
Ymateb i Ymgynghoriad / Consultation Response

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Dyddiad / Date:	16.07.21
Pwnc / Subject:	Guidance on the design and delivery of mandatory Religion, Values and Ethics (RVE)

Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000 and the Education Act 2005. In exercising its functions, Estyn must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by education and training providers in Wales;
- Quality of leadership and management of those education and training providers;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not exclusive to) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referrals units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn may give advice to the Assembly on any matter connected to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

Response

Introduction

The guidance sets out clearly the scope and value of Religion, Values and Ethics (RVE), and how it fits within the Humanities Area of Learning and Experience. We think it provides enough guidance for practitioners to plan a suitable RVE curriculum.

We believe the guidance could be strengthened further by providing guidance on pedagogy in RVE.

Alongside the guidance, we think that it is very important to support professional learning so that practitioners fully understand the scope and purpose of RVE compared to that for religious education currently. We also think that it would be helpful to publish separate guidance on Post-16 RVE rather than include a small section in a guidance document which is focused on learners from age 3 to 16.

Consultation questions

Question 1 – How well does the guidance explain the scope of RVE and its context within the Humanities Area ?

Not well at all	<input type="checkbox"/>	Not well	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Well	<input type="checkbox"/>	Very well	<input checked="" type="checkbox"/>
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Please explain your answer (no more than 250 words).

The guidance sets out clearly the scope of RVE and its value for learners. It also sets out clearly how RVE fits within with the Humanities Area of Learning and Experience.

Question 2 – Is the guidance, as a whole, clear and helpful for you in your role?

Very unclear	<input type="checkbox"/>	Slightly unclear	<input type="checkbox"/>	Neither clear nor unclear	<input type="checkbox"/>	Slightly clear	<input type="checkbox"/>	Very clear	<input checked="" type="checkbox"/>
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Please explain your answer.

Not applicable

Question 3 – Does the guidance offer relevant information to support practitioners when designing their school curriculum for RVE?

Not relevant at all	<input type="checkbox"/>	Slightly relevant	<input type="checkbox"/>	Moderately relevant	<input type="checkbox"/>	Relevant	<input type="checkbox"/>	Very relevant	<input checked="" type="checkbox"/>
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Please explain your answer.

Sections 3, 4 and 5 in particular provide enough information to support practitioners when designing their curriculum.

Question 4 – Thinking about each section of the guidance, do you feel there are:

- any gaps in information? If so, what should be added?
- any sections that are particularly helpful? If so, in what way are they helpful and to whom?

Question 5 – Does the guidance offer all practitioners sufficient support for their planning and teaching of RVE?

Insufficient	<input type="checkbox"/>	Somewhat insufficient	<input type="checkbox"/>	Neither insufficient nor sufficient	<input type="checkbox"/>	Somewhat sufficient	<input checked="" type="checkbox"/>	Sufficient	<input type="checkbox"/>
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Please explain your answer.

There is enough support for the planning of RVE, but the guidance does not cover teaching in detail. The section on 'enriching learner experience in RVE' is useful, but it may be helpful to add a section on pedagogy for RVE.

Question 6 – Is additional support (e.g. professional learning and resources) needed to ensure the successful implementation of this guidance?

If so, please provide more detail.

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer.

It's very important that practitioners understand the scope and purpose of RVE compared to the current requirements of religious education. Practitioners need to be confident in supporting learners to explore sensitive or controversial themes. Our thematic report '[Religious education at key stage 2 and key stage 3](#)' (Estyn, 2018) included a recommendation about providing suitable professional learning opportunities for practitioners as well as advice for schools on addressing sensitive issues and visiting places of worship.

Question 7 – This question is aimed at local authorities and Standing Advisory Councils for religious education (SACs).

Is the guidance a helpful document for developing agreed syllabus conferences?

Not helpful at all	<input type="checkbox"/>	Slightly helpful	<input type="checkbox"/>	Somewhat helpful	<input type="checkbox"/>	Very helpful	<input type="checkbox"/>	Extremely helpful	<input type="checkbox"/>
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Is the guidance a helpful document for SACs?

Not helpful at all	<input type="checkbox"/>	Slightly helpful	<input type="checkbox"/>	Somewhat helpful	<input type="checkbox"/>	Very helpful	<input type="checkbox"/>	Extremely helpful	<input type="checkbox"/>
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Please explain your answer.

Not applicable

Question 8 – We would like to know your views on the effects that the RVE guidance would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Although it is not the purpose of this guidance to encourage more opportunities for people to use Welsh, it should not result in the Welsh language being treated less favourably than the English language.

Question 9 – Please also explain how you believe the RVE guidance could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on

treating the Welsh language no less favourably than the English language.

Supporting comments

The guidance does not need to change. However, the government may consider whether there is a need to commission resources in the Welsh language to support the delivery of RVE.

Question 10 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

There is a small section on RVE Post 16. We do not think that this should be included within this guidance document, which sets out the curriculum requirements for RVE for all learners from age 3 to 16. However, it would be helpful to publish separate guidance on Post-16 RVE for all learners, not just those in school sixth forms.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: