellbeing 6](#_Toc75784659)

[5.1.3 Languages, literacy, and communication 6](#_Toc75784660)

[5.1.4 Mathematics and numeracy 7](#_Toc75784661)

[5.1.5 Science and technology 7](#_Toc75784662)

[5.1.6 Expressive Arts 8](#_Toc75784663)

[5.1.7 Humanities 8](#_Toc75784664)

[5.2 Religion, Values and Ethics (RVE) 9](#_Toc75784665)

[5.2.1 RVE and the Religious Education Curriculum Directory (RECD) 9](#_Toc75784666)

[5.3 Relationships and Sexuality Education (RSE) 10](#_Toc75784667)

[5.3.1 RSE model curriculum 10](#_Toc75784668)

[5.3.2 Effective Catholic RSE 11](#_Toc75784669)

[5.4 Cynefin 11](#_Toc75784670)

[5.5 United Nations Convention on the Rights of the Child (UNCRC) 12](#_Toc75784671)

[5.6 Pluralism 12](#_Toc75784672)

[6. Conclusion 12](#_Toc75784673)

# 1.Introduction

***“Our national mission is to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence.”*** *[[1]](#footnote-1)*

Education is central to the mission of the Catholic Church. Catholic education aims to offer young people experience of life in an inclusive community founded on Gospel values[[2]](#footnote-2) (see section 4 below for more detail). It is based on the belief that the human and the divine are inseparable.

Since 1850 the Church’s aim has been to provide a place in a Catholic school for every Catholic child or young person. The Catholic community works in close partnership with Central Government and Local Authorities in its provision of education.[[3]](#footnote-3)

The Catholic church welcomes the purpose-driven and holistic approach of The *Curriculum for Wales*. Catholic schools in Wales have a strong tradition of inclusivity.[[4]](#footnote-4) They are socially, ethnically, linguistically and culturally diverse organisations united in a common purpose of seeking educational excellence through the promotion of Gospel values.

This document provides additional guidance to Catholic schools on using The *Curriculum for Wales* to design a curriculum which reflects their Catholic faith and values. Its purpose is not to duplicate unnecessarily the general guidance published by Welsh Government. It is our belief that the Catholic education sector can make a unique contribution to the success of *The* *Curriculum for Wales*.[[5]](#footnote-5)

# 2. Summary of legislation

To be provided by WG.

# 3.Mission

***It is our collective responsibility to inspire, engage and motivate the next generation of learners as we bid to develop a brighter, more prosperous Wales***. ***Our national mission is to ensure we deliver on this for all learners, in all schools, in all parts of Wales.*** [[6]](#footnote-6)

One of the key reasons why the Catholic Church provides schools is to contribute to the creation of a society that is highly educated, skilled, and cultured. For this reason, the Church emphasises the contribution that Catholic schools make to the common good of society and its culture.

‘’Catholic schools, fulfil a public role, for their presence guarantees cultural and educational pluralism and, above all, the freedom and right of families to see that their children receive the sort of education they wish for them. The provision of Catholic schools, therefore, plays a significant role in contributing to social cohesion by respecting the rights of parents and by maintaining educational diversity."[[7]](#footnote-7)

With the emphasis on a more holistic education for learners, the aims of the Curriculum for Wales relate well to the commitment of the Church to assist in the education and formation of young people, so that they may direct the gift of life toward Christ and the common good. The imperatives that are central to a Catholic Education also ensure that our young people are truly “*Qualified for Life*” by being presented with a holistic “curriculum for life”.[[8]](#footnote-8)

# 4. Developing a distinctive Catholic vision for curriculum design

**The aim of all of our reforms and of our education system is to enable all children and young people in Wales to become:**

**• ambitious, capable learners**

**• enterprising, creative contributors**

**• ethical, informed citizens**

**• healthy, confident individuals.**

**In order to realise this, every school will need to develop its own, excellent curriculum. [[9]](#footnote-9)**

Catholic schools and colleges are *established* to support Catholic parents in their responsibility for the education of their children in accordance with the teachings of the church. This means that they are committed to promoting:

* ***The search for excellence***: In Catholic education, learners are given every opportunity to develop their talents to the full and achieve their full potential.
* ***The uniqueness of the individual:*** All learners are valued and respected as individuals so that they may be helped to fulfil their unique role in life. Catholic schools aim to provide a curriculum which meets the academic, religious, pastoral, social, moral, physical and cultural needs of young people.
* ***The Education of the Whole Person:*** In Catholic schools and colleges, management, organization, academic and pastoral work, prayer and worship all aim to prepare young people for their life as Christians in the community.
* ***The Education of All***: Their belief in the value of each individual leads Catholic schools and colleges to have a duty of care for the poor and educate those who are socially, academically, physically or emotionally disadvantaged.
* ***Moral Principles:*** In Catholic schools both through religious education and in the general life of the school, young people are prepared to serve as witnesses to moral and spiritual values in the wider world.[[10]](#footnote-10)
* ***Stewardship***: Catholic schools promote stewardship and sustainability. Catholic schools aim to nurture a love of and care for the planet on which we live and of the natural environment.

***All of us can cooperate as instruments of God for the care of creation, each according to his or her own culture, experience, involvements and talents.[[11]](#footnote-11)***

The relationship between the mission of a Catholic school and the aim of the Welsh Government’s reforms is self-evident. Catholic education offers a perspective that most readily meets the needs of the learners who have chosen to be educated in Catholic schools. It is a perspective that is shared with all regardless of personal experience, personal circumstances, faith, or ability. Catholic schools in Wales have a strong tradition of inclusivity. The Curriculum for Wales presents our educators and our schools with an exciting opportunity to develop their own curriculum.

# 4.1 Virtues and the Four Purposes

***The four purposes are the shared vision and aspiration for every child and young person. 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.*** *[[12]](#footnote-12)*

Character education is a term commonly used for activities which help develop positive character strengths. These are known as virtues in a Catholic school. Virtues education complements and facilitates the realization of the Four Purposes and the language of both need to permeate into all parts of the school. The Catholic Church deﬁnes a virtue as ‘an habitual and ﬁrm disposition to do good. It allows the person not only to perform good acts but to give the best of themselves.’ [[13]](#footnote-13)

The Catholic Tradition lists seven essential moral virtues, and five key intellectual virtues and these can be classified further:

Cardinal virtues: wisdom, temperance, justice, and fortitude.

Theological virtues: faith, hope, and charity.

Intellectual virtues: understanding, prudence, practical wisdom, science, art.

# 4.2 Realising the Four Purposes through the development of Virtues.

***“We all want our children to be well-educated, safe and happy.”[[14]](#footnote-14)***

Pope Benedict posed the question to young people **“*What kind of a person do you want to be?”*** The Curriculum for Wales, through its Four Purposes, addresses a similar question, and provides its answer in terms of “All our young people will be...” Catholic schools cultivate Christian virtues (character strengths) and form personal values, rooted in the Gospel of Christ, and expressed in the teachings of the Catholic Church. Fostering these character strengths will enable learners to develop, in alignment with the Four Purposes, an understanding of their communal obligations, personal aspirations and their role as citizens in society.

# 4.3 The Catholic Pupil Profile (CPP) and the Four Purposes

***A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.*** *[[15]](#footnote-15)*

*The Catholic Pupil Profile (CPP)[[16]](#footnote-16)*, is an example of a character and virtues education programme originally developed by and for Jesuit Schools around the world. It seeks to answer the perennial question at the heart of the educational endeavour ‘What kind of person do you want to become? The *CPP* articulates virtues that are universal; a vision of what it is to be a good person for learners and staff whatever their religious belief or cultural background.’ [[17]](#footnote-17)

The *CPP* virtues are: curious and active, learned and wise, grateful and generous, intentional and prophetic, eloquent and truthful, faith-filled and hopeful, attentive and discerning, compassionate and loving.

The Four Purposes can be paralleled with the virtues in the *CPP (appendix 1)[[18]](#footnote-18),* to illustrate one way the new curriculum can be realised in Catholic Schools in Wales, supporting children and young people to become:

• ambitious, capable learners

• enterprising, creative contributors

• ethical, informed citizens

• healthy, confident individuals**[[19]](#footnote-19)**

The table in appendix 2[[20]](#footnote-20)models how the relationship between the Four Purposes, virtues and the CPP may be explored in Catholic schools.

# 5.Your curriculum design

***A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.[[21]](#footnote-21)***

The governing body of a Catholic maintained school is responsible for policy relating to the whole curriculum, including religious education. This ensures that the curriculum of the school, including all the subjects in the Curriculum for Wales, is taught in the light of the Gospel values and actively promotes the spiritual and moral development of the learners. Foundation governors have special responsibility for the religious education curriculum and have a duty to ensure that it is taught in accordance with the Curriculum Directory and the bishop’s policy.[[22]](#footnote-22)

# 5.1 Areas of Learning and Experience *(AoLEs)*

***Curriculum development should be at the heart of practitioner, 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.*** *[[23]](#footnote-23)*

The six AoLEs in the *Curriculum for Wales guidance* are the framework for our curriculum design. The additional guidance in this section does not duplicate Curriculum for Wales guidance but will help those involved, design an innovative, ambitious curriculum rooted in the vision for Catholic education.

# 5.1.2 Health and wellbeing

***The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenge****. [[24]](#footnote-24)*

In a Catholic school, the Health and Wellbeing Area of Learning and Experience, is founded on the understanding that all people are called to be ‘beloved children of God’. Enabling learners to understand and appreciate their God-given nature encourages them to grow and flourish both in goodness and wholeness of body, spirit and mind. This means developing an active and healthy body, recognising how they feel and understanding that how they respond to their life-experiences and decisions that they make, shapes who they are to become. Through the study of virtues, learners in Catholic schools, will grow in character strengths nourishing their spiritual, intellectual, social, emotional and physical well-being.

Through the study of relationships, learners in Catholic schools will consider their relationship with a God who loves them and their relationship with others whom they should love as themselves. They will also consider their relationship with the world and an understanding of how they are stewards of creation, entrusted by God to care for humanity and nature. Learners will explore the teaching of the Catholic Church on the importance of loving, life-affirming and life-giving personal and sexual relationships. Understanding that an individual’s rights and responsibilities are inextricably linked to the rights of all others, is demonstrated through respect, mutual understanding and love.

# 5.1.3 Languages, literacy, and communication

***The Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.*** *[[25]](#footnote-25)*

In a Catholic school, the Languages, Literacy and Communication Area of Learning and Experience, enables learners to understand their nature and development as they learn about and through a variety of languages, for example, English, Welsh, sign language and modern foreign languages. By developing knowledge, skills and experiences, Catholic schools enable learners to make progress in this AoLE to build a civilisation of love.

Education in languages, literacy and communication enables learners to develop and improve language and communication skills that are founded on Christian virtues. The study of literature allows for an opening up of horizons of understanding and interpretation of the world as well as promoting creative responses and, in doing so, allows learners in Catholic schools to grow in appreciation and enjoyment of the wealth of great Catholic literature throughout the ages. In a Catholic school in Wales, education in languages, literacy and communication also enables learners to explore how humanity communicates with God, the loving Creator, through prayer, meditation and spiritual reading.

Integral to our approach to the new curriculum is a commitment to foster and develop ability in, and understanding of, the Welsh language and the culture of Wales. Welsh Catholic history is abundant in such practice and traditions, which is part of the rich legacy that makes up our linguistic and cultural heritage. Catholic schools will be supported to increase their language provision including bilingual provision. In this way Catholic schools will contribute to one of the fundamental aims of the new curriculum to encourage an increase in the number of learners who become confident Welsh speakers using both languages in their everyday life.

# 5.1.4 Mathematics and numeracy

***The development of mathematics has always gone hand in hand with the development of civilisation itself.*** *[[26]](#footnote-26)*

In Catholic schools, education in mathematics and numeracy is founded on the understanding that the world is intelligible, and its operation governed by processes human beings can study rationally and understand ever more fully.

Mathematics and numeracy develop learners’ critical understanding of the ‘patterned’ nature of physical reality - reflecting God’s vision of order, precision, consistency, and unity. Mathematics and numeracy develop the capacity of the mind to question, discover, assimilate, and define relationships between all aspects of our God-given world.

Mathematics and numeracy help learners to recognise the power of the human mind as both a gift from God and a reflection of God’s image in whose likeness we are made. Mathematics and numeracy, in its reflection of the good, true, and beautiful, reveals qualities of being and the presence of God. It develops the capacity of the mind to discover, to uncover truth, to assimilate facts, to draw and define relationships between all that is in creation. Studying the concepts within the Mathematics and Numeracy Area of Learning and Experience, prepares individuals for a global society of increasingly moral and technological complexity.

