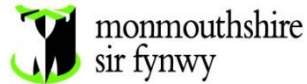


# Public Document Pack



County Hall  
Rhadyr  
Usk  
NP15 1GA

Monday, 22 June 2026

## Notice of meeting

# Standing Advisory Council for Religion, Values and Ethics (SAC)

**Tuesday, 30th June, 2026 at 3.00 pm,  
Remote Meeting via Microsoft Teams**

## AGENDA

Item No	Item	Pages
1.	Confirmation of the Appointment by Council of the Cabinet Member for Education as Chair of SAC.	
2.	Appointment of Vice-Chair.	
3.	Welcome and Apologies for Absence.	
4.	Declarations of Interest.	
5.	Collective Worship in Monmouthshire Schools Summary Report Academic year 2025/26.	1 - 4
6.	Teachers Voice Survey undertaken by WASACRE.	5 - 70
7.	Professional Learning update for forthcoming events (verbal update).	
8.	Estyn Update - King Henry VIII School (verbal update).	
9.	WJEC Draft Specification - Wave 3 qualifications.	71 - 124
10.	The Draft Annual Report of the Monmouthshire Standing Advisory Council for Religion, Values and Ethics 2025-2026.	125 - 134
11.	Forward Work Plan.	135 - 136

<b>12.</b>	<b>To confirm the minutes of the previous meeting.</b>	<b>137 - 140</b>
<b>13.</b>	<b>Next Meeting: 23rd September 2026 at 3.00pm.</b>	

**Paul Matthews**

**Chief Executive**

MONMOUTHSHIRE COUNTY COUNCIL  
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillor Louise Brown	Shirenewton;	Welsh Conservative Party
County Councillor Rachel Buckler	Devauden;	Welsh Conservative Party
County Councillor John Crook	Magor East with Undy;	Welsh Labour/Llafur Cymru
County Councillor Paul Pavia	Mount Pleasant;	Welsh Conservative Party
County Councillor Angela Sandles	Magor East with Undy;	Labour and Co-Operative Party
County Councillor Laura Wright	Grofield;	Welsh Labour/Llafur Cymru

**Representing the Church in Wales (1)**

Clare Werrett

**Representing the Roman Catholic Church (1)**

Bev Bannon

**Representing Free Churches (4)**

Revd. J. Greaves

Vacancy

Vacancy

Vacancy

**Representing the Bahá'í Faith (1)**

Mrs S. Cave

**Representing the Buddhist Faith (1)**

Vacancy

**Representing the Hindu Faith (1)**

Vacancy

**Representing the Jewish Faith (1)**

Vacancy

**Representing the Sikh Faith (1)**

Vacancy

**Representing the Muslim Faith (1)**

Maddie Saraireh

## **Representing Non Religious Philosophical Convictions**

Phillip Middleton

## **Representing the Teachers Associations (7)**

Mrs C. Rhodes

Tina Bryant

Gareth James

Claire Rosato

Susan Marles

Vacancy

Vacancy

## **Co-opted Members (2)**

Vacancy

Vacancy

## **R.E Advisor**

Hayley Jones (EAS)

## **Representing Chief Officer, Children and Young People**

Sharon Randall-Smith

## **Public Information**

### **Access to paper copies of agendas and reports**

A copy of this agenda and relevant reports can be made available to members of the public attending a meeting by requesting a copy from Democratic Services on 01633 644219. Please note that we must receive 24 hours notice prior to the meeting in order to provide you with a hard copy of this agenda.

### **Welsh Language**

The Council welcomes contributions from members of the public through the medium of Welsh or English. We respectfully ask that you provide us with adequate notice to accommodate your needs.

# Aims and Values of Monmouthshire County Council

## Our purpose

- to become a zero-carbon county, supporting well-being, health and dignity for everyone at every stage of life.

## Objectives we are working towards

- Fair place to live where the effects of inequality and poverty have been reduced;
- Green place to live and work with reduced carbon emissions and making a positive contribution to addressing the climate and nature emergency;
- Thriving and ambitious place, where there are vibrant town centres and where businesses can grow and develop
- Safe place to live where people have a home where they feel secure in;
- Connected place where people feel part of a community and are valued;
- Learning place where everybody has the opportunity to reach their potential

## Our Values

**Openness.** We are open and honest. People have the chance to get involved in decisions that affect them, tell us what matters and do things for themselves/their communities. If we cannot do something to help, we'll say so; if it will take a while to get the answer we'll explain why; if we can't answer immediately we'll try to connect you to the people who can help – building trust and engagement is a key foundation.

**Fairness.** We provide fair chances, to help people and communities thrive. If something does not seem fair, we will listen and help explain why. We will always try to treat everyone fairly and consistently. We cannot always make everyone happy, but will commit to listening and explaining why we did what we did.

**Flexibility.** We will continue to change and be flexible to enable delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

**Teamwork.** We will work with you and our partners to support and inspire everyone to get involved so we can achieve great things together. We don't see ourselves as the 'fixers' or problem-solvers, but we will make the best of the ideas, assets and resources available to make sure we do the things that most positively impact our people and places.

**Kindness:** We will show kindness to all those we work with putting the importance of relationships and the connections we have with one another at the heart of all interactions.



## Collective Worship in Monmouthshire Schools Summary Report Academic year 2025/26

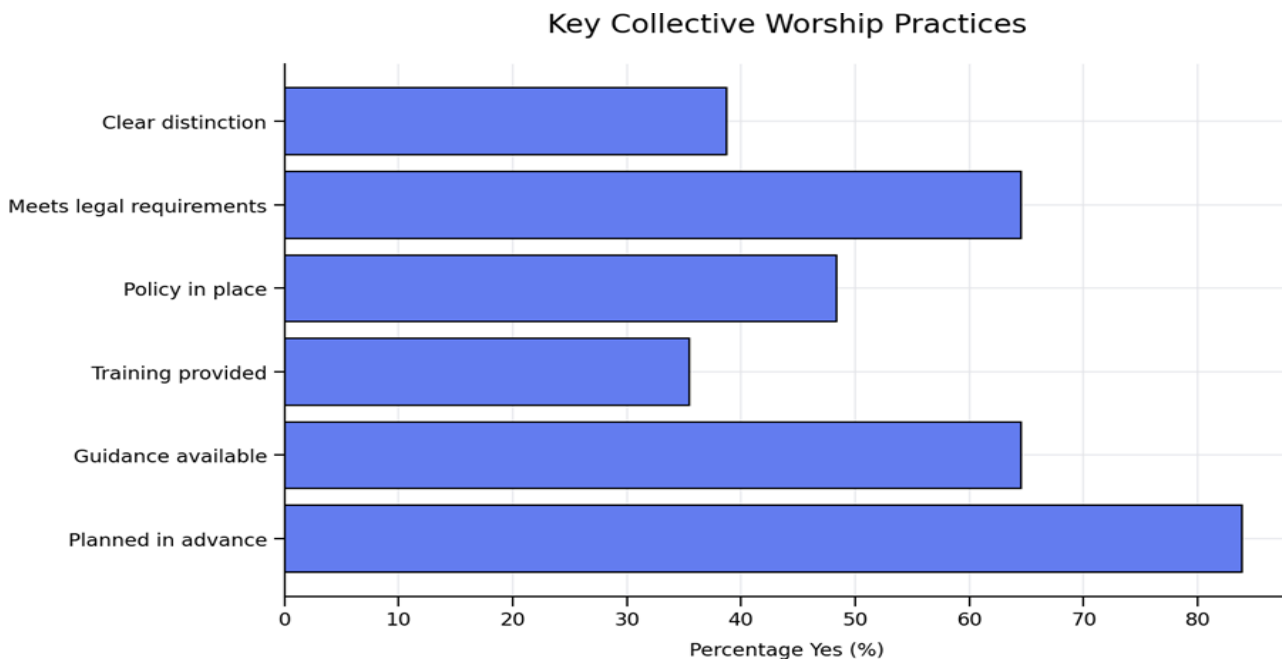
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### Introduction

This report summarises findings from 31 schools regarding Collective Worship (CW), including the Pupils Referral Unit where CW is not a statutory requirement. It provides an evidence-based picture of current practice in half of our secondary schools and nearly all primary schools in Monmouthshire. The report identifies strengths, areas for development and professional learning needs. Overall, CW is well embedded and valued by most schools, although variations exist in professional learning, policy, and clarity about the difference between CW and assemblies.

### Current Practice

Most schools plan Collective Worship in advance and deliver it daily or near-daily using a mix of whole-school, phase, and class formats. Provision is typically linked to values and Christian traditions, with increasing inclusion of wider faiths.



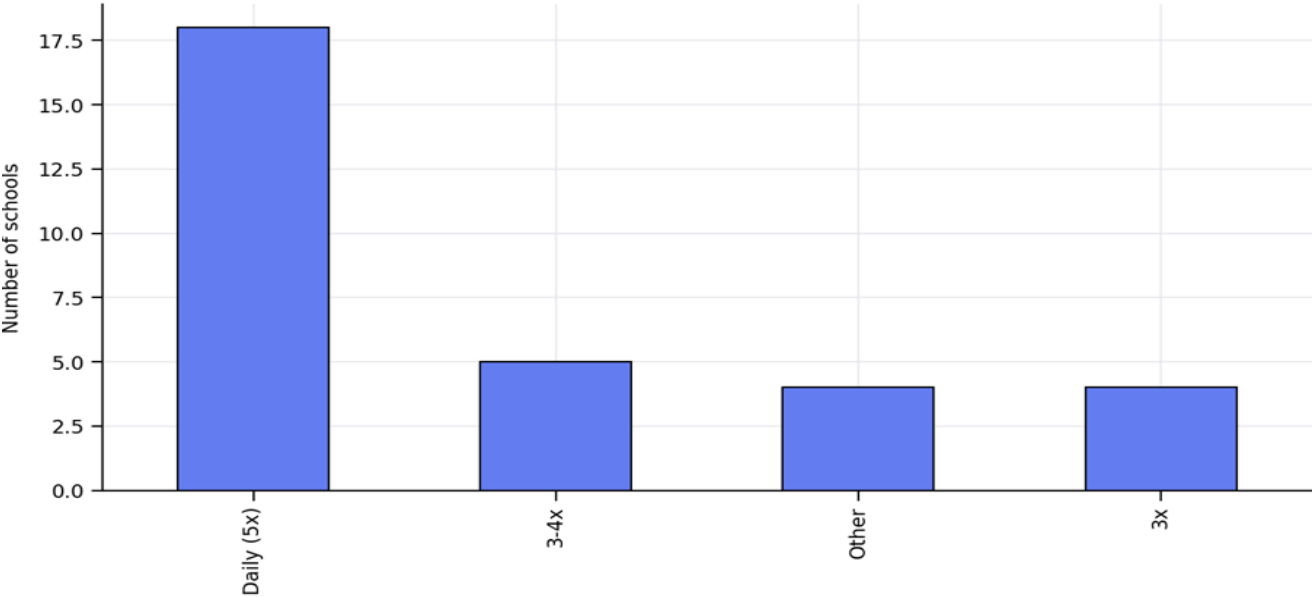
Collective Worship is led mostly by senior staff or staff leading Religion Values and Ethics. However, many schools use make use of local community and clergy representatives to lead collective worship, especially in church schools. While most schools use a range of themes and values to develop a plan for collective worship across a term or year, a minority use a less structured approach.

Most schools ensure that CW reflect Christian values, themes, stories, and prayer appropriately and this is particularly strong in faith schools. Many schools include other faiths and non-religious perspectives through their values, the school curriculum, and current events. Common themes include religious festivals, kindness, respect, and wellbeing and as a result, levels of withdrawal from CW are low.

Overall many schools feel they meet the requirements for CW. Although, there is variability in their understanding of the distinction between CW and assemblies and what 'wholly or mainly of a broadly Christian character' means and a few schools would like more guidance in this area.

Many schools aim to provide daily acts of CW, particularly in primary and faith schools which include whole-school assemblies, class assemblies and 'pause for thought' reflection time. However, providing a daily act of CW is a challenge in a minority of schools due to hall space, timetables and examination periods can be a barrier, especially for secondary schools.

Frequency of Collective Worship



As that schools provide ALL pupils with a daily act of Collective Worship, it is not always possible to do so. In a typical week, how

Nearly all schools feel that CW has a positive impact across many aspects of school life such as reinforcing values, promoting respect, tolerance and understanding of diversity as well promoting calmness and providing time for reflection. Many schools feel that CW supports spiritual, moral, and social development well and strengthens the school community.

**Strengths**

- Schools report strong impact on pupil wellbeing, moral development, and community cohesion.
- Practices are increasingly inclusive, and external partnerships enhance delivery.

- There is a strong emphasis placed on values-based approaches and a strong commitment to inclusivity and pluralism.

## Areas for Development

Key issues include:

- Limited professional learning for staff in many schools
- Variable understanding of legal requirements for CW
- Variable understanding of the distinction between worship and assemblies
- Limited representation from diverse faith leaders to support stronger multi-faith engagement.

## Support requested by schools

Schools are asking for:

- Clear guidance on legislation and expectations
- Professional learning opportunities for staff and school leaders
- Access to high quality resources and planning
- Opportunities to share good practice and for collaboration.
- Greater access to community and faith representative
- Access to resources to support the delivery of CW.

## Conclusion

The survey supports the view that Collective Worship is a valued and impactful aspect of school life in Monmouthshire schools, particularly in promoting values, reflection and community. However, currently there is variation in practice and understanding, especially around statutory requirements and delivery models.

Collective Worship is a strength in Monmouthshire and a sharper focus on guidance and professional learning would strengthen consistency so that Collective Worship consistently meets both legal expectations and the needs of schools.

**Report author:** S Randall-Smith

**Date:** 3<sup>rd</sup> June 2026

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Mai 2026



## Arolwg Llais yr Athrawon

Crefydd, Gwerthoedd a Moeseg yn y Cwricwlwm i Gymru

May 2026



## The Teachers' Voice Survey

Religion, Values and Ethics in the Curriculum for Wales



# Introduction



# Setting the context



# Research question

- How are teachers in Wales, who are involved in RVE, engaging with substantial curriculum changes in the early stages of the Curriculum for Wales (2022) roll-out?



Page 9

# Methodology



# Research team

---

**Revd Dr Tania ap Sion**, Reader of Religions, Humanities and Education (Bishop Grosseteste University and The Giles' Centre, Wrexham)

---

**Libby Jones** (Wrexham County Borough Council and The St Giles' Centre, Wrexham)

---

**Rachel Samuel** (Neath Port Talbot Education Support)

---

**Alice Parry** (Llanishen High School, Cardiff)

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**Paula Webber** (Cardiff Metropolitan University)

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# Sample



- Survey was open to all practitioners in Wales involved in the teaching of RVE in 3 to 16 maintained school / setting contexts.
- Nursery (including funded non-maintained settings)
- Primary
- Secondary
- All-age School
- Special
- Pupil Referral Units.



# Survey



- Exploratory inductive survey
- Largely qualitative questions
- Closed questions help provide descriptive statistics to contextualise the teachers' own words
- Includes sections relevant to curriculum reform and teacher agency
- Survey pilot was conducted before distribution
- Survey open January-July 2025



# Analysis



# Ethics



# Research ethics approval granted

- Lincoln Bishop University (previously Bishop Grosseteste University)
- Cardiff Metropolitan University



# Limitations



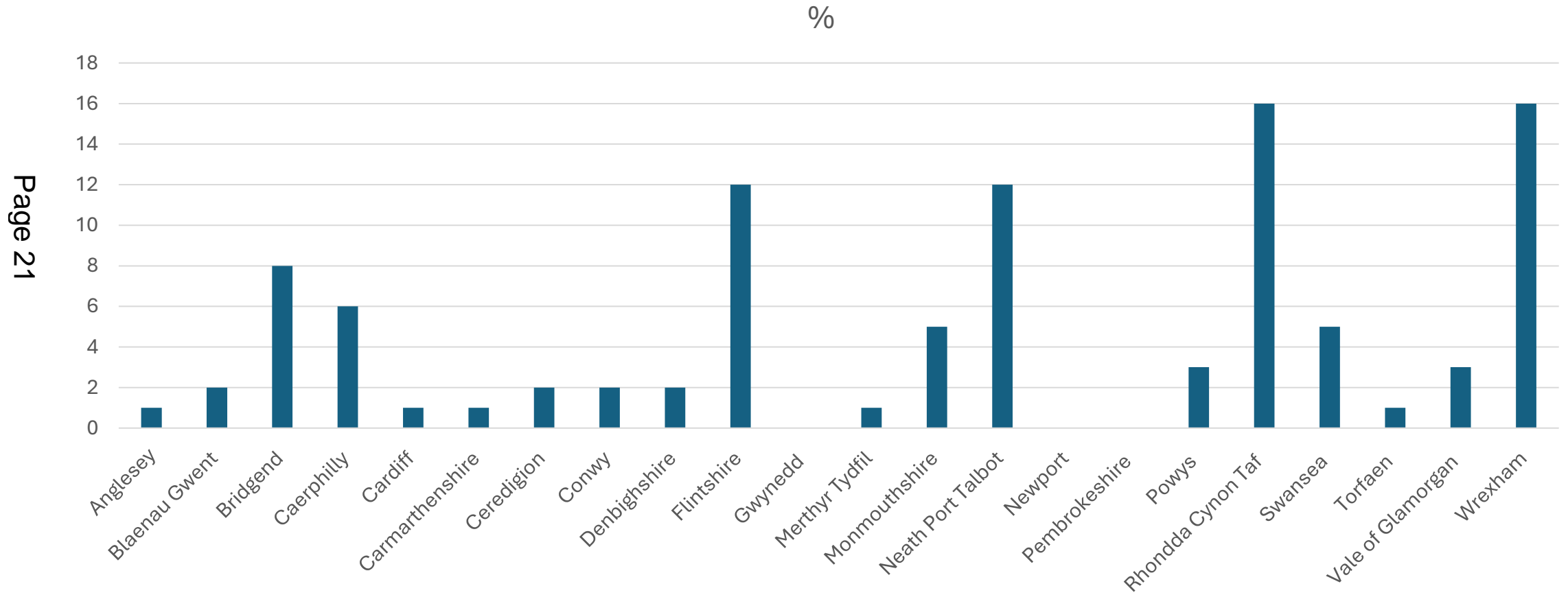
# Survey Results



# Who participated?



# Local Authority



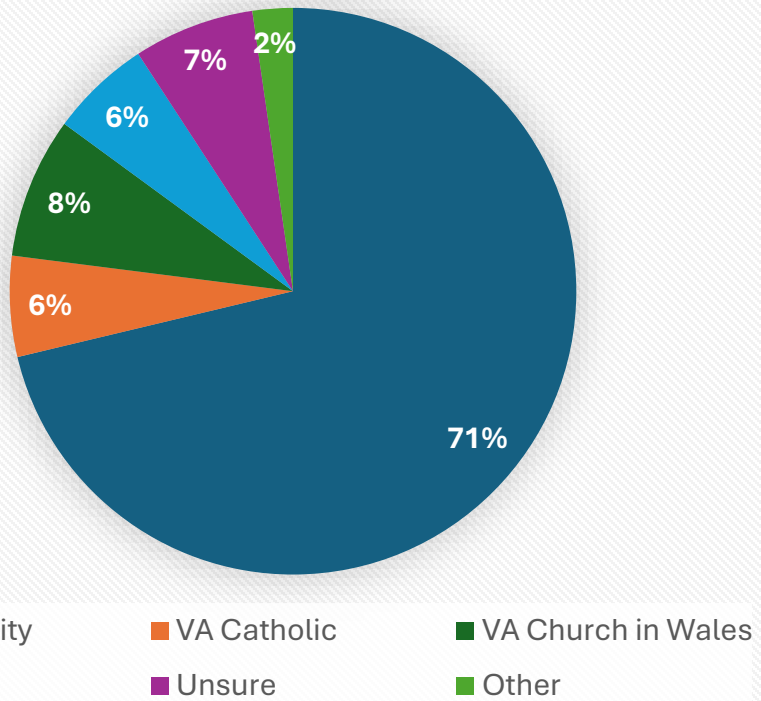
# Type of school / setting

N = 87 (some fall into more than one category)

Category	n
Primary	52
Secondary	22
Additional Learning Needs / Special	9
All-age school	5
Pupil Referral Unit	2
Nursery	2
Other	3



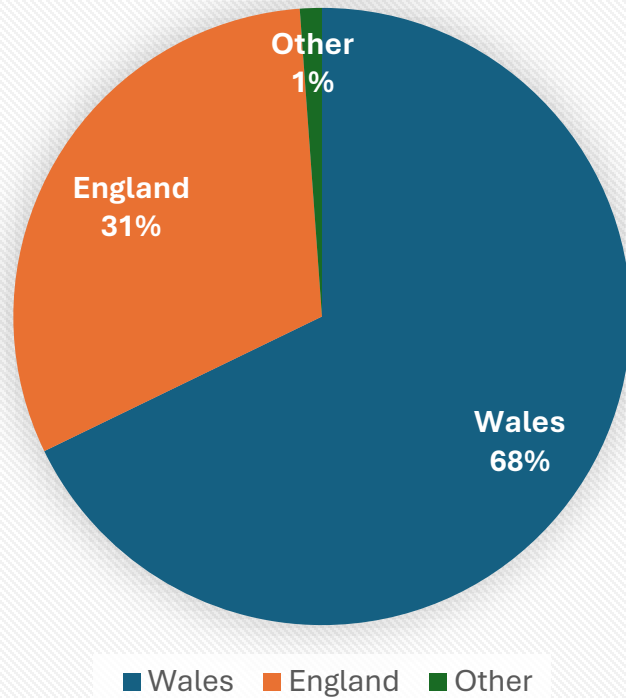
### Character of school / setting (N=87)



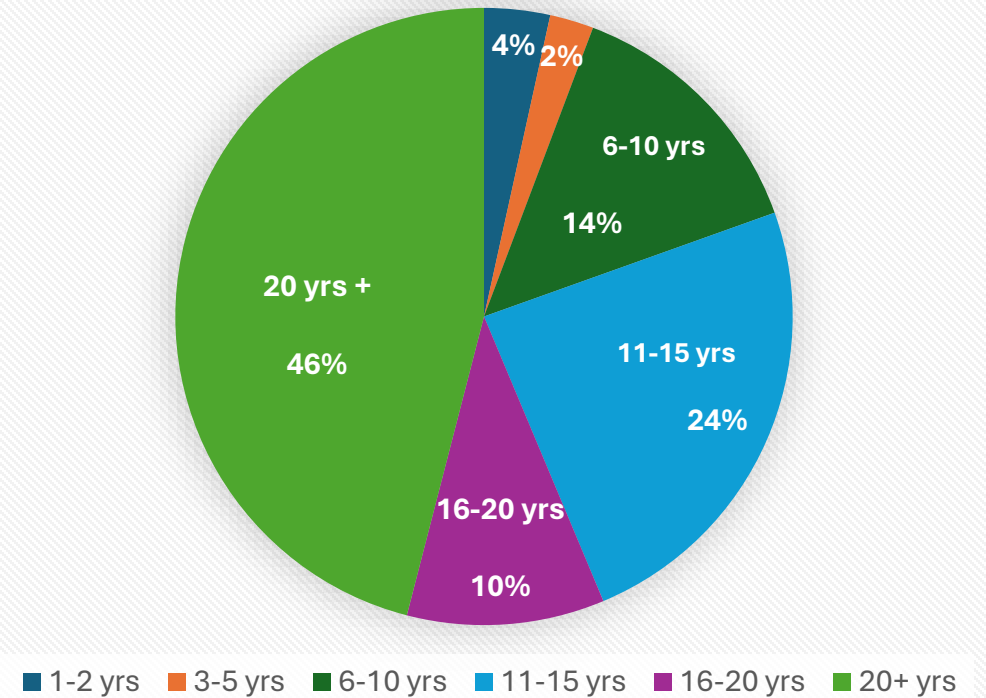
Language category of school / setting N=87	%
Welsh medium	3
English medium	93
Bilingual	2
Other	1



### Where did you train to be a teaching practitioner? (N=87)



### How many years have you been teaching (N=87)



# Open-ended starter questions



# Introductory open text questions

---

What do you like about the Curriculum for Wales?

---

What aspects of the Curriculum for Wales give you confidence as a teacher? (Please elaborate briefly)

---

Is there anything you do not like about the Curriculum for Wales? (If so, what?)

---

What aspects of the Curriculum for Wales challenge you as a teacher? (Please elaborate briefly)



# Themes

- Professional autonomy
- Learner-centred
- Pedagogy
- Progression / learner development
- Guidance / professional learning
- Content
- Relevance
- Local area / cynefin
- Balance
- Religion, Values and Ethics specific
- Collaboration
- Legislation
- Wellbeing / implementation



MOST FREQUENT THEMES ACROSS QUESTIONS 1-4	Professional autonomy %	Pedagogy %	Learner centred %	Content %	Relevance %	Progression / learner development %	Guidance / professional learning %
What do you like about the Curriculum for Wales? (N=86)	70	50	41	35	22	21	1
What aspects of the Curriculum for Wales give you confidence as a teacher? (N=82)	52	39	37	26	21	20	11
Is there anything you do not like about the Curriculum for Wales? (If so, what?) (N=80)	29	30	6	35	0	41	49
What aspects of	21	30	11	26	4	40	30



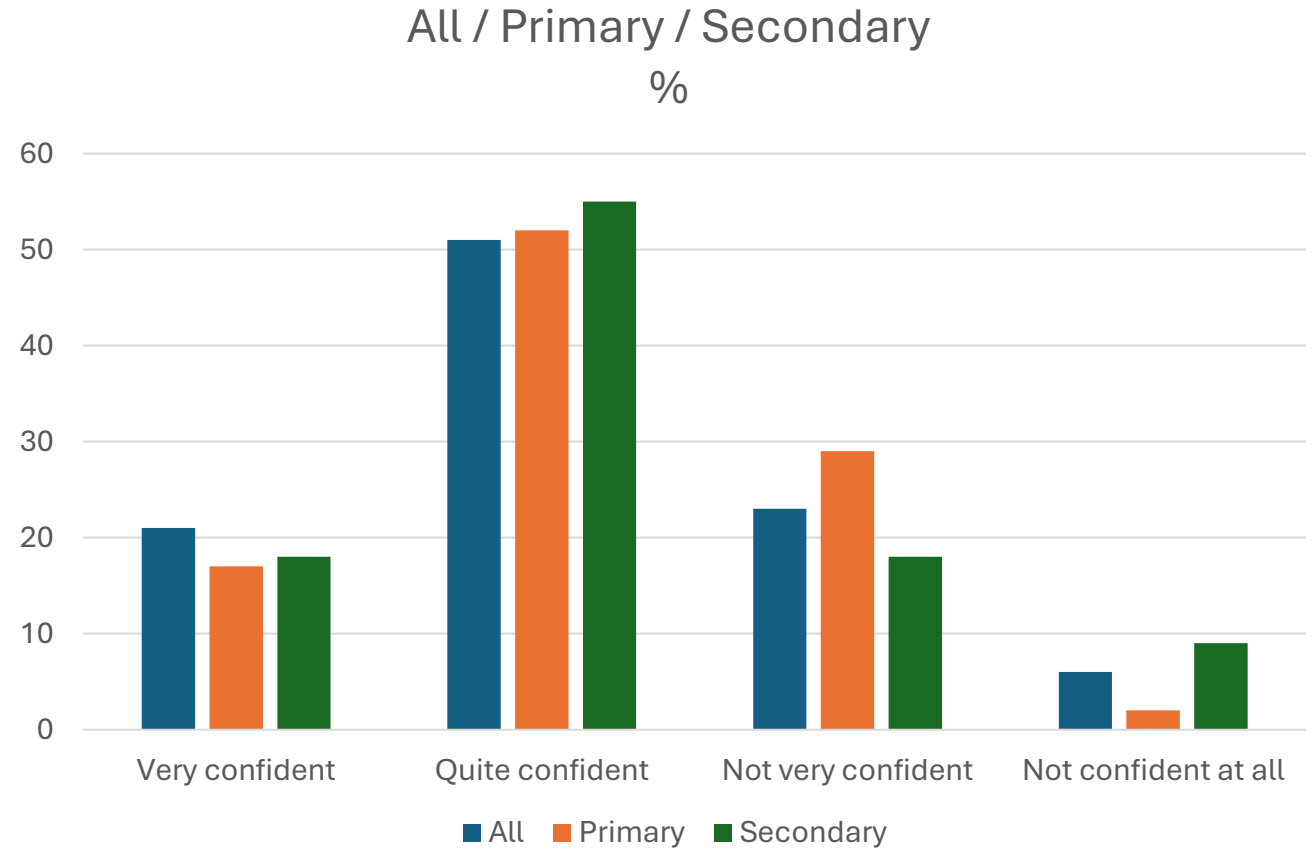
# Confidence in RVE changes



# How confident are you about planning and teaching RVE in an integrated curriculum?

Page 30

	N=87	%
Very confident	18	20.7
Quite confident	44	50.6
Not very confident	20	23.0
Not confident at all	5	5.7
Total	87	100.0



# How confident are you about planning and teaching RVE in an integrated curriculum?

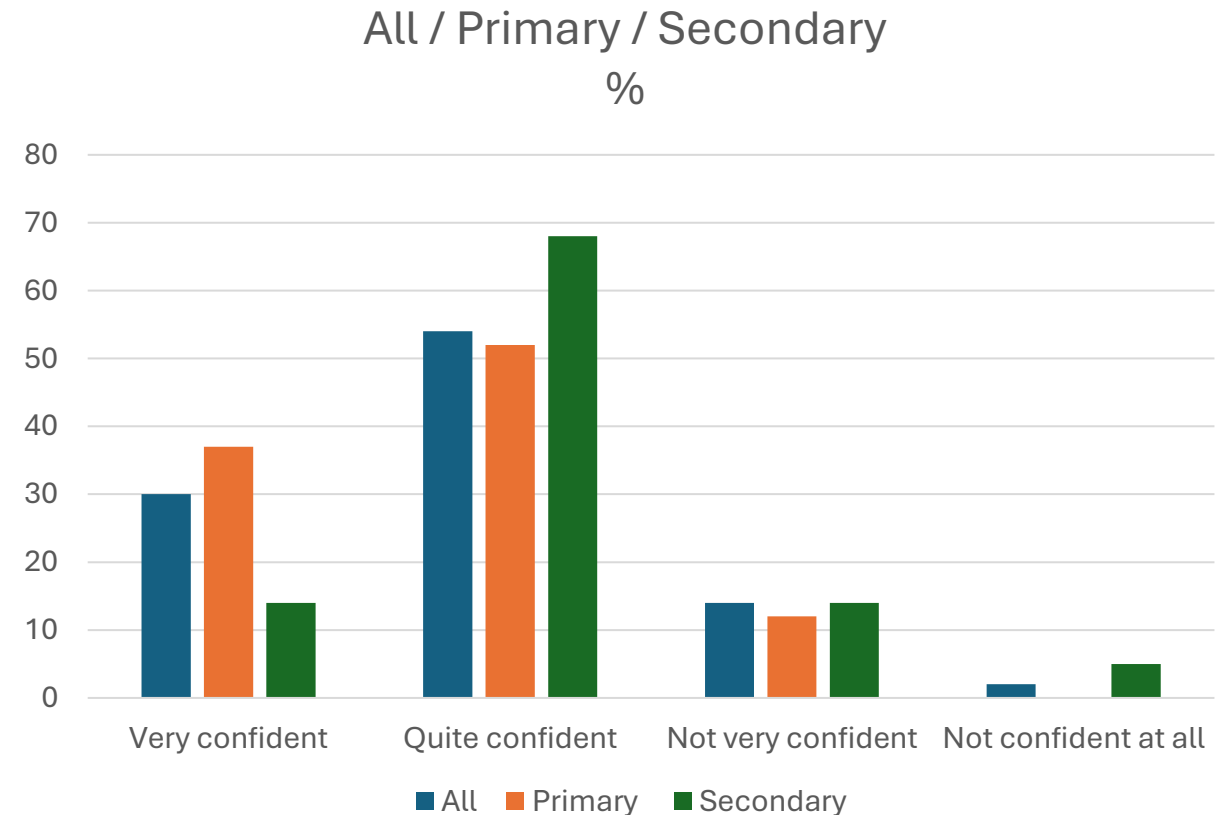
- Elaborate N=43



# How confident are you in your school's approach to curriculum design?

	N=87	%
Very confident	26	29.9
Quite confident	47	54.0
Not very confident	12	13.8
Not confident at all	2	2.3
Total	87	100.0

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# How confident are you in your school's approach to curriculum design?

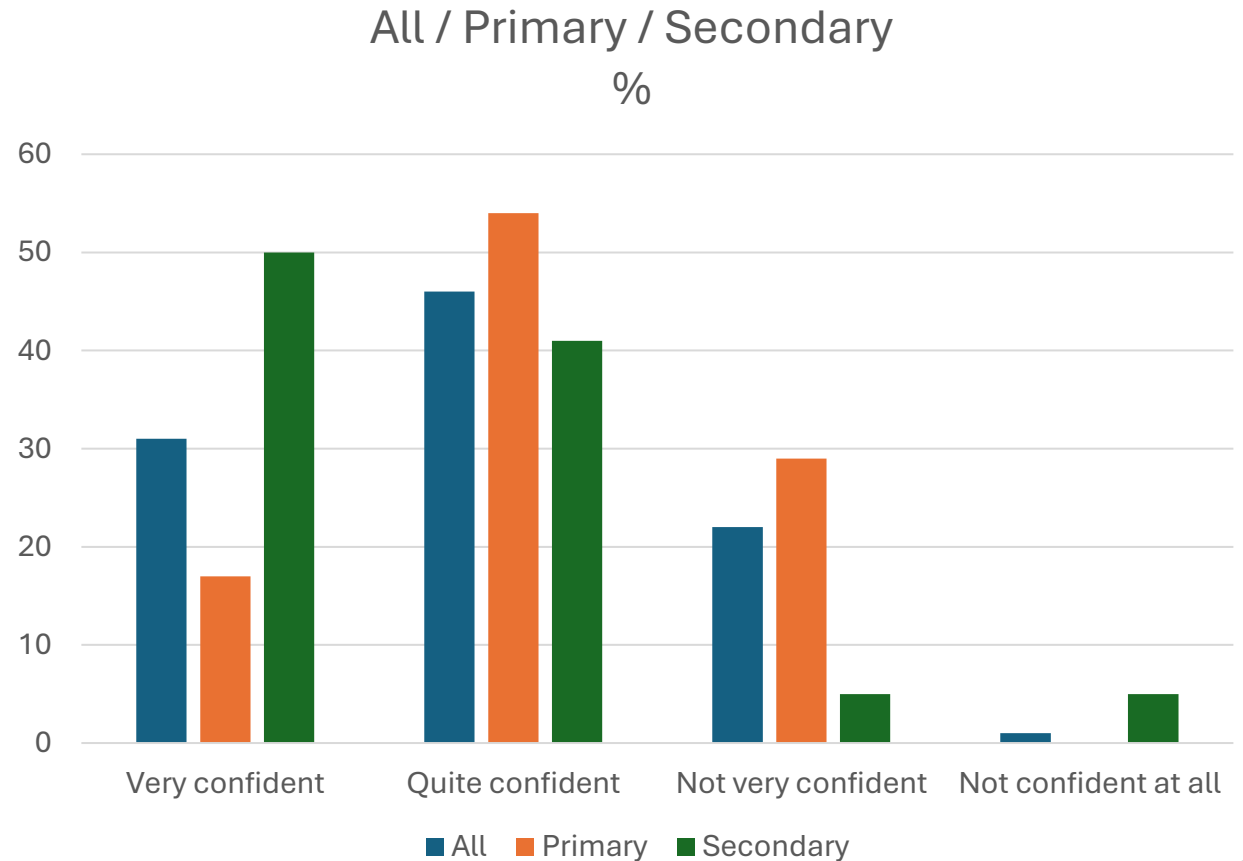
- Elaborate N=34



# How confident are you about teaching religious and non-religious convictions in RVE?

- N=87

	N=87	%
Very confident	27	31.0
Quite confident	40	46.0
Not very confident	19	21.8
Not confident at all	1	1.1
Total	87	100.0



# How confident are you about teaching religious and non-religious convictions in RVE?

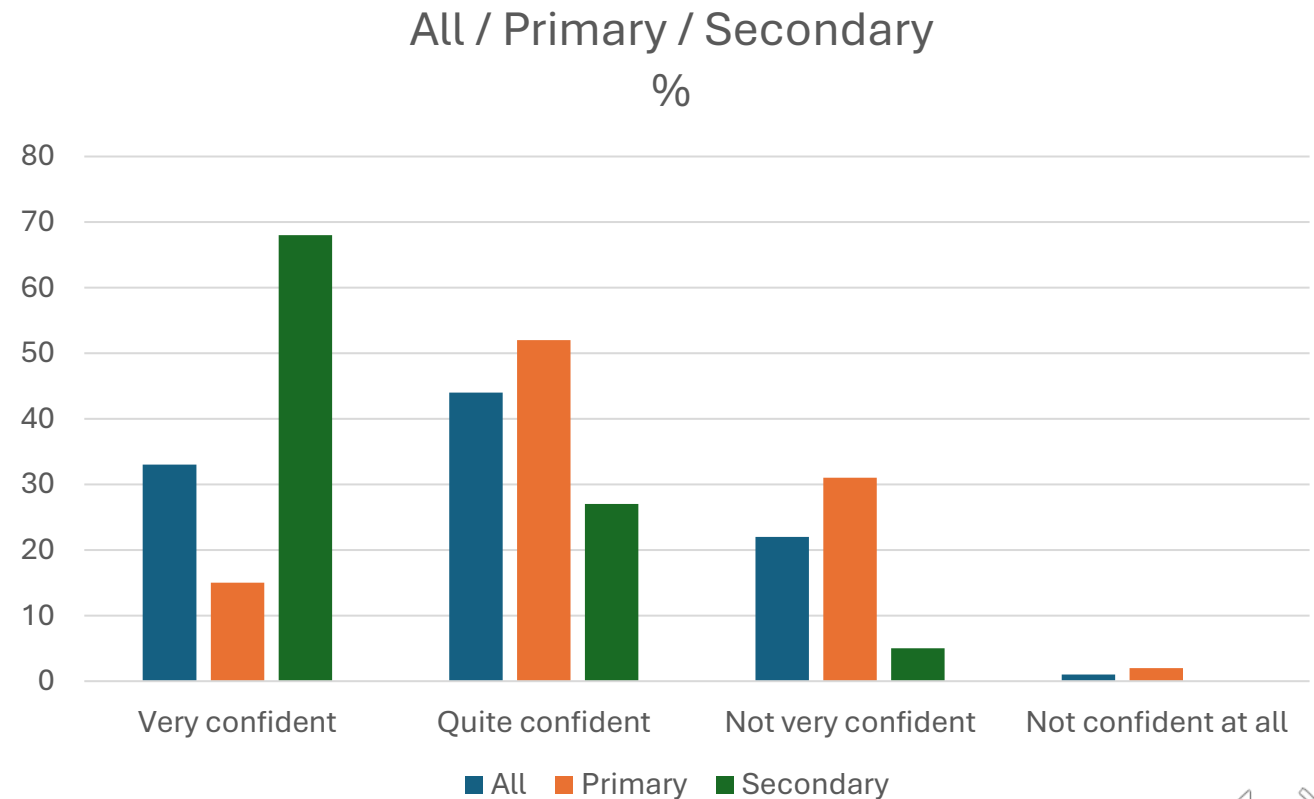
- Elaborate N=34



# How confident are you about teaching RVE in an objective, critical and pluralistic manner?

- N=87

	N=87	%
Very confident	29	33.3
Quite confident	38	43.7
Not very confident	19	21.8
Not confident at all	1	1.1
Total	87	100.0



# How confident are you about teaching RVE in an objective, critical and pluralistic manner?

- Elaborate N=23

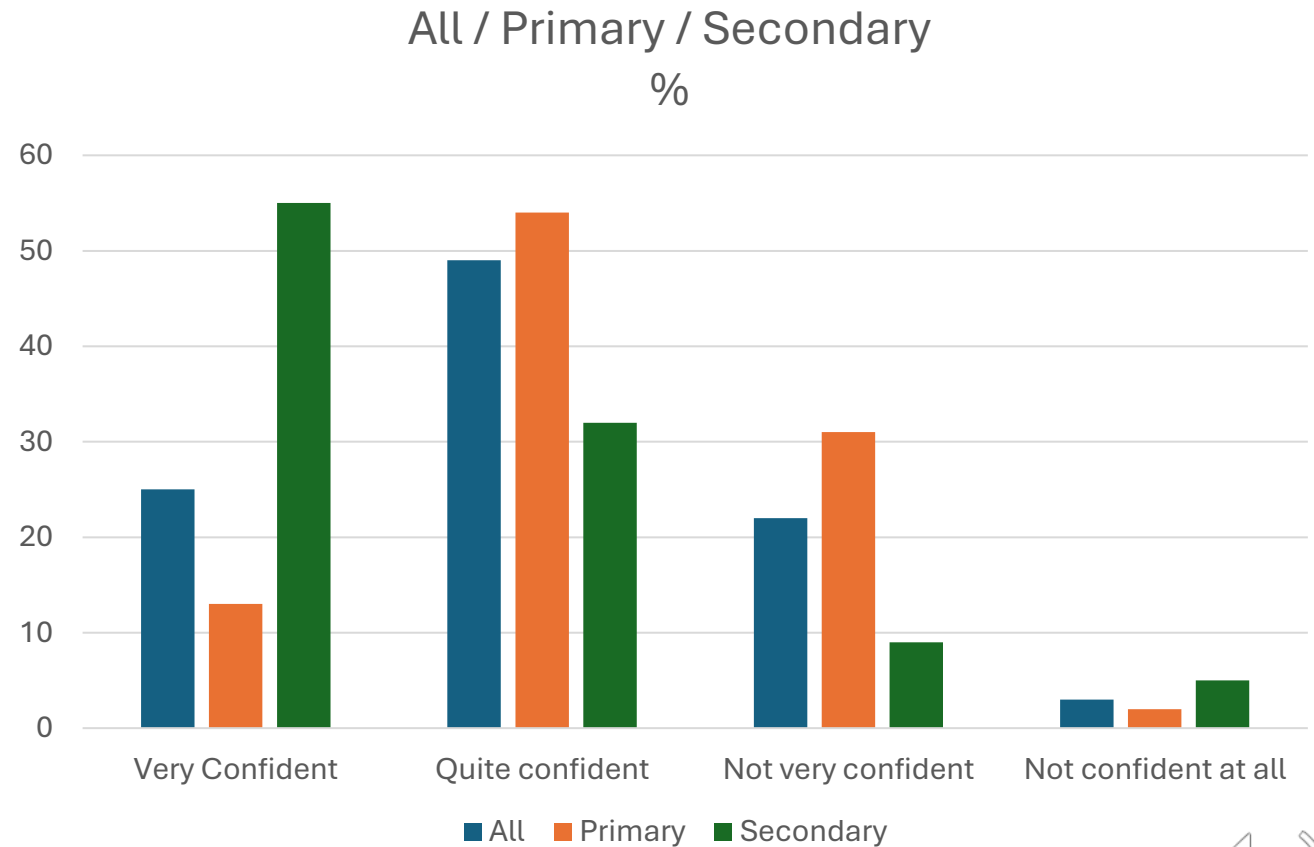


# How confident are you in your knowledge about the legal requirements for RVE?

- N=87

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	N=87	%
Very confident	22	25.29
Quite confident	43	49.43
Not very confident	19	21.84
Not confident at all	3	3.45
Total	87	100.01



# How confident are you in your knowledge about the legal requirements for RVE?

- Elaborate N=21



# Personal strengths and qualities



# What strengths or qualities can you bring as a teacher to RVE within the Curriculum for Wales? (N=74)

Subject knowledge and experience

Ambition / motivation

Personal and professional values / attributes

Classroom management and teaching techniques

Personal faith / background / identity

Learner-centred

Understanding of the Curriculum for Wales vision and values  
(What gets in the way.)



# Place of RVE in the Curriculum for Wales



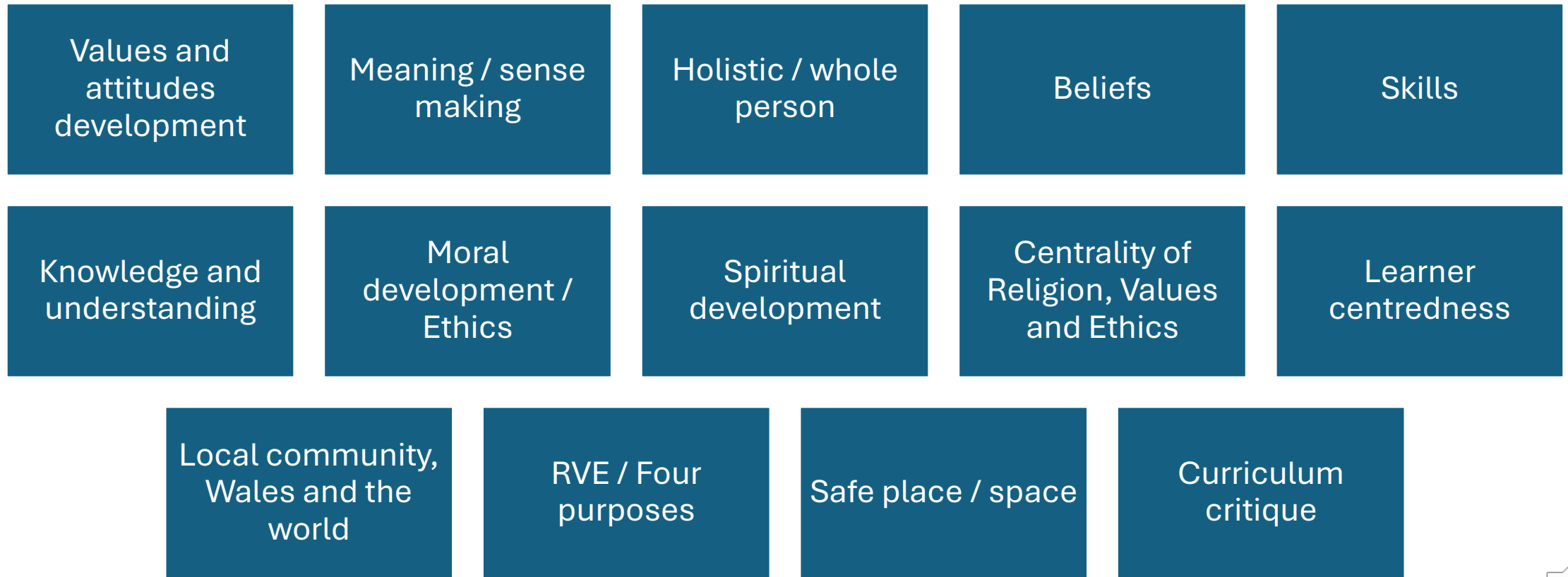
# In your opinion, is it important to have RVE in the Curriculum for Wales? (N=87)

- Yes / No
- Yes - 100%



# Please briefly explain your answer (N=66)

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# Approaches to Curriculum design



# Enquiry-based learning

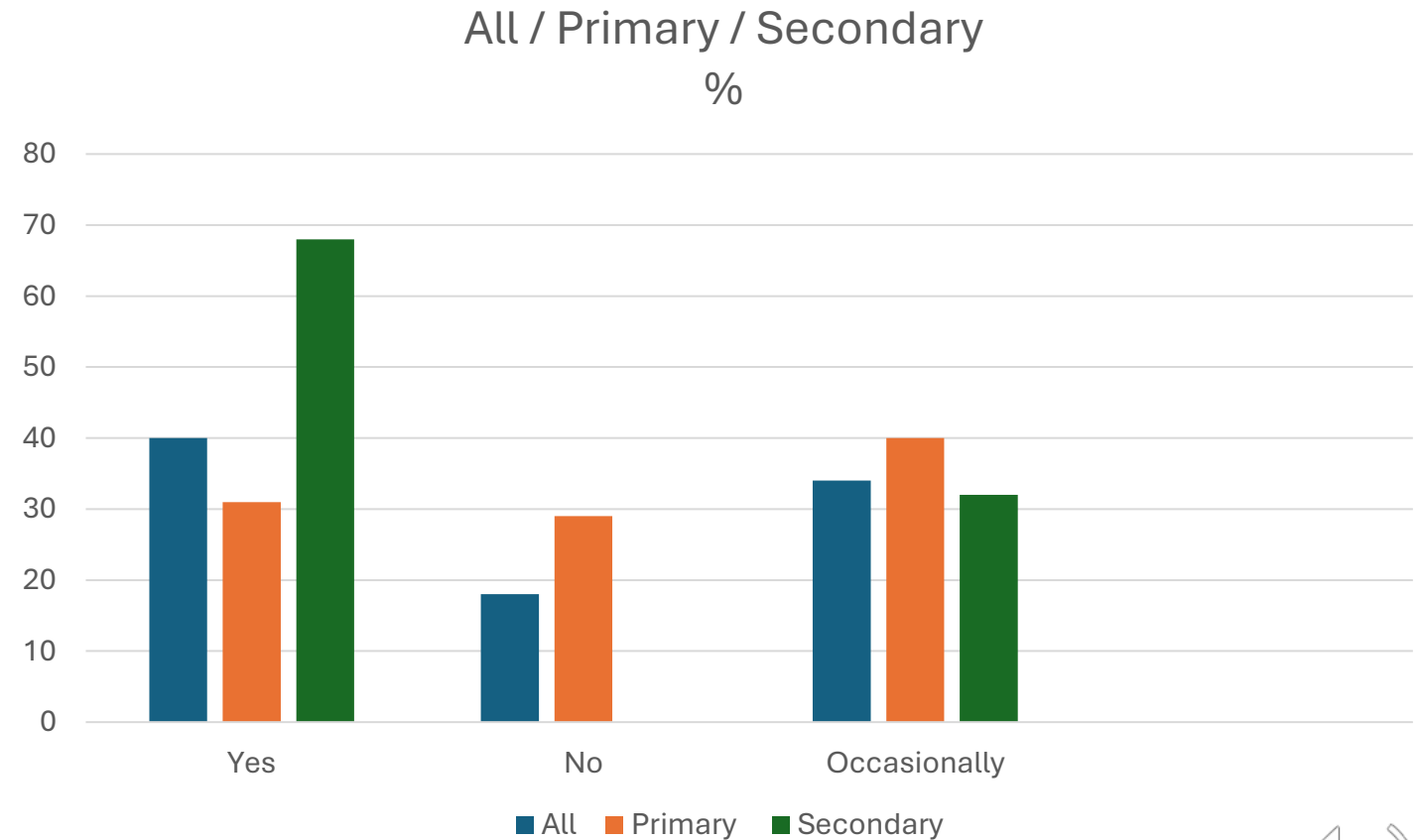


# Have you incorporated enquiry-based learning into your RVE teaching?

- N=87

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	N=87	%
Yes	35	40.2
No	18	20.7
Occasionally	34	39.1
Total	87	100.0



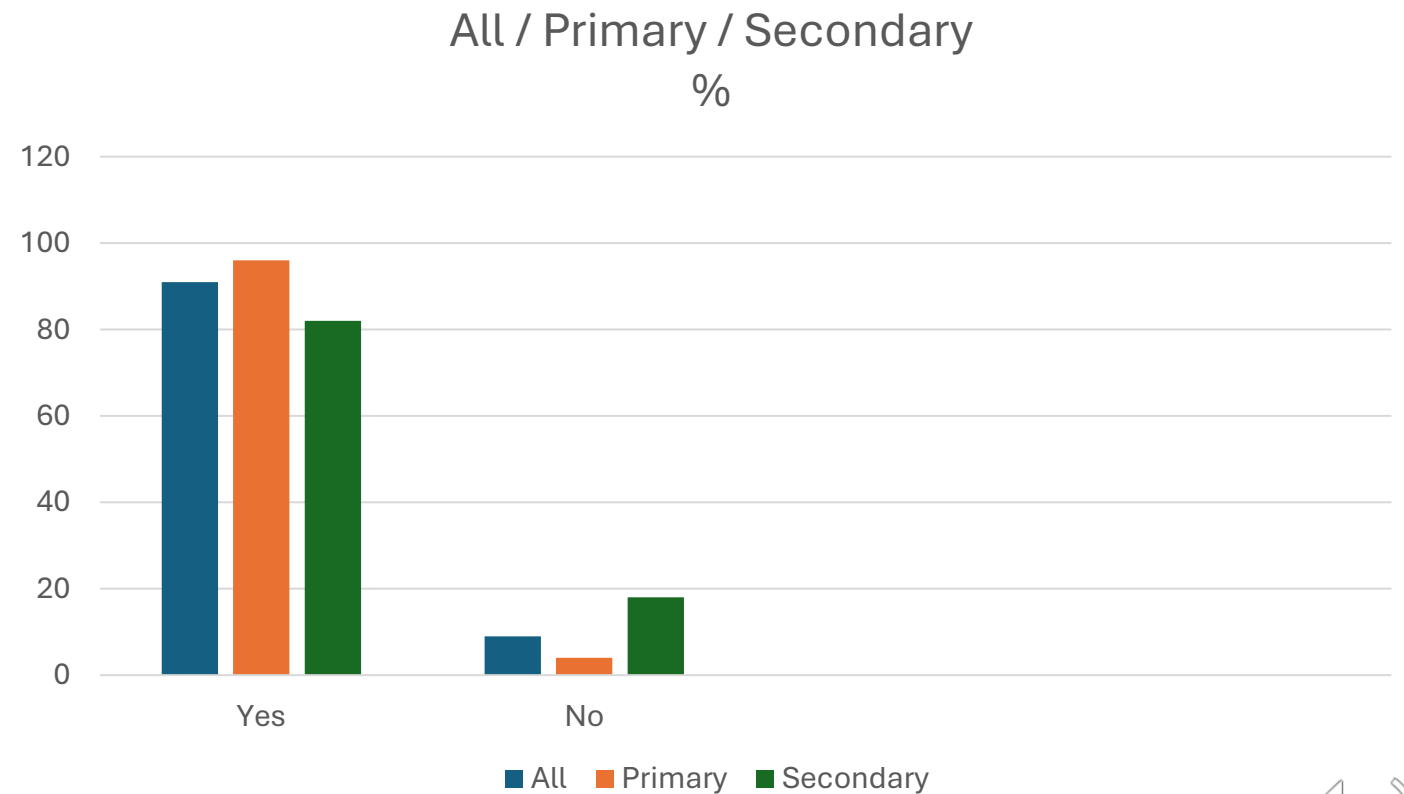
# Opportunity to experiment



# Are you given the opportunity to experiment in your school or setting? (e.g. pedagogy, curriculum design / content / approach, physical learning environment.) N=87

Page 49

	N=87	%
Yes	79	90.8
No	8	9.2
Total	87	100.0



# Collaborative relationships

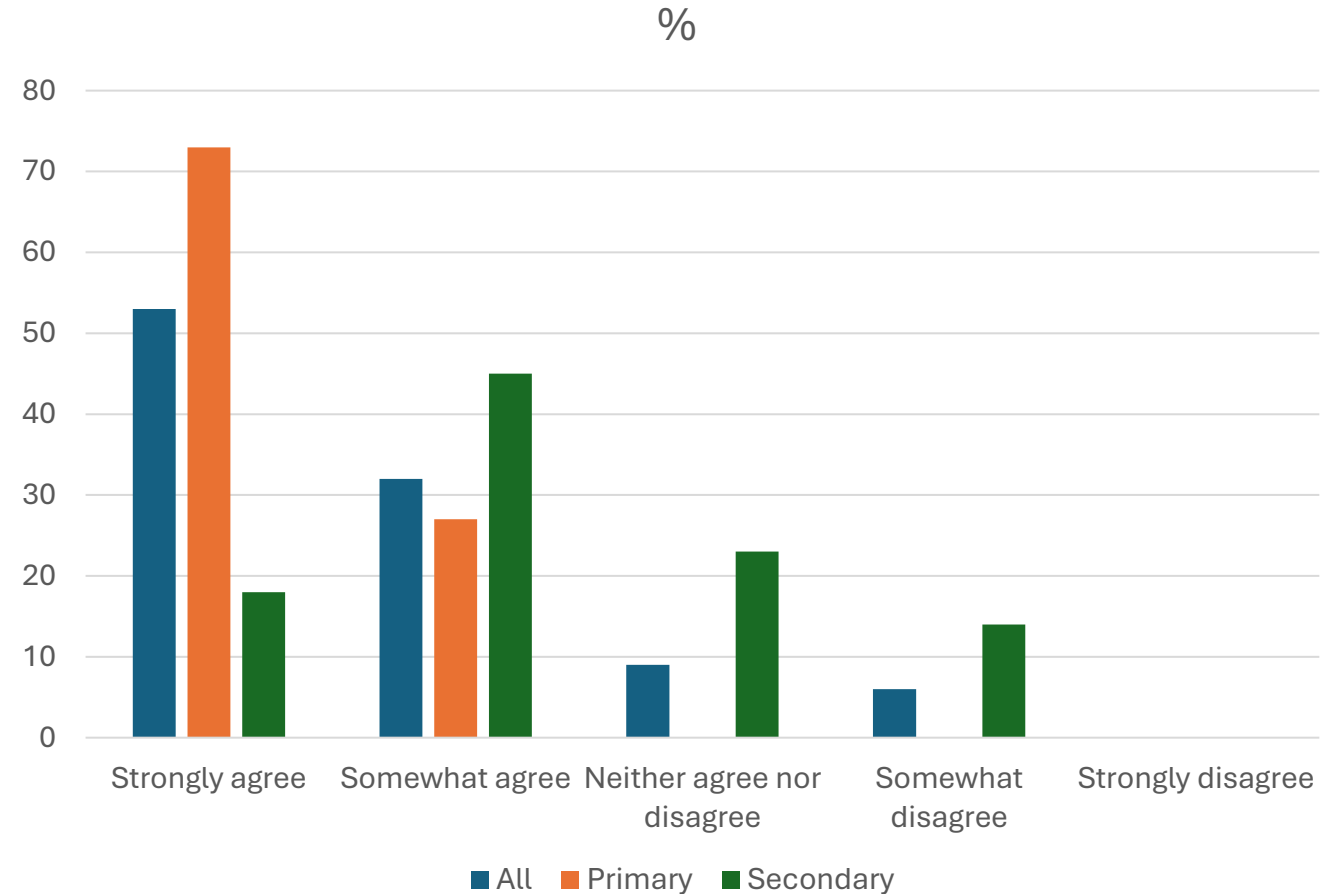


Please read the following statements and select your level of agreement with them. (N=87)



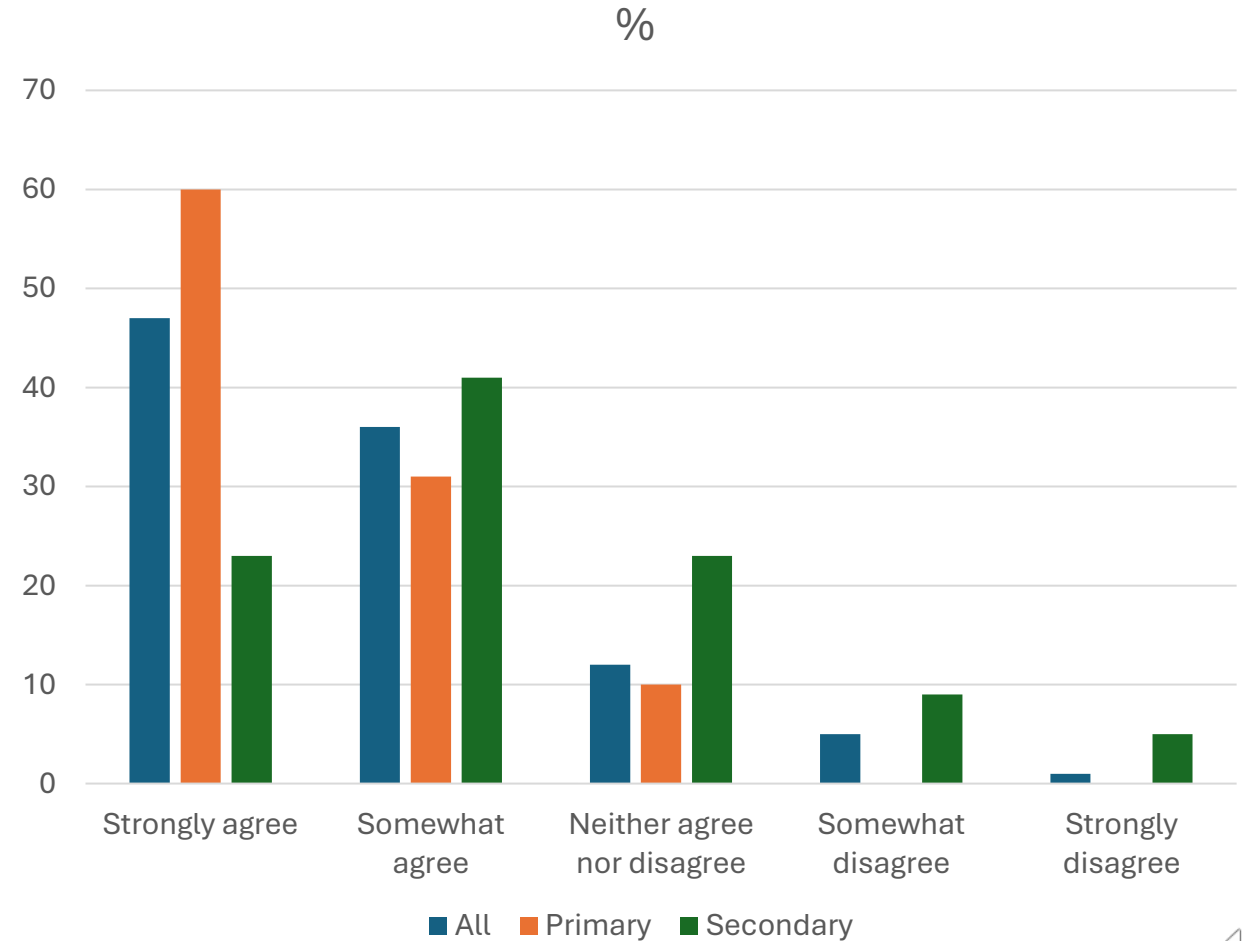
# My school / setting has a shared vision for the Curriculum for Wales.

	N=87	%
Strongly agree	46	52.9
Somewhat agree	28	32.2
Neither agree nor disagree	8	9.2
Somewhat disagree	5	5.7
Strongly disagree	0	0.0
Total	87	100.0



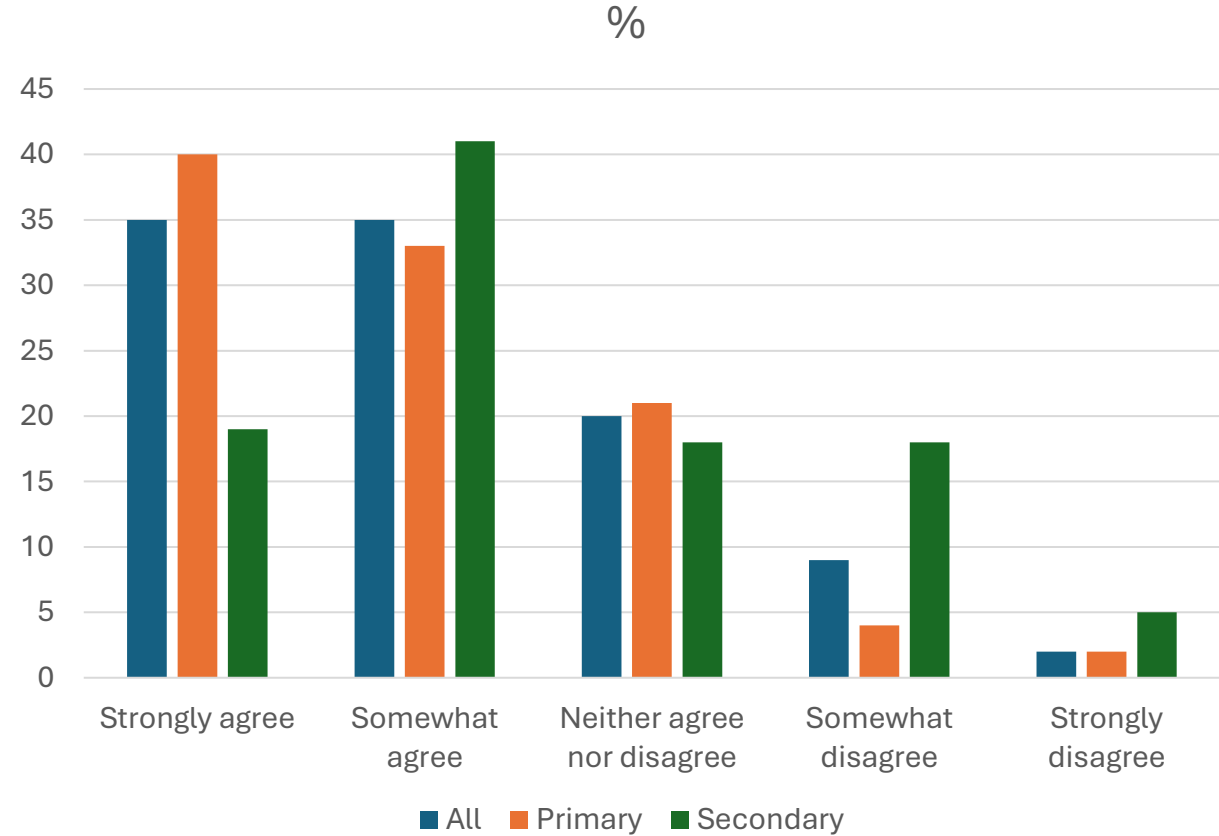
# I am able to influence decisions about curriculum design in my school / setting.

