

National Curriculum Review - Call for Evidence

Consultation Response Form

The closing date for this consultation is: 14 April
2011

Your comments must reach us by that date.

THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education e-consultation website (<http://www.education.gov.uk/consultations>).

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name	Dr Jenny McWhirter
Organisation (if applicable)	Royal Society for the Prevention of Accidents (RoSPA)
Address:	RoSPA House, 28 Calthorpe Rd Edgbaston, BIRMINGHAM B15 1RP

If your enquiry is related to the policy content of the consultation you can contact the DfE Public Communications Unit on:

Telephone: 0370 000 2288

e-mail: NCRReview.RESPONSES@education.gsi.gov.uk

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 0370 000 2288

e-mail: consultation.unit@education.gsi.gov.uk

SECTION A: ABOUT YOU

Please select ONE box that best describes you as a respondent. (Head teachers and teachers please select the school sector you work in).

<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Chair of Governors/Governor	<input type="checkbox"/> Pupil/Student
<input type="checkbox"/> Secondary School	<input type="checkbox"/> Primary School	<input type="checkbox"/> Special School /SEN Sector
<input type="checkbox"/> Academy	<input type="checkbox"/> Independent School	<input type="checkbox"/> Early Years Sector
<input type="checkbox"/> Local Authority	<input type="checkbox"/> Employer/Business Sector	<input type="checkbox"/> Subject Association
<input type="checkbox"/> Awarding Organisation	<input type="checkbox"/> Government Body	<input type="checkbox"/> Higher Education - Education Specialist
<input type="checkbox"/> Higher Education - Other	<input type="checkbox"/> Further Education Provider	<input type="checkbox"/> Learned Society
<input type="checkbox"/> Teaching Association/Union	X Other (please specify in box below)	

Please Specify: Risk education adviser for a charity

Is your response representative of an organisation or is it an individual response?

Organisation Individual

Please Specify:
 RoSPA aims to save lives and reduce injuries, in the home, on the road, in the workplace and at leisure. RoSPA believes the national curriculum makes an important contribution to enabling children and young people lead safe, active and health lifestyles. Unintentional injury is a leading cause of death and serious injury for children and young people of school age.

SECTION B: FOR PARENTS AND CARERS ONLY (Q1 - Q5)

Please go to Section C if you are not a parent or carer

The National Curriculum sets out what all pupils in England should learn from the ages of 5 to 16. It is not intended to cover everything that children should be taught, but only the essential knowledge which should be determined nationally, rather than by individual schools. More information on the current National Curriculum can be found [here](#).

As part of the review of the National Curriculum, we want to know how you as parents/carers can be well informed about what your child should be learning, so that you can support your children and know what to expect from their school. So please let us know your views and experiences.

1 Do you have a child or children in any of the following age groups? Please tick all that apply.

<input type="checkbox"/> Under 4	<input type="checkbox"/> 4-10 years	<input type="checkbox"/> 11-16 years
<input type="checkbox"/> Over 16		

Comments:

2 What would most help you to know what your children should be learning in different subjects at school?

Comments:

3 Currently schools use eight National Curriculum "levels" to identify the level at which children are working in each subject (eg "Your child is at Level 4 in English and Level 5 in mathematics"). Does this kind of reporting help you to understand how well your child is doing at school?

Yes No Not Sure

Comments:

4 Is there anything that you think could be done to the National Curriculum that would help you support your children's learning more effectively?

Comments:

5 Please use this space for any other comments you would like to make about issues covered in this section.

Comments:

SECTION C: GENERAL VIEWS ON THE NATIONAL CURRICULUM (Q6a - Q8)

The National Curriculum is one part of the wider school curriculum. Each subject in the National Curriculum has a statutory Programme of Study that is determined by the Government setting out the content to be taught in that subject. Schools are legally required to teach these subjects and the specified content to all pupils at the relevant key stages (a key stage is a group of school years). More information on the current National Curriculum can be found [here](#).

The National Curriculum was originally envisaged as a guide to what children should learn in key subjects, giving parents and teachers confidence that students were acquiring the knowledge necessary at each level of study to make appropriate progress. As it has developed, the National Curriculum has come to include more subjects, prescribe more outcomes and take up more school time than originally intended. It is the Government's intention that the National Curriculum be slimmed down so that it properly reflects the body of essential knowledge in key subjects and does not absorb the overwhelming majority of teaching time in schools. Individual schools will then have greater freedom to construct their own curricula in subjects outside the National Curriculum, to reflect local circumstances and the needs of their pupils.

The purpose of this section is to find out your general views on the current National Curriculum and what, if anything, you think should be changed.

6 a) What do you think are the key strengths of the current National Curriculum?

Comments: The current national curriculum has specific aims to promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society; prepare learners at the school for the opportunities, responsibilities and experiences of adult life (Education Act 2002). This provides a clear foundation for preparing children and young people for the challenges they can expect to enjoy as they achieve greater independence, enter further and higher education and the workforce. These aims are a strength, and they should be retained. The National Curriculum has established what constitutes essential knowledge, concepts and skills and has given schools the flexibility and freedom to construct their own curriculum responsive to pupils' needs, while delivering high quality teaching within the statutory and non-statutory frameworks.

In general the curriculum provides breadth, depth and balance for primary and secondary schools in enabling all young people to become successful learners, who enjoy learning, make progress and achieve, and become confident individuals who are able to live safe, healthy and fulfilling lives, and responsible citizens who make a positive contribution to society. The current curriculum provides opportunities for all schools not only to deliver the statutory aims but also the statutory duties within the Children Act 2004 for well-being and community cohesion.

In order to achieve this, most, if not all schools offer PSHE education, many within the context of a healthy school. Despite its non statutory status, most schools consider PSHE education to be an entitlement for all children and young people wherever they are in the country and irrespective of their social or cultural background and their ability or disability. Safety education is a key element of PSHE education and provides one context where children can develop risk competence in school. In particular, the non-statutory framework for PSHE education has a focus on the concept of risk in both personal well being and economic wellbeing and financial capability. Risk competence is essential for all members of society, enabling people to recognise unfamiliar hazards, assess and manage risks to themselves and others. The current framework for PSHE education has established national standards which enable teachers to set appropriate expectations for individuals and groups of pupils and against which they can measure attainment. However, risk competence is also developed within discrete subject areas, hence RoSPA's contribution to this consultation.

6 b) What do you think are the key things that should be done to improve the current National Curriculum?

Comments: Ensure that children and young people continue to receive their entitlement to a broad and balanced curriculum which prepares them for all aspects of adult life, not simply the requirements for academic success. This curriculum should encourage children and young people to explore their world in ways which enhance their competence to recognise hazards, assess and manage potential risks, whether at leisure, at home, at school, on the road or in the workplace.

It is vital that the curriculum remains sufficiently flexible and responsive to the physical social and economic changes to society and world in which we live.

7 a) What are the key ways in which the National Curriculum can be slimmed down?

Comments:

The only rational way to slim down the curriculum is to allow teachers the flexibility to adapt the curriculum to suit the needs of their students for academic, social and economic success. Specifying text books and sources of information and literature will have the opposite effect. However, restricting the content to essential knowledge while focussing on concepts, skills and processes will open up the curriculum enabling teachers to be creative with curriculum design, enriching the educational opportunities of children and young people, broadening their horizons, raising aspiration and preparing them to meet the challenges of life in the 21st century. Indeed it is worth considering that some of the children entering school during the lifetime of this parliament will still be alive in the 22nd Century!

7 b) Do you think that the proportion or amount of lesson time should be specified *in any way* in the National Curriculum; eg for particular subjects and/or within particular key stages?

Yes

No

Not Sure

Comments: Flexibility should apply both to subject content and the time allocated.

8 Please use this space for any other comments you would like to make about the issues covered in this section

Comments:

SECTION D: English, mathematics, science and physical education (Q9a-Q13)

The remit for the review makes clear that English, mathematics, science and physical education (PE) will remain National Curriculum subjects at all four key stages (i.e. from age 5 to 16). The introduction of the new National Curriculum will be phased, with new Programmes of Study for these four subjects being taught from September 2013. In terms of the detailed content of the Programmes of Study, this initial call for evidence therefore focuses on the four subjects in the first phase of the review. A further call for evidence will be launched in early 2012 in relation to all other subjects that it is decided should be part of the future National Curriculum, and new Programmes of Study for those subjects will be taught from September 2014. This decision will be made in light of responses to this call for evidence (see Section E).

The intention is that in future the National Curriculum should focus on the essential knowledge in key subjects that all children need to acquire in order to progress in their education and take their place as educated members of society.

Against that background, the questions below ask for your views on what is essential to include in the Programmes of Study for the four subjects in phase one. In particular:

- For English, mathematics and science, we would like your views on the essential knowledge that pupils need in order to deepen their understanding at each stage of their education. Your views will help inform the content of new statutory Programmes of Study for each subject.
- For physical education, we would like your views on what should be included in a shorter, less prescriptive Programme of Study.

We are seeking your views on what you regard as the essential knowledge (eg facts, concepts, principles and fundamental operations) that pupils should be taught in each subject considered in this section, and why. Please note that the current National Curriculum uses terms such as "knowledge, skills and understanding" but you are free to use whatever language you see fit in setting out your responses. What is more important is setting out the knowledge itself and why you regard it as essential.

We are particularly interested in any evidence that demonstrates the positive impact of your proposals. This might, for example, be formal research, examination/test results, or evidence of progress for particular groups of students.

If you would prefer to base your comments on either the current or a previous version of the National Curriculum Programmes of Study, please feel free to do so but we would ask you to make clear in your response which version of the Programme of Study you are referring to. If you have produced a draft of

one or more Programmes of Study which you would like us to consider, you may wish to submit this to NCRReview.DOCUMENTS@education.gsi.gov.uk and refer to it in your response.

Note that you do not need to respond to all the questions in this section: for example, you may want to focus on particular subjects and / or on particular ages or key stages.

9 a) **English**

What knowledge do you regard as essential to include in the Programme of Study for **English**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Comments: As it applies to safety education and risk competence, children and young people need to be able to critically review information about staying safe in a range of relevant environments. For example safety information accompanying electrical goods which are used by children of all ages; safety information which is displayed in public places, using a variety of formats including text. Teachers should be able to assess the needs of the children and offer appropriate opportunities for teaching and learning according to their interests and developmental stage.

9 b) Considering your response to the above, should the Programme of Study for **English** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year

x Key Stages

Not Sure

Comments:

10 a) **Mathematics**

What knowledge do you regard as essential to include in the Programme of Study for **mathematics**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Comments:

As it applies to safety education and risk competence, children and young people should have opportunities to examine and interpret data which can help them understand how to keep themselves and other safe. Teachers should be able to assess the needs of the children and offer appropriate opportunities for teaching and learning according to their developmental stage.

10 b) Considering your response to the above, should the Programme of Study for **mathematics** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year

x Key Stages

Not Sure

Comments:

11 a) **Science**

What knowledge do you regard as essential to include in the Programme(s) of Study for **science**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

If you prefer, you may wish to set out your response in relation to the three separate science disciplines of biology, chemistry and physics.

Comments: As it applies to safety education and risk competence, children and young people should have opportunities to understand how their learning in science applies to their lives at home, at leisure on the road and at, ultimately at work. Teachers should be able to assess the needs of the children and offer appropriate opportunities for teaching and learning according to their developmental stage.