# 5.1.5 Science and technology

***The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone’s lives economically, culturally and environmentally***. *[[27]](#footnote-27)*

In a Catholic school, science and technology is founded on the understanding that the whole of creation bears the imprint of God’s wisdom, power and loving providence. Its very intelligibility, as ‘ordered’ and accessible to the human mind, is a ‘natural’ revelation of God. The Science and Technology Area of Learning and Experience supports the Catholic Church’s quest for knowledge and understanding of our natural, physical and digital world enabling learners to explore how faith and science relate to one another.

The study of science and technology in a Catholic school, encompasses ethical and moral questions, linking our Christian responsibilities to the moral good and engaging learners in the debate and tension between scientific discovery and the moral and ethical implications that it can raise. Learning within this AoLE develops critical thinking about how science and technology function within society and is essential to the mission of Catholic education in the modern world.

Science and technology enable pupils to learn to understand and appreciate the need for the natural world to be respected, protected, and nurtured and gives pupils the opportunity, as stewards, to seek to care for the world entrusted by God to humanity.

The Science and Technology Area of Learning and Experience enables pupils to navigate a complex, sophisticated world, rich in technological devices, immediately accessible information, and ever-changing social media, in a way that is life-affirming, not life-damaging.

# 5.1.6 Expressive Arts

***…through engaging with the expressive arts, learners can gain an understanding and an appreciation of cultures and societies in Wales and in the world. Such engagement can equip learners with the skills to explore cultural differences through time and place.*** *[[28]](#footnote-28)*

In a Catholic school, the Expressive Arts Area of Learning and Experience provides our learners with the opportunity to develop and use their God-given talents and gifts, for the greater glory of God and for the good of oneself and the common good of all. The Expressive Arts Area of Learning and Experience, enables learners to understand and appreciate the beauty of our world, human nature and culture.

The Expressive Arts Area of Learning and Experience provides learners with an outlet for creativity and self-expression of ideas, feelings, and a means of communicating with, and appreciating, the views of others. As learners practice and hone their skills, they progress and grow in understanding, appreciation and mastery of expressing their creativity and their response to the disciplines of the expressive arts.

Expressive arts introduce a cultural heritage and prepares learners for professional life and to take on responsibilities and duties within society and the Church. Active engagement in creative work enriches learners and nurtures their own character. Within a Catholic school expressive arts enable learners to enjoy a rich history and bear witness to their Christian faith. It is important for shaping or questioning culture, media, technology, and theological reflection. Expressive arts are essential tools within Catholic education, helping to impart a Christian vision of the world.

# 5.1.7 Humanities

***The Humanities...seek to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.*** *[[29]](#footnote-29)*

In a Catholic school, the Humanities Area of Learning and Experience, supports learners to understand the inter-relationship of love between God the Father, God the Son, God the Holy Spirit and us, God’s creation. Based on this understanding, learners are called to be people of love too. Through exploring what is good and true, learners are enabled to make good, informed and considered responses to the challenges faced by humanity.

Developing an enquiring and critical-thinking mind within the Humanities Area of Learning and Experience is key to understanding the virtues, humanity’s vocation to love, and how this should be lived out. Education in the Humanities enables learners to explore the ways in which the interplay of the physical world and one’s actions shape society and culture. By developing an understanding of people and their cultures and societies, Catholic schools enable learners to develop the values and Christian virtues necessary to be morally responsible citizens in solidarity with humanity’s global community.

The humanities AoLE includes religion, values and ethics amongst its disciplines affording learners the opportunity to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical questions and social inclusion challenges. Religious education will remain at the core of the core curriculum in Catholic schools. The study of religion, values and ethics is vital to ensuring that all learners, become religiously literate. This is important in an increasingly diverse and multi-cultural Wales and to develop an understanding of the wider world.

# 5.2 Religion, Values and Ethics (RVE)

***It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges and social inclusion issues.****[[30]](#footnote-30)*

From 2022 religious education will be renamed ‘Religion, values and ethics’ and will be a statutory requirement in the Curriculum for Wales for all learners from 3 to 16. There is no right to withdraw from RVE and RVE must be designed having regard to the agreed syllabus and the Welsh Ministers’ statutory guidance.

In a Catholic school in Wales, Religious Education is governed by the Bishops Conference of England and Wales’s Religious Education Curriculum Directory (RECD), ​ and is delivered, assessed, and inspected according to diocesan policy and under national legislation. Catholic schools are required to allocate a minimum of 10% of curriculum time to the teaching of RE now known as RVE. The RE curriculum in Church schools is objective, critical and pluralistic, and includes learning about a range of religions and worldviews. Catholic schools in Wales deliver Religious Education as required by their Bishops in accordance with their Trust deeds, whilst also making links to the rest of the curriculum.