	N=87	%
Strongly agree	41	47.1
Somewhat agree	31	35.6
Neither agree nor disagree	10	11.5
Somewhat disagree	4	4.6
Strongly disagree	1	1.1
Total	87	100.0



# RVE is valued in my school / setting.

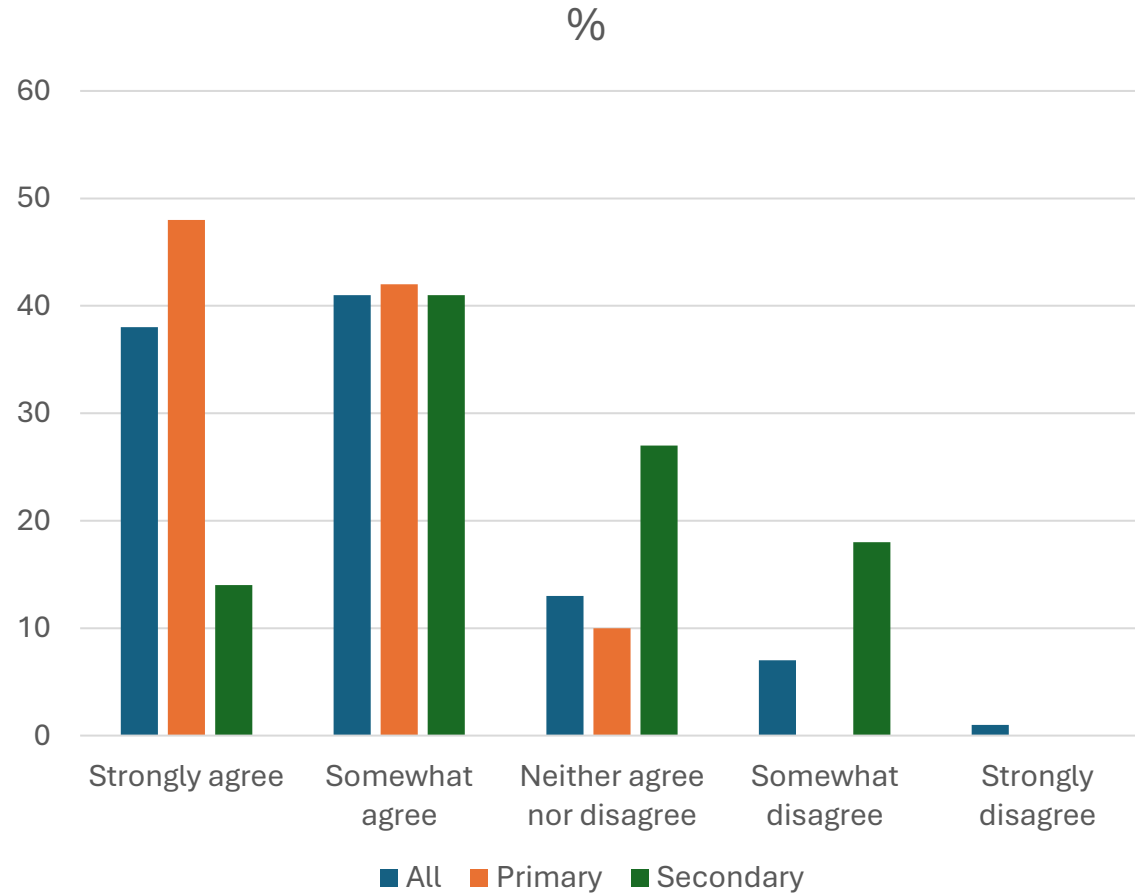
	N=87	%
Strongly agree	30	34.5
Somewhat agree	30	34.5
Neither agree nor disagree	17	19.5
Somewhat disagree	8	9.2
Strongly disagree	2	2.3
Total	87	100.0



# I am given the opportunity to collaborate regularly with colleagues.

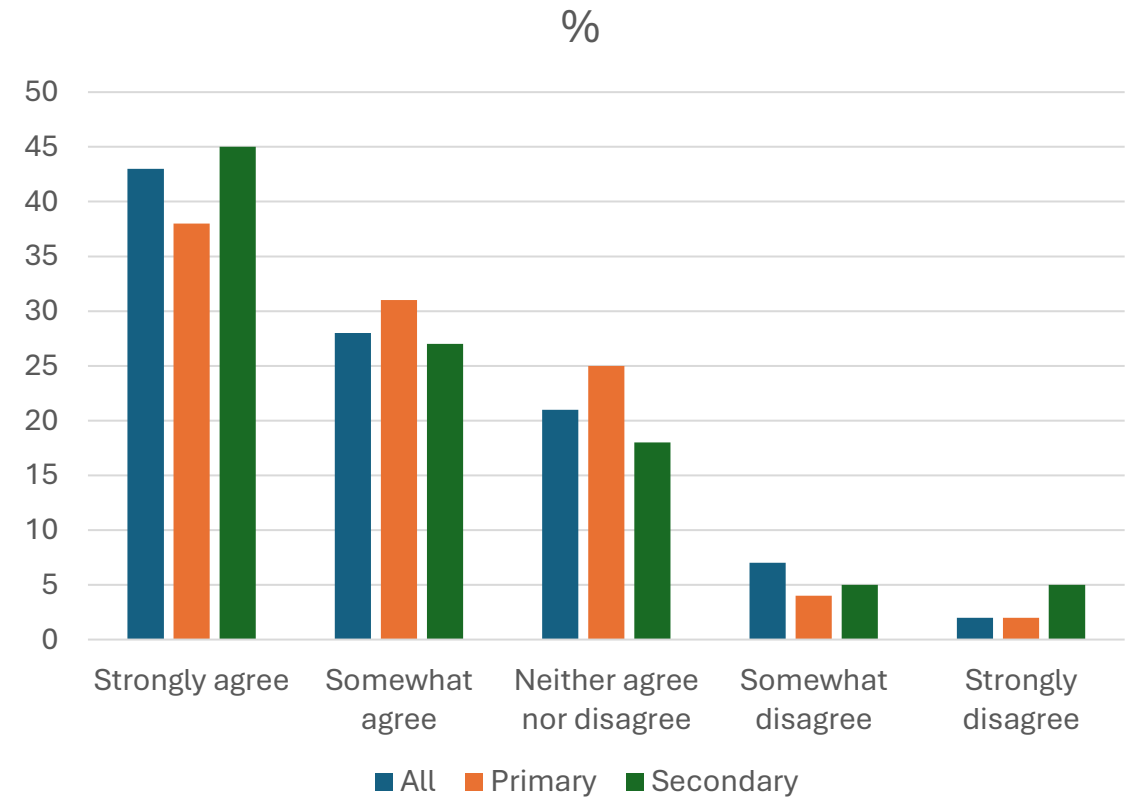
Page 55

	N=87	%
Strongly agree	33	37.9
Somewhat agree	36	41.4
Neither agree nor disagree	11	12.6
Somewhat disagree	6	6.9
Strongly disagree	1	1.1
Total	87	100.0



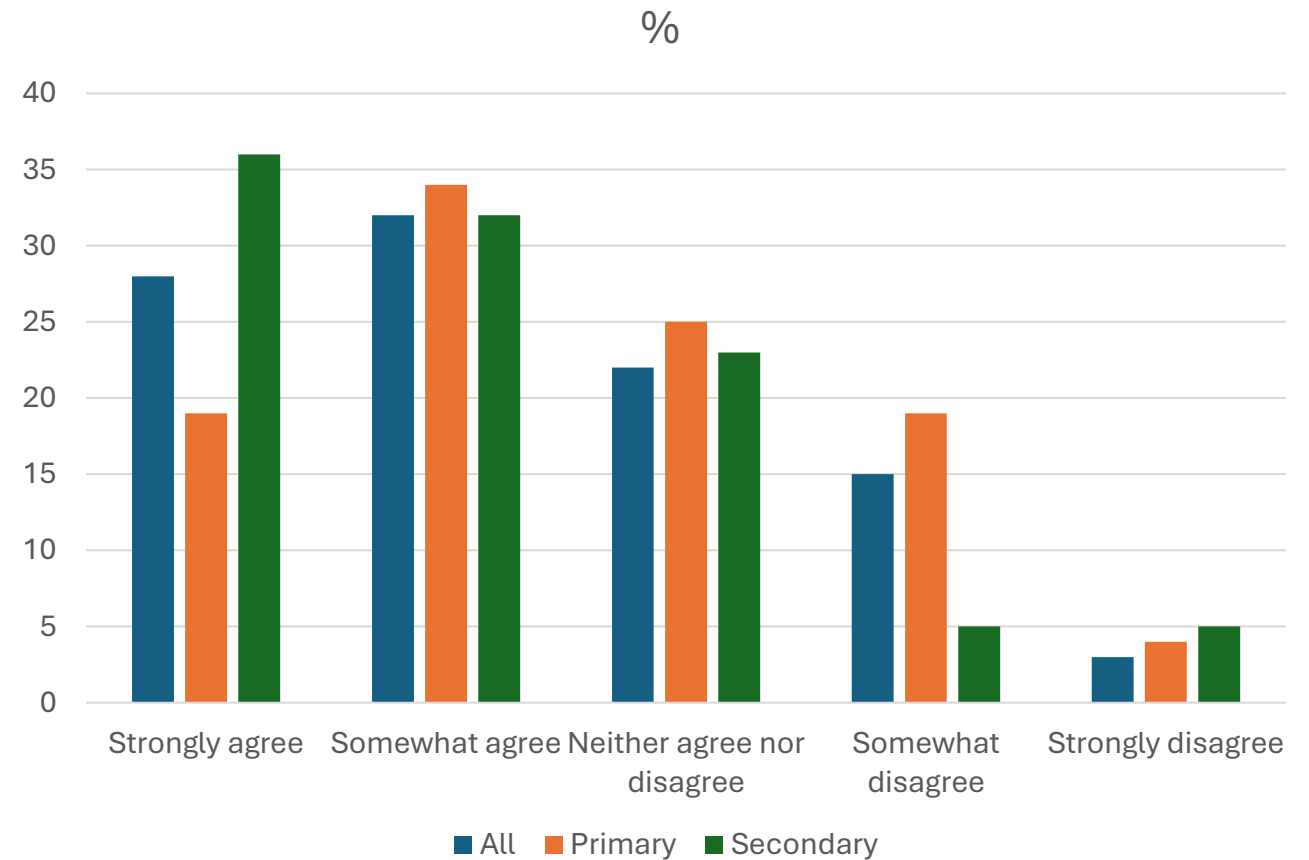
# I would benefit from more opportunity to collaborate with colleagues.

	N=87	%
Strongly agree	37	42.5
Somewhat agree	24	27.6
Neither agree nor disagree	18	20.7
Somewhat disagree	6	6.9
Strongly disagree	2	2.3
Total	87	100.0



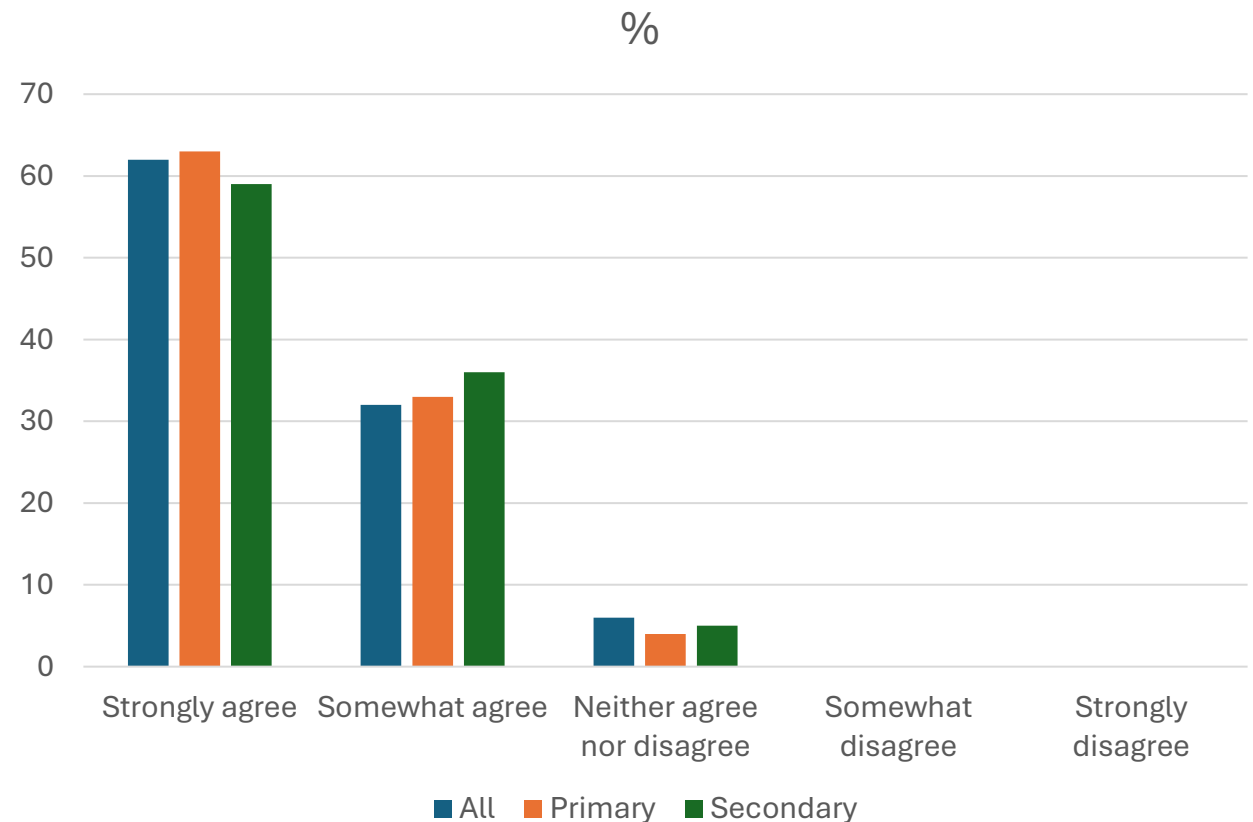
# I usually work on my own when planning RVE.