11 b) Considering your response to the above, should the Programme(s) of Study for **science** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year

x Key Stages

Not Sure

Comments:

Do you believe that the Programme(s) of Study for **science** should identify separate requirements for biology, chemistry and physics:

11 c) at Key Stage 1?

Yes

No

x Not Sure

11 d) at Key Stage 2?

Yes

No

x Not Sure

11 e) at key stage 3?

Yes

No

x Not Sure

11 f) at Key stage 4?

Yes

No

x Not Sure

Comments:

12 a) Physical Education

What do you consider should be the essential elements of the Programme of Study for **physical education** (PE)? Please also set out **why** these elements are essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to:

NCRReview.DOCUMENTS@education.gsi.gov.uk

In answering, please bear in mind the Government's intention that the new Programme of Study for physical education should be much shorter and simpler than now.

Comments: PE offers many opportunities for children and young people to develop risk competence, whether that is assessing the risks of injury from lifting equipment, or managing risks to themselves and others in contact sports. Teachers should be able to assess the needs of the children and offer appropriate opportunities for teaching and learning according to their developmental stage.

12 b) Considering your response to the above, should the Programme of Study for **physical education** be set out on a year by year basis **or** as is currently, for each key stage?

Year by Year

x Key Stages

Not Sure

Comments:

13 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments: Research carried out by RoSPA shows how risk competence develops throughout childhood and youth and how this varies with the social context in which the child is growing and developing. We have developed simple strategies for teachers to assess where their students are at, enabling them to plan to provide appropriate opportunities for children and young people to develop their risk competence. As children and young people gain independence from adults they are increasingly expected to make risk assessments in a variety contexts and failure to acquire risk competence can result in injury which could be fatal, or cause injury to themselves or others which have lifelong consequences. Knowledge is essential but not sufficient for risk competence, so it is important that children and young people have opportunities while at school to develop the understanding and competence to be able to assess and manage risks, wherever they are, whatever the activity in which they engaged.

SECTION E: Other subjects currently in the National Curriculum (Q14a - Q22)

As noted in the introduction to Section C, the overall aim of the review is to slim down the National Curriculum, thus giving teachers greater freedom to use their professional expertise to design a school curriculum that best meets the needs of their pupils.

The remit for the review makes clear that English, mathematics, science and physical education will remain subjects within the National Curriculum at all four key stages in future, and in Part D we asked for your views on the content of the Programmes of Study for those subjects. For all other subjects that are currently part of the National Curriculum - art and design, citizenship, design and technology, geography, history, information and communication technology (ICT), modern foreign languages and music - the review will consider whether or not they should remain National Curriculum subjects and if so at which key stages. For any subject which it is decided should not be part of the National Curriculum in future, the review will also consider whether that subject, or any aspect of it should nevertheless be compulsory (but without a statutory Programme of Study) at certain key stages, and/or whether the Government should produce non-statutory guidance on the curriculum for the subject.

This section seeks your views on these issues. Please bear in mind in considering your responses that removing a subject from the National Curriculum would not mean that that subject was not important, or that schools should stop teaching it. Instead, it would mean that it is not necessary for the Government to specify in a statutory Programme of Study precisely what should be taught in that subject, and that decisions should instead be made at local level, by individual schools and teachers.

Because decisions on these issues need to be taken before work starts on drafting new Programmes of Study, this Call for Evidence does not ask for detailed suggestions for the content of those Programmes of Study: a further Call for Evidence on that will follow early in 2012. If, in the meantime, you would like to submit any evidence relating to the content of potential Programmes of Study in subjects covered in this section, you can email it to: NCReview.DOCUMENTS@education.gsi.gov.uk

Note: Personal, social, health and economic education (PSHE) and religious education (RE) are not part of the National Curriculum and are not being considered as part of this review. In the Schools White Paper - 'The Importance of Teaching' - The Government announced its intention to conduct a separate review of PSHE education. No changes to the statutory basis for religious education are planned.

Art and Design

14 a) **Art and design** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **art and design** should continue to be a National Curriculum subject?