# 5.2.1 RVE and the Religious Education Curriculum Directory (RECD)

***all maintained schools and settings are required to have regard to the agreed syllabus*** [[31]](#footnote-31)

Catholic schools should demonstrate the ways in which the Catholic RE curriculum already meets the objectives of the agreed syllabus thus having *‘regard to’* the agreed syllabus and statutory guidance for RVE.

Practitioners working on this guidance have mapped the current RECD against the requirements outlined in the RVE statutory guidance to illustrate how Catholic schools are fulfilling their statutory obligations. The mapping document for the current RECD will be available for schools on Diocesan websites in the Autumn Term. This mapping process will have to be reviewed on publication of the locally agreed syllabus in the academic year 2021-22.

An updated version of the RECD will be published in the Autumn term and rollout of the new RECD will commence in 2022 following the timetable of the Welsh curriculum. The CES and practitioners have liaised with the writing team who have considered the statutory requirements for Welsh schools. The mapping process will be revisited on publication of the new RECD and will be made available to schools.

# 5.3 Relationships and Sexuality Education (RSE)

***RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners’ rights to enjoy fulfilling, healthy and safe relationships throughout their lives.[[32]](#footnote-32)***

A fundamental principle of Catholic education is the formation of the whole person. In the education of children and young people in Catholic schools, well-taught, age-appropriate Relationship and Sex Education (RSE) has been regarded as an important part of this holistic approach. Given the dangers of the modern world, and the ease at which young people can access erroneous information and damaging material, RSE plays a vital role in keeping children safe.

RSE will be mandatory for all learners in Wales by 2025. Recognising the role of parents as the primary educators of their children, Catholic schools must continue to collaborate closely with parents. The Church’s vision of the “integral education of the human person through a clear educational project of which Christ is the foundation” provides the perfect template to deliver effective RSE in a manner that prepares pupils for life in modern Britain, as well as teaching them to value the precious gift of human life and the dignity that God gives to every person.[[33]](#footnote-33)

# 5.3.1 RSE model curriculum

Many dioceses promote the Catholic Education Service’s (CES) model RSE curriculum for both primary and secondary schools as well as sixth-form colleges.[[34]](#footnote-34) The practitioners working on this guidance document have discussed the CES model curriculum in relation to the mandatory requirements of the RSE code illustrating how it accords with the provision in the RSE Code. Further information will be available on Diocesan websites in the Autumn Term and may provide a starting point for schools in the development of its RSE provision.

These model curricula equip learners with the skills needed to live in modern society whilst staying true to the Church’s teaching on the dignity of the human person made in the image and likeness of God, and on the sanctity of life.

This model curriculum covers three core themes:

• Created and loved by God (this explores the individual)

• Created to love others (this explores an individual’s relationships with others)

• Created to live in community – local, national & global (this explores the individual’s relationships with the wider world)

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge because of it. Virtues are habits which are learned from experience, and they express the qualities of character that schools should seek to develop in their pupil. These virtues reflect our Christian tradition, but they are also, fundamental human virtues which are universally shared.

In teaching Catholic virtues, schools will ensure that learners are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

The governing body have responsibilities under the Equalities Act 2010 and will ensure that school strives to do the best for all learners, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion or sexual orientation or whether they are looked after children.[[35]](#footnote-35) Equality Act Guidance for Catholic schools can be found on the CES website.[[36]](#footnote-36)

# 5.3.2 Effective Catholic RSE[[37]](#footnote-37)

Effective Catholic RSE is:

* Faithful to the Church’s vision of human wholeness whilst recognising the contemporary context in which we live today
* Involves parents as they are the primary educators of their child
* Provides a positive view of human sexuality and dignity of the human person
* Equips young people with the ability to make practical judgements about the right thing to do in particular circumstances
* Explores and promote virtues which are essential to promoting respect and dignity
* Delivers in a way which reflects the development of the child
* Part of the cross-curricular work in both primary and secondary schools
* Sensitive to the needs of the individual pupil and recognises the mix of pupils with different sexual orientations, genders and family backgrounds in each class
* Taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer
* Delivered by competent professionals who understand the Church’s teaching.

The principles outlined above as necessary requirements for delivering effective RSE in a Catholic school, complement and reflect the principles stated in the RSE statutory guidance and code.