	N=87	%
Strongly agree	24	27.6
Somewhat agree	28	32.2
Neither agree nor disagree	19	21.8
Somewhat disagree	13	14.9
Strongly disagree	3	3.4
Total	87	100.0



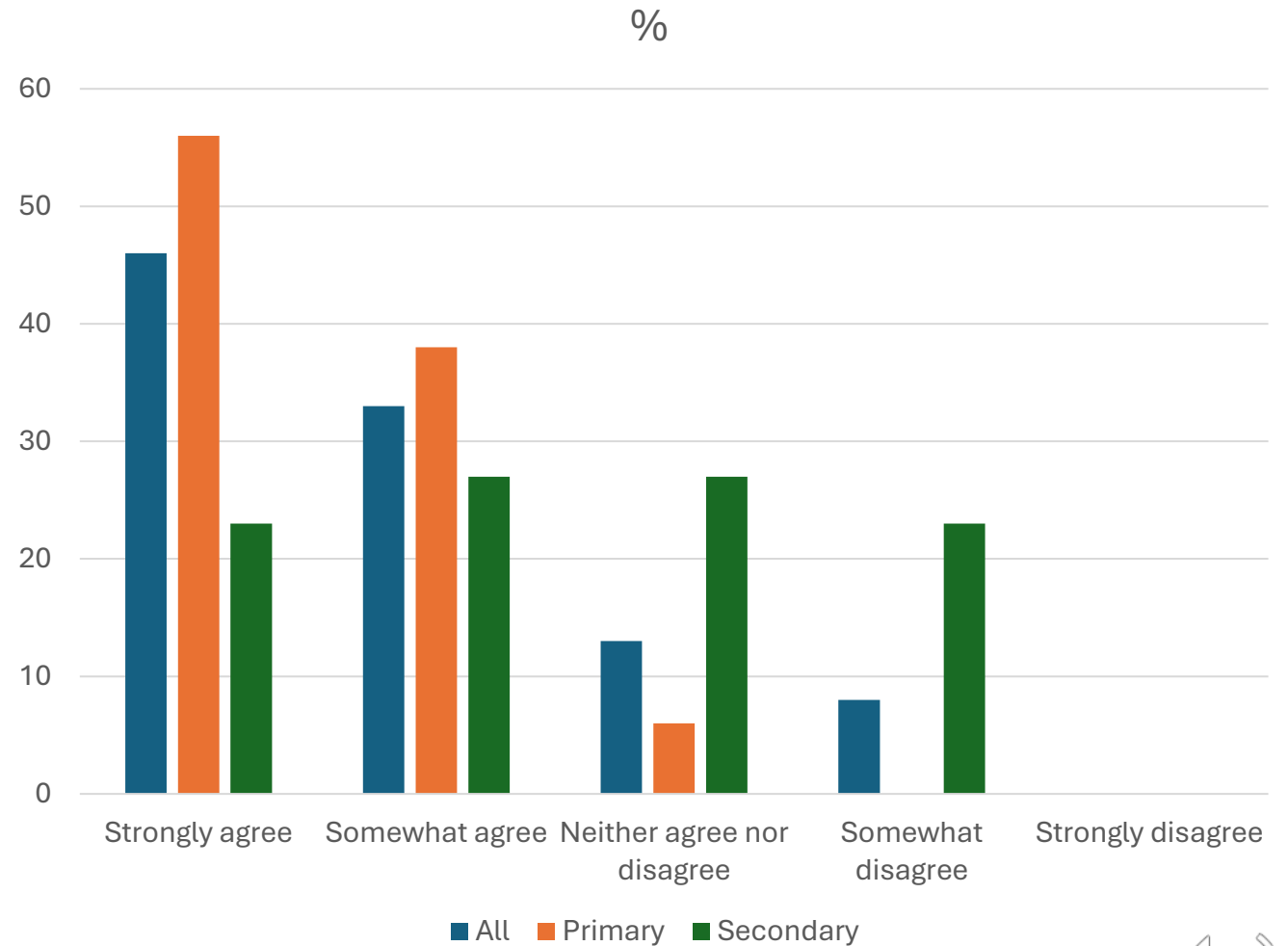
# Collaboration with colleagues is important for my professional development.

	N=87	%
Strongly agree	54	62.1
Somewhat agree	28	32.2
Neither agree nor disagree	5	5.7
Somewhat disagree	0	0.0
Strongly disagree	0	0.0
Total	87	100.0



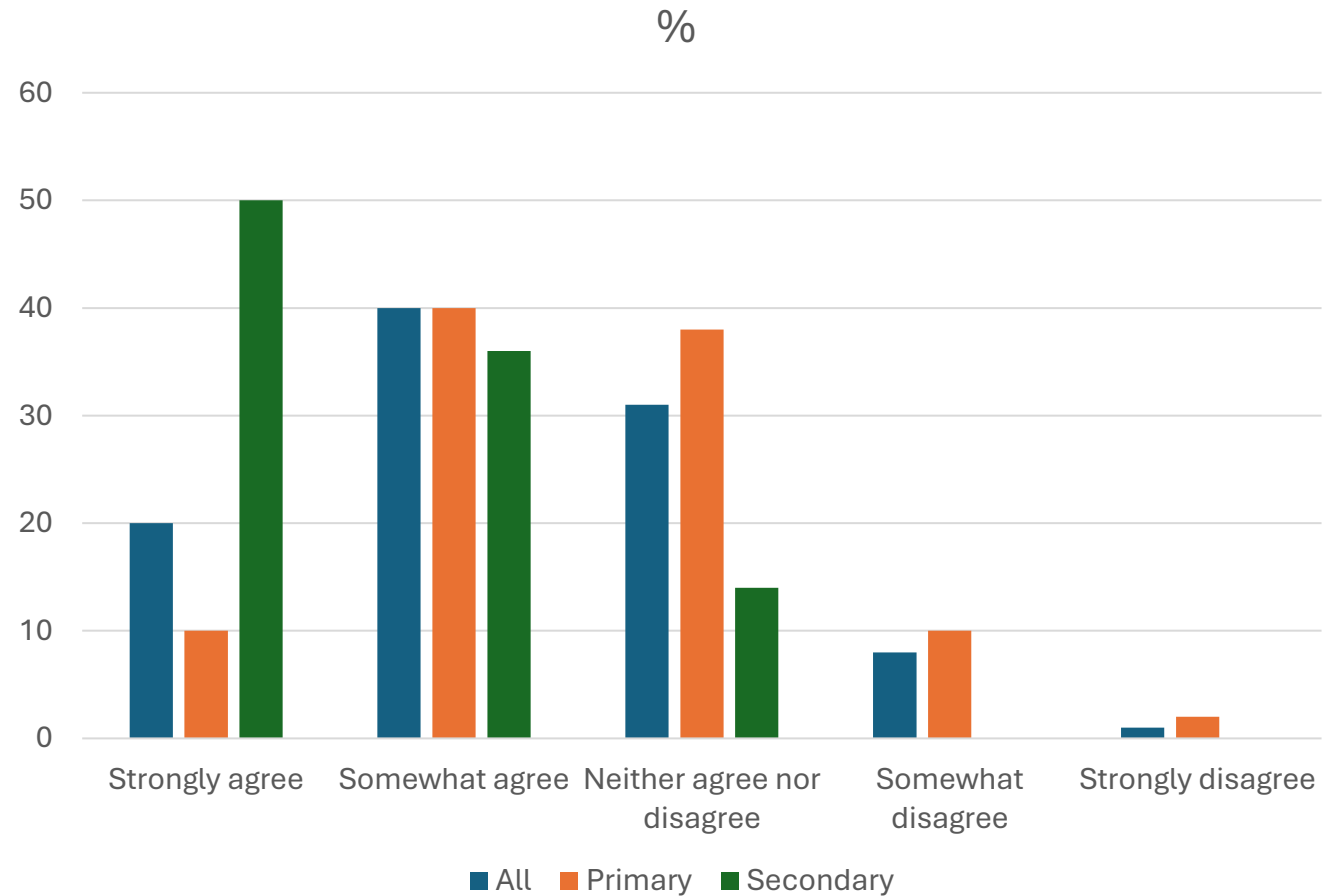
# My school / setting has a collaborative culture.

	N=87	%
Strongly agree	40	46.0
Somewhat agree	29	33.3
Neither agree nor disagree	11	12.6
Somewhat disagree	7	8.0
Strongly disagree	0	0.0
Total	87	100.0



# My school / setting has a performance-driven culture.

	N=87	%
Strongly agree	17	19.5
Somewhat agree	35	40.2
Neither agree nor disagree	27	31.0
Somewhat disagree	7	8.0
Strongly disagree	1	1.1
Total	87	100.0



What are the barriers (if any) for collaborative working? (e.g. your school / setting, locally, nationally or further afield.) (N=56)

## Primary

Resources: time, money (20)

Scheduling (3)

Size of school (3)

Attitudes to collaboration (3)

Lack of opportunities (2)

Geography (2)

Overload (1)

Staff changes (1)

None (1)



What are the barriers (if any) for collaborative working? (e.g. your school / setting, locally, nationally or further afield.) (N=56)

## Secondary

Resources: time, money (9)

SLT (2)

Only specialist / teacher (1)

School focus (1)

Supported when I ask (1)

No sharing of new developments (1)



What are the barriers (if any) for collaborative working? (e.g. your school / setting, locally, nationally or further afield.) (N=56)

## Special

Resources: time, money (5)

Lack of expertise (1)

Lack of RVE resources (1)



- **All age**
  - Resources: time and money (2)
- **PRU**
  - Distinctiveness of setting (2)
- **Nursery**
  - Resources: time and money (1)
  - Distinctiveness of setting (1)
- **Other**
  - None (2)
  - Resources: time and money (1)



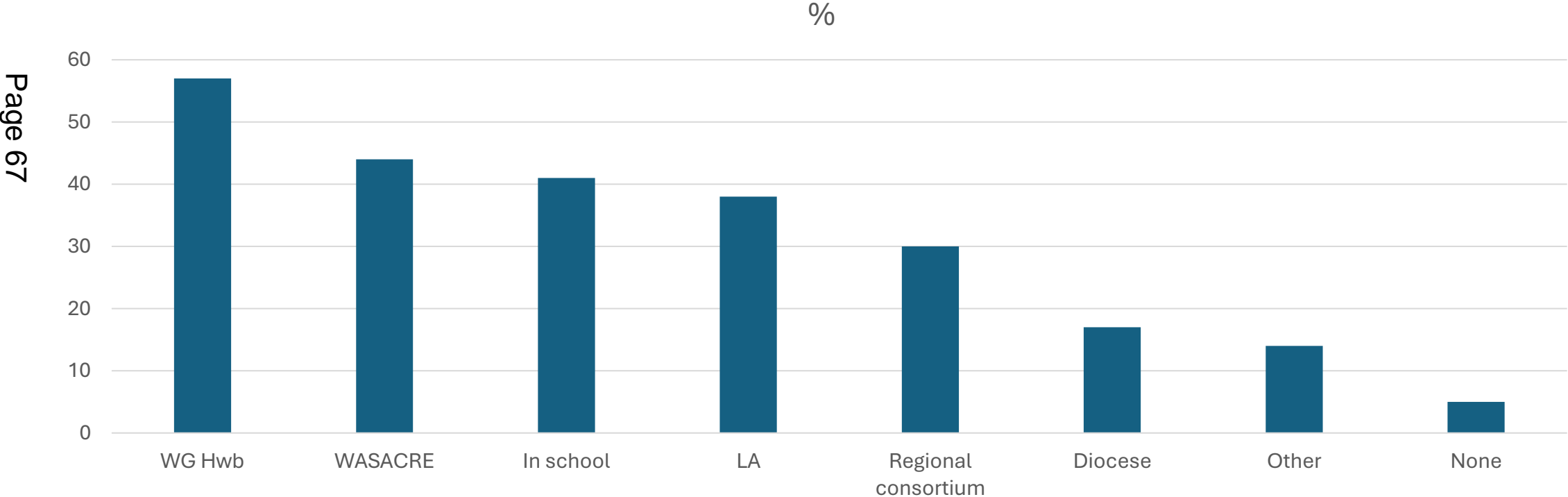
# Goals and aspirations



# Professional learning and support



# Which professional learning and support opportunities relevant to RVE in the Curriculum for Wales have you used? (Tick all that apply.) (N=87)



# What professional learning would you like to receive to support your continuing development of RVE? (N=53)

Sharing practice / collaboration with others

Progression and assessment

Curriculum design / planning

Targeted individual support

ALN

Qualifications related

Non-religious philosophical convictions

External partners / local community connections

Also: legal responsibilities; gaining support of parents



# Questions?



Mai 2026



## Arolwg Llais yr Athrawon

Crefydd, Gwerthoedd a Moeseg yn y Cwricwlwm i Gymru

May 2026



## The Teachers' Voice Survey

Religion, Values and Ethics in the Curriculum for Wales





# Skills for Life and Work qualifications

## Draft Specification

For teaching from September 2027  
First Award 2028

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

## Qualification Information

<b>Qualification titles</b>	For the full list of WJEC Skills for Life and Work qualifications please see Section X.
<b>Qualification objective</b>	To support learners' personal growth and encourage meaningful engagement with their learning experiences.
<b>QiW Number</b>	For the full list of QiW numbers, please see Section 2.1.
<b>Guided Learning Hours</b>	
<b>Total Qualification Time</b>	
<b>Age group approved</b>	
<b>For teaching</b>	September 2027
<b>First certification</b>	Summer 2028

Version	Description	Date

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.
- [Skills for Life, Skills for Work, and Skills for Life and Work Approval Criteria](#) which sets out requirements for Skills for Life, Skills for Work, and Skills for Life and Work qualifications approved for first teaching from September 2027 and beyond

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## Empowering learners, supporting teachers

As Wales' largest awarding body, WJEC has over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14–16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

## Inclusive, practical, and ready for what's next

Our Skills for Life and Work qualifications are designed to empower learners through a flexible, unitised programme that supports personal growth, practical development, and future readiness. Rooted in real-world contexts, these qualifications offer engaging, hands-on learning experiences that help learners build confidence, strengthen essential life and employability skills, and achieve meaningful progress.