Yes

No

Not Sure

14 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

14 c) If you think **art and design** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

14 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

14 e) For any Key Stages in which you think **art and design** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

14 f) If yes, please tick all key stages to which this should apply

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Citizenship

15 a) **Citizenship** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 3 and 4. In future, do you think **citizenship** should continue to be a National Curriculum subject?

Yes No Not Sure

15 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years) Key Stage 2 (7-11 years) Key Stage 3 (11-14 years)
 Key Stage 4 (14-16 years)

Comments: Active Citizenship requires children and young people to become engaged with the risk assessment process and to develop risk competence in order to keep themselves and others safe.

15 c) If you think **citizenship** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes No Not Sure

15 d) If yes, please tick all key stages to which this should apply.

<input checked="" type="checkbox"/> Key Stage 1 (5-7 years)	<input checked="" type="checkbox"/> Key Stage 2 (7-11 years)	<input checked="" type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

15 e) For any key stages in which you think **citizenship** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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15 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Design and Technology

16 a) **Design and technology** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **design and technology** should continue to be a National Curriculum subject?

Yes

No

Not Sure

16 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments: Design and technology provides many opportunities for students to develop risk competence and understand how design helps them to stay safe as consumers as well as producers.

16 c) If you think **design and technology** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

16 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

16 e) For any key stages in which you think **design and technology** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

16 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Geography

17 a) **Geography** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **geography** should continue to be a National Curriculum subject?

Yes

No

Not Sure

17 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments: Teaching of geography includes many activities taught outside the classroom. These activities offer many opportunities for children and young people to engage with the risk assessment process and to develop risk competence.

17 c) If you think **geography** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

17 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

17 e) For any key stages in which you think **geography** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

17 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

History

18 a) **History** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **history** should continue to be a National Curriculum subject?

Yes

No

Not Sure

18 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

18 c) If you think **history** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

18 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

18 e) For any key stages in which you think **history** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

18 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Information and Communication Technology (ICT)

19 a) **Information and communication technology** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-4. In future, do you think **information and communication technology** should continue to be a National Curriculum subject?

Yes

No

Not Sure

19 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

19 c) If you think **information and communication technology** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

19 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

19 e) For any key stages in which you think **information and communication technology** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

19 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comme_

Modern Foreign Languages (MFL)

20 a) **Modern foreign languages** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stage 3 only. In future, do you think **modern foreign languages** should continue to be a National Curriculum subject?

Yes

No

Not Sure

20 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

20 c) If you think **modern foreign languages** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

20 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

20 e) For any key stages in which you think **modern foreign languages** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

20 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Music

21 a) **Music** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **music** should continue to be a National Curriculum subject?

Yes

No

Not Sure

21 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

21 c) If you think **music** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

21 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

21 e) For any key stages in which you think **music** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

21 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Comments

22 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION F: SUPPORTING AND RECOGNISING PROGRESS (Q23a-Q26)

Currently, the National Curriculum defines pupils' attainment through subject specific Attainment Targets which set out 8 level descriptors (Level 1 to Level 8) describing what pupils should be able to do to achieve each level. The expectation is that most pupils achieve:

- Level 2 at the end of Key Stage 1
- Level 4 at the end of Key Stage 2; and
- Level 5/6 at the end of Key Stage 3.

At the end of Key Stage 4 pupils are assessed through GCSE examinations.

Under the 2002 Education Act the specified purpose of statutory assessments for the key stages is to ascertain what pupils have achieved in relation to the attainment targets (eg the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have) for that key stage.

Schools also have a responsibility to provide a broad and balanced curriculum for all pupils, and the National Curriculum [statutory inclusion statement](#) sets out three principles for developing an inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In setting out the range of needs of pupils, the current National Curriculum includes the following groups of pupils:

- gifted and talented
- pupils with learning difficulties and disabilities
- pupils from different ethnic groups including travellers, refugees and asylum seekers
- pupils who are learning English as an additional language
- boys and girls with different needs
- children in care

This section is about your views on supporting progress of all pupils. In particular, whether there are credible alternatives to attainment targets that would better support and recognise all pupils' progress, irrespective of their attainment and background, and how to address the needs of all pupils though the National Curriculum.