# 5.4 Cynefin

**Though often translated as ‘habitat’, cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it. [[38]](#footnote-38)**

In Catholic schools, learners will explore and grow to understand their cynefin through developing in mind, body and spirit, supported by their parents and carers, to become healthy and confident individuals. They will grow in faith, a faith that gives them life purpose and a greater understanding of their identity and how they belong. They will grow in virtue, for example, those virtues, developed through the Catholic Pupil Profile, contributing to the development of their identity. They will explore their personal relationships among family, friends and in school life. For example, considering what makes a family, what it means to belong and exploring shared values which influence rules and life-patterns, such as faith festivals, for family, school, friendship and faith groups. They will participate in school improvement, community action and work towards the realisation of, for example, the Global Goals for Sustainable Development, to promote informed citizenship.

Learners will come to understand that the history of Catholic education, that the Catholic Church has always viewed education as vital to the formation and development of the whole person. Service to those who are amongst the most disadvantaged in our society has been central to the mission of Catholic education. The setting up of Catholic schools for the Catholic community was placed ahead of building Churches, often using its schools in those early days as the place for worship for the parish. The Church’s stake in education is deeply embedded in our country’s history and through its continued collaboration with the state, is something that remains at the heart of the Church’s mission, serving the Catholic community and contributing to the common good.

Catholic schools will allow learners to develop an appreciation of the ways identity, heritage and cynefin can influence them emotionally and spiritually, and help build their sense of self and of belonging.

# 5.5 United Nations Convention on the Rights of the Child (UNCRC)

***The principles of the UNCRC informed the development of the four purposes. Supporting learners to know their rights and respect those of others through a human rights education enables a curriculum driven by these purposes.[[39]](#footnote-39)***

Within the Curriculum reform in Wales, the UNCRC plays a foundational role. Incorporated into Domestic Law in Wales in 2011, the Declaration sets out 42 rights, centred on four ‘General Principles’ (Articles 2,3,6 and 12) and described in the 54 articles that make up its text (together with some ‘Optional Protocols’ governing additional, particular applications). It is at once “the most complete statement of children’s rights ever produced and is the most widely-ratified international human rights treaty in history” (UNICEF). The importance of the UNCRC for the Curriculum for Wales also makes it vital for schools to relate it as they design, adapt, and implement their curriculum.

# 5.6 Pluralism

We live in a society containing a range of religious and non-religious worldviews and these need to be studied to prepare our young people for life in modern Britain. This learning needs to be underpinned by mutual respect of everyone and tolerance of alternate views. Learning about religions and worldviews other than Catholicism is thus the result of the deep respect due to the human dignity of the persons that hold such views.

As a result of all this, the following principle can guide our writing of the Curriculum Guidance for Catholic schools:

* should clearly express a Catholic world view
* should demonstrate an awareness and understanding of other religious world views
* should demonstrate an awareness and understanding of non-religious world views

# 6. Conclusion

In *Faith in Education* (2011)[[40]](#footnote-40),the Welsh Government, the Church in Wales and the Catholic Church, set out a shared vision of the integral and positive part that schools with a religious character, including Catholic schools, play in the school system in Wales and in wider society. Catholic schools, working alongside colleagues in the wider educational field, are committed to the vision for education in Wales. At the same time, Catholic schools in Wales are committed to exploring with learners the fundamental belief that the loving Creator-God, revealed in Jesus Christ, is the source and ultimate destiny of all human knowledge, understanding and love. The development of the Curriculum for Wales provides a unique opportunity for these visions to be united in cohesive and comprehensive learning experiences for the greater good of children in Wales, for the wider good of Welsh society, and ultimately, within the Catholic worldview, for the greater glory of God.