23 a) Do you think the National Curriculum should continue to specify the requirements for each of the 8 levels of achievement?

Yes No Not Sure

Comments:

23 b) If you have answered no or not sure, what alternative(s) do you propose to replace Attainment Target level descriptors? You may want to suggest different approaches for different subjects and/or different key stages.

Comments:

24 Within each Programme of Study, how should the curriculum and attainment targets be defined to ensure appropriate education for pupils in a wide range of circumstances as learners?

Comments:

As it relates to PSHE education, the end of key Stage Statements for PSHE education should provide schools with sufficient advice on expectations for learning at each key Stage.

With respect to risk competence, the attainment targets should set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have acquired by the end of each key stage.

The level descriptions should provide an objective basis for teachers making judgements about pupils' progress and attainment. They enable teachers to judge which description best fits the pupil's performance.

Long detailed lists of facts about safety should be avoided.

25 a) How do you think the needs of low-attaining pupils should be addressed through the National Curriculum?

Comments:

25 b) How do you think the needs of high-attaining pupils should be addressed through the National Curriculum?

Comments:

25 c) How do you think the needs of pupils with special educational needs and disability (SEND) should be addressed through the National Curriculum?

Comments:

25 d) How do you think the needs of other specific groups of pupils should be addressed through the National Curriculum?

Comments:

26 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments: With respect to risk competence, tools are available to help teachers to be able to assess children and young people's needs, so that they are able to offer learning opportunities to meet the needs of pupils of all abilities.

SECTION G: INTERNATIONAL COMPARISONS (Q27a - Q28)

The remit for the review makes clear that we need to learn from the very best that has been achieved in other jurisdictions - countries or regions within countries - and ensure that the construction and content of the new National Curriculum is based upon international best practice.

This section seeks your views on what can be learned from other countries and states to inform the development of the National Curriculum. Your views may be based on particular expertise in international comparisons, or from your own experiences of living or working in particular countries.

We would be particularly keen to learn about international comparisons beyond the commonly assessed areas of literacy, mathematics and science in the PISA, TIMSS and PIRLS studies.

27 a) Please give examples of any jurisdictions that could usefully be examined to inform the new National Curriculum. Please also briefly describe the reasons for the examples given.

Comments:

27 b) Considering your response to question 27a above, what features of their national curricula or wider education systems are most significant in explaining their success?

Comments:

28 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION H: HOW CHILDREN LEARN (Q29)

The remit for the review makes clear that the National Curriculum should express clearly the progression that pupils should make in each subject, and that this progression should be informed by the best available evidence on how children learn. For example, at what age should particular concepts first be introduced, how should these be sequenced in the most appropriate age-related order to develop deep learning and how should this evidence be best reflected in Programmes of Study for particular subjects?

This section is about your views on the best available evidence on how children acquire particular knowledge, and understanding of concepts and principles, to inform the development of the National Curriculum. Your views may be based on particular research, expertise or from your own experiences of teaching.

Our aim in seeking this information is to help inform the sequencing of knowledge at different ages with the National Curriculum Programmes of Study. We would welcome all evidence relevant to this issue, whether broadly based or focused on particular knowledge and concepts within a given subject (eg understanding ratio and proportion within mathematics).

29 What research evidence on how children learn provides the most useful insights into how particular knowledge should best be sequenced within the National Curriculum Programmes of Study?

If drawing on particular research evidence, please provide a brief summary of the evidence, with a reference or web address to key studies or research summaries. Alternatively, you can email the evidence to: NCRReview.DOCUMENTS@education.gsi.gov.uk and refer to it here.

Comments: The research about children's understanding of risk, illustrated with examples from road safety, is summarised in Road safety: a guide for healthy schools http://www.rospace.com/roadsafety/info/healthy_schools08.pdf

A more detailed report about the development of risk competence in adolescents 'Young people and risk; towards a shared understanding' J McWhirter and N South (2004) is available on request (jmcwhirter@rospace.com)

SECTION I: TRANSITION (Q30- Q33)

The review will be taking into account the emerging conclusions of the review of the Early Years Foundation Stage (EYFS) by Dame Clare Tickell to ensure a smooth transition from the EYFS to Key Stage 1. The review will also take into account the need for the National Curriculum to be embodied readily into GCSE subject criteria and support the effective operation of public examinations at the end of compulsory schooling. The development of new GCSE criteria themselves is outside the scope of this review.

This section is about your views on how to best take into account the key transition periods in schooling in developing the new National Curriculum.

30 What are the most important factors to consider in developing the National Curriculum for Key Stage 1 to ensure a smooth transition from the Early Years Foundation Stage?

Comments:

31 What are the most important factors to consider in developing the National Curriculum for Key Stage 3 to ensure a smooth transition from Key Stage 2?

Comments: This transitional stage is of vital importance with respect to the development of risk competence. This is the stage at which children are often considered competent to be able to travel to school independently. It is also the stage at which they begin to travel independently to leisure and other activities. Many transition programmes take this into account by helping children and young people to plan their new routes to school, with a focus on staying safe. However, schools often fail to capitalise on the opportunity offered by transition to a new school to develop risk competence in other areas of a young person's life. A new school is a good example of an unfamiliar environment, where there may also be unfamiliar hazards. Children should be encouraged to do a risk assessment in this new environment, as part of their transition programme and this process could then be drawn on when children visit other sites for learning, and leisure and for work experience.

32 What are the most important factors to consider in developing the National Curriculum for Key Stage 4 to ensure the effective operation of GCSE and other public examinations?

Comments:

33 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION J: IMPLEMENTATION (Q34 - Q35)

This section is about what arrangements need to be put in place to support the successful implementation of the new National Curriculum in schools. For example, this may relate to teacher training, inspection, statutory assessment, support and guidance for schools, etc.

As explained in Section C, the Government's intention is that the implementation of the new National Curriculum should be phased in, with new Programmes of Study for English, mathematics, science and physical education published in autumn 2012 for first teaching in schools from September 2013, and those for other subjects published in autumn 2013 for first teaching in schools from 2014. The remit for the review includes consideration of what further phasing may be necessary (for example whether the new Programmes of Study should be introduced in all key stages/year groups simultaneously, or over a period of time).

34 What are the particular issues that need to be considered in phasing the introduction of the new National Curriculum in the way proposed, with Programmes of Study in some subjects introduced in 2013 and the rest a year later?

Comments:

35 What other arrangements, if any, need to be considered in implementing the new National Curriculum, and how they should be addressed?

Comments:

SECTION K: OTHER ISSUES AND COMPLETING THIS CALL FOR EVIDENCE (Q36-Q37)

36 Please use this space for any other evidence or views you wish to feed into the review at this stage.

Comments: The current non-statutory framework recognises that risk competence applies to all aspects of personal and economic wellbeing. RoSPA has considerable expertise and understanding in this area and would like to participate in any future review of PSHE education.

37 Finally, please let us have your views on responding to this Call for Evidence (eg the number and type of questions, was it easy to find, understand, complete etc.)

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply x

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

xYes No

All DfE public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DfE consultations are conducted, please contact Donna Harrison, DfE Consultation Co-ordinator, tel: 01928 738212 / email: donna.harrison@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 14 April 2011

Send by post to:
Department for Education
Consultation Unit Area Level 1 C
Castle View House
Runcorn
Cheshire
WA7 2GJ

Send by e-mail to: NCReview.RESPONSES@education.gsi.gov.uk