1. Minister for Education, GOV. WALES, Education and skills, Welsh government services and information. [↑](#footnote-ref-1)
2. Principles, Practices and Concerns; A statement from the Catholic Bishops of England and Wales, p.3 (CES, 1996) [↑](#footnote-ref-2)
3. Principles, Practices and Concerns; A statement from the Catholic Bishops of England and Wales, p.2 (CES, 1996) [↑](#footnote-ref-3)
4. SCHOOLS COMMISSION FOR THE ARCHDIOCESE OF CARDIFF Position Paper: Successful Futures | Qualified for Life | A Curriculum for Wales,p.4 (2017) [↑](#footnote-ref-4)
5. SCHOOLS COMMISSION FOR THE ARCHDIOCESE OF CARDIFF Position Paper: Successful Futures | Qualified for Life | A Curriculum for Wales,p.1,(2017) [↑](#footnote-ref-5)
6. National Mission -update October 2020, GOV. WALES, Education and skills, Welsh government services and information. [↑](#footnote-ref-6)
7. Christ At the Centre, Why the church provides Catholic schools, p.9 (2012) [↑](#footnote-ref-7)
8. SCHOOLS COMMISSION FOR THE ARCHDIOCESE OF CARDIFF Position Paper: Successful Futures | Qualified for Life | A Curriculum for Wales, p1. (2017) [↑](#footnote-ref-8)
9. National Mission -update, GOV. WALES, Education and skills, Welsh government services and information [↑](#footnote-ref-9)
10. Principles, Practices and Concerns; A statement from the Catholic Bishops of England and Wales, p.3 (CES, 1996 [↑](#footnote-ref-10)
11. Laudato Si, Pope Francis,2015 [↑](#footnote-ref-11)
12. Curriculum for Wales guidance, P.5(2020) [↑](#footnote-ref-12)
13. Formation in Virtues: educating the whole person, Department of Catholic education and formation, Bishop’s Conference of England and Wales, April 2020. [↑](#footnote-ref-13)
14. Minister for Education, Education in Wales: Our Action Plan,2017-2021 [↑](#footnote-ref-14)
15. Curriculum for Wales guidance, P.5(2020) [↑](#footnote-ref-15)
16. http://jesuitinstitute.org/Pages/JesuitPupilProfile.htm [↑](#footnote-ref-16)
17. Jesuit Pupil Profile, Virtue and learning in the Ignatian Tradition, p.2 (2017) [↑](#footnote-ref-17)
18. Appendix 1, CPP and the Four Purposes [↑](#footnote-ref-18)
19. Curriculum for Wales Guidance. P. 11(2020),

    formation in virtues - educating the whole person, An introduction to Catholic formation in Virtues for Catholic Educators, p. 6, p. 8, p.10, p.12, p.14, p.16, p.18 (2020) [↑](#footnote-ref-19)
20. Appendix 2, Four Purposes, Virtues and CPP [↑](#footnote-ref-20)
21. Curriculum for Wales Guidance. P. 5(2020) [↑](#footnote-ref-21)
22. Governance of a Catholic School A Clarification of Roles and Responsibilities for England & Wales, CES,2014 [↑](#footnote-ref-22)
23. Curriculum for Wales guidance, P.5(2020) [↑](#footnote-ref-23)
24. Curriculum for Wales guidance, P73(2020) [↑](#footnote-ref-24)
25. Curriculum for Wales guidance, P125, (2020) [↑](#footnote-ref-25)
26. Curriculum for Wales guidance, P.165(2020) [↑](#footnote-ref-26)
27. Curriculum for Wales guidance, P.192(2020) [↑](#footnote-ref-27)
28. Curriculum for Wales guidance, P.53(2020) [↑](#footnote-ref-28)
29. Curriculum for Wales guidance, P.98(2020) [↑](#footnote-ref-29)
30. Curriculum for Wales guidance, p.98, 2020 [↑](#footnote-ref-30)
31. Curriculum for Wales Religion, Values and Ethics (RVE) guidance, May 2021 [↑](#footnote-ref-31)
32. Relationships and Sexuality Education (RSE) Statutory Guidance and Code, May 2021 [↑](#footnote-ref-32)
33. Relationship and sex education in Catholic Schools, Department of Catholic Education and Formation Catholic Bishops’ Conference of England and Wales, October 2020. [↑](#footnote-ref-33)
34. CES RSE model curriculum, <https://www.catholiceducation.org.uk/schools> [↑](#footnote-ref-34)
35. Equalities Act 2010, chapter1. [↑](#footnote-ref-35)
36. <https://www.catholiceducation.org.uk/schools>, Equalities, Equality Act Guidance for Catholic Schools, 2014. [↑](#footnote-ref-36)
37. <https://www.catholiceducation.org.uk/schools> - RSE [↑](#footnote-ref-37)
38. Curriculum for Wales guidance, Glossary, 2020 [↑](#footnote-ref-38)
39. Curriculum for Wales guidance, P.41(2020) [↑](#footnote-ref-39)
40. Faith in Education, Welsh Government, 2011 [↑](#footnote-ref-40)