The unitised structure of the qualifications enables learners to complete assessments across different stages of their learning journey. This approach encourages steady development, reduces assessment pressure, and allows learners to demonstrate achievement over time—supporting a more personalised and manageable learning experience.

Learners are able to achieve units at different levels. The compensatory model recognises learners' varied strengths, allowing strong performance in one unit to balance lower outcomes in another. This inclusive approach ensures that learners are rewarded for their achievements and supported in areas where they may need more time to grow.

With content that is relevant, motivating, and tailored to individual needs, our Skills for Life and Work Qualifications provide a strong foundation for post-16 education, training, or employment, preparing learners not just for the next step, but for life.

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# 1. Introduction

The Skills for Life, Skills for Work, and Skills for Life and Work qualifications are designed primarily for learners aged 14 to 16 and aim to support their development as capable, confident individuals prepared for adult life, further learning and employment.

The qualifications provide opportunities for learners to demonstrate a broad range of skills in real-life contexts, enabling them to apply their learning meaningfully. They are aligned with the four purposes and Principles of Progression set out in the Curriculum for Wales, ensuring that learners continue to make progress in a holistic and purposeful way.

Skills for Life qualifications focus on developing the knowledge, skills and understanding necessary for personal, interpersonal and societal wellbeing. Skills for Work qualifications are designed to prepare learners for the world of work by equipping them with relevant vocational and employability skills. The combined Skills for Life and Work qualification offers a flexible pathway, allowing learners to combine units from both areas to suit their individual needs and aspirations.

## 1.1. Purpose and aims

The WJEC Skills for Life, Skills for Work, and Skills for Life and Work qualifications:

- identify, for each unit, alignment with at least one statement of what matters in at least one Area of Learning and Experience, as set out in the Curriculum for Wales, to support progression towards the four purposes
- provide opportunities for learners to be assessed in relevant, engaging and meaningful ways, using technology where appropriate
- provide opportunities, where appropriate to the subject and the level, for learners to develop:
  - the cross-curricular skills of literacy, numeracy and digital competence as set out in the Curriculum for Wales
  - the integral skills set out in the Curriculum for Wales
  - an understanding of sustainability in the world of work and/or everyday life
- provide opportunities for learners to engage, where appropriate to the unit, with relevant aspects of the cross-cutting themes of:
  - local, national and international contexts
  - diversity
  - human rights
  - relationships and sexuality education (RSE)
- provide flexibility to enable centres to tailor aspects of the qualification to learners' needs and interests
- are aligned with the appropriate level(s) of the Credit and Qualification Framework for Wales (CQFW).

## 1.2. Curriculum for Wales

The WJEC Skills for Life, Skills for Work, and Skills for Life and Work qualifications are firmly aligned with the Curriculum for Wales and designed to help learners progress towards its four purposes while developing practical, transferable skills for everyday life and employment.

Units are designed to reflect the Principles of progression and align with the statements of what matters within relevant Areas of Learning and Experience. They create opportunities to embed and develop knowledge, understanding and skills linked to cross-curricular themes, such as human rights, diversity and sustainability. In addition, they support the development of integral skills, including planning and organisation, critical thinking and problem solving, creativity and innovation, and personal effectiveness. Unit delivery and assessment packs provide practical strategies for integrating these elements into delivery, with examples of how learning experiences can be contextualised to make them meaningful and engaging for learners. Appendix A offers clear mapping to support planning and implementation.

### 1.3. Prior learning and progression

Although there is no specific requirement for prior learning for the WJEC Skills for Life, Skills for Work, and Skills for Life and Work qualifications, they are primarily designed for learners aged 14 to 16. The units build on the conceptual understanding developed through earlier learning from ages 3 to 14, making them a natural next step in a learner's educational journey.

However, the suite is also highly inclusive, catering to a wide range of learners, including mature learners and those working at entry level, such as individuals with profound and multiple additional learning needs.

The qualifications are designed to be flexible and responsive, enabling learners to progress towards the four purposes of the Curriculum for Wales and to transition confidently into further learning, employment or independent living.

### 1.4. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used should be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we are committed to making further amendments where appropriate, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

### 1.5. Equality and fair access

WJEC Skills for Life, Skills for Work, and Skills for Life and Work qualifications are designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Inclusive design principles have been applied throughout the qualification, including the use of clear and unbiased language, and diverse examples that reflect breadth and diversity. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Centres are expected to cater for individual learners' abilities, interests, and needs through the appropriate selection of units, enabling a personalised and equitable learning experience. In addition, assessment approaches are designed to be flexible, allowing centres to adopt methods that best support inclusivity and meet the varied needs of learners.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments support fair access without altering the intended demand of the assessment but support fair access. Guidance on implementing access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications, available at [www.jcq.org.uk](http://www.jcq.org.uk).

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

## 2. Qualification structure

### 2.1. Qualification titles

The following qualifications are available:

Skills for Life	
QiW Number	Qualification title
	Entry Level 1 Skills for Life Award
	Entry Level 2 Skills for Life Award
	Entry Level 3 Skills for Life Award
	Level 1 Skills for Life Award
	Level 2 Skills for Life Award
	Entry Level 1 Skills for Life Certificate
	Entry Level 2 Skills for Life Certificate
	Entry Level 3 Skills for Life Certificate
	Level 1 Skills for Life Certificate
	Level 2 Skills for Life Certificate
	Entry Level 1 Skills for Life Diploma
	Entry Level 2 Skills for Life Diploma
	Entry Level 3 Skills for Life Diploma
	Level 1 Skills for Life Diploma
	Level 2 Skills for Life Diploma

Skills for Work	
QiW Number	Qualification title
	Entry Level 1 Skills for Work Award
	Entry Level 2 Skills for Work Award
	Entry Level 3 Skills for Work Award
	Level 1 Skills for Work Award
	Level 2 Skills for Work Award
	Entry Level 1 Skills for Work Certificate
	Entry Level 2 Skills for Work Certificate
	Entry Level 3 Skills for Work Certificate
	Level 1 Skills for Work Certificate

	Level 2 Skills for Work Certificate
	Entry Level 1 Skills for Work Diploma
	Entry Level 2 Skills for Work Diploma
	Entry Level 3 Skills for Work Diploma
	Level 1 Skills for Work Diploma
	Level 2 Skills for Work Diploma

Skills for Life and Work	
QiW Number	Qualification title
	Entry Level 1 Skills for Life and Work Award
	Entry Level 2 Skills for Life and Work Award
	Entry Level 3 Skills for Life and Work Award
	Level 1 Skills for Life and Work Award
	Level 2 Skills for Life and Work Award
	Entry Level 1 Skills for Life and Work Certificate
	Entry Level 2 Skills for Life and Work Certificate
	Entry Level 3 Skills for Life and Work Certificate
	Level 1 Skills for Life and Work Certificate
	Level 2 Skills for Life and Work Certificate
	Entry Level 1 Skills for Life and Work Diploma
	Entry Level 2 Skills for Life and Work Diploma
	Entry Level 3 Skills for Life and Work Diploma
	Level 1 Skills for Life and Work Diploma
	Level 2 Skills for Life and Work Diploma

## 2.2. Qualification structure

The WJEC Skills for Life, Skills for Work, and Skills for Life and Work qualifications are structured to support flexible delivery and progression. Each qualification is made up of units that are either 10 or 20 guided learning hours (GLH) in size, allowing for manageable chunks of learning. The overall size of the qualification awarded to a learner depends on the total GLH for the number of units they have completed.

## Skills for Life qualifications and Skills for Work qualifications

Learners who complete units solely from the Skills for Life group will be awarded a WJEC Skills for Life qualification.

Learners who complete units solely from the Skills for Work group will be awarded a WJEC Skills for Work qualification.

- To achieve an Award, learners need to complete units totalling a minimum of 60 GLH, of which a minimum of 40 GLH must be at or above the level of the qualification.
- To achieve a Certificate, learners need to complete units totalling a minimum of 120 GLH, of which a minimum of 80 GLH must be at or above the level of the qualification.
- To achieve a Diploma, learners need to complete units totalling a minimum of 240 guided learning hours, of which a minimum of 160 GLH must be at or above the level of the qualification.

## Skills for Life and Work qualifications

Learners who complete some units from the Skills for Life group and some units from the Skills for Work group can be awarded a WJEC Skills for Life and Work qualification, provided they have met the following rules:

- To achieve a Skills for Life and Work Award, learners need to complete units totalling a minimum of 60 GLH, of which:
  - a minimum of 40 GLH must be at or above the level of the qualification
  - a minimum of 20 GLH must be from the Skills for Life Group
  - a minimum of 20 GLH must be from the Skills for Work Group
- To achieve a Skills for Life and Work Certificate, learners need to complete units totalling a minimum of 120 GLH, of which:
  - a minimum of 80 GLH must be at or above the level of the qualification
  - a minimum of 40 GLH must be from the Skills for Life Group
  - a minimum of 40 GLH must be from the Skills for Work Group
- To achieve a Skills for Life and Work Diploma, learners need to complete units totalling a minimum of 240 GLH, of which:
  - a minimum of 160 GLH must be at or above the level of the qualification
  - a minimum of 80 GLH must be from the Skills for Life Group
  - a minimum of 80 GLH must be from the Skills for Work Group

## Barred unit combinations

Each unit has been written at five different levels (Entry 1, Entry 2, Entry 3, Level 1 and Level 2). Learners can complete each unit at multiple levels but, apart from units in British Sign Language, only the highest level of the unit achieved will count towards the GLH required for a qualification.

## British Sign Language

Learners can complete the British Sign Language unit at multiple levels, and each unit will count towards the GLH required for the qualification.

## 2.3. Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Guided Learning Hours (GLH) refer to classroom-based activities and assessments carried out under the direct supervision of a teacher. Total Qualification Time (TQT) is the overall time, in hours, expected for a learner to complete the qualification. It includes GLH plus time for learners to develop, refine and present their portfolio.

At Entry Level all learning and assessment are supported and guided, with varying levels of independence as described in the performance bands. The TQT for the Entry Level qualifications is therefore the same as the Guided Learning Hours. Teachers have flexibility in how they structure and deliver their courses within this time.

Learners at Levels 1 and 2 are expected to work with increasing independence. Learners may complete some learning for some units unsupervised. Additional learning time has therefore been allocated at the qualification level to reflect this expectation.

These values below are based on learners achieving the minimum amount of the Guided Learning Hours required to achieve the size of the qualification. Depending on the combination of units taken, learners may exceed these minimum values.

Qualification size	GLH	TQT
Entry Level Awards	60	60
Entry Level Certificates	120	120
Entry Level Diplomas	240	240
Level 1 and 2 Awards	60	
Level 1 and 2 Certificates	120	
Level 1 and 2 Diplomas	240	

## 3. Units

### 3.1. Units' titles

The units listed are available within the Skills for Life, Skills for Work and Skills for Life and Work qualifications. Unit summaries are provided in Appendix B.

#### Skills for Life group

Unit codes	Unit title	GLH
	Arts and crafts	20
	Basic first aid	20
	British Sign Language (BSL)	20
	Community participation	20
	Democracy in action	20
	Digital film and media	20
	Equality, diversity and inclusion	20
	Ethical choices	20
	Everyday law	20
	Exercise for all	20
	Faith and belief in the community	20
	Financial literacy	20
	Food planning and preparation	20
	Healthy lifestyle	20
	Healthy relationships	20
	Home management and maintenance	20
	Looking after others	20
	Mental health and wellbeing	20
	Music, dance and drama	20
	Online safety	20
	Personal safety	20
	Practical gardening	20
	Science and technology in everyday life	20
	Skills in the natural environment	20

	Sustainability in action	20
	Teamwork	20
	Understanding self and others	20
	Values for life	20

The following international language units are also available in the Skills for Life group.

Unit code	Unit title	GLH
	International language – French (spoken) – communicating personal information	10
	International language – French (written) – communicating personal information	10
	International language – French (spoken) – social activities	10
	International language – French (written) – social activities	10
	International language – German (spoken) – communicating personal information	10
	International language – German (written) – communicating personal information	10
	International language – German (spoken) – social activities	10
	International language – German (written) – social activities	10
	International language – Italian (spoken) – communicating personal information	10
	International language – Italian (written) – communicating personal information	10
	International language – Italian (spoken) – social activities	10
	International language – Italian (written) – social activities	10
	International language – Japanese (spoken) – communicating personal information	10
	International language – Japanese (written) – communicating personal information	10
	International language – Japanese (spoken) – social activities	10
	International language – Japanese (written) – social activities	10
	International language – Mandarin (spoken) – communicating personal information	10
	International language – Mandarin (written) – communicating personal information	10
	International language – Mandarin (spoken) – social activities	10

	International language – Mandarin (written) – social activities	10
	International language – Spanish (spoken) – communicating personal information	10
	International language – Spanish (written) – communicating personal information	10
	International language – Spanish (spoken) – social activities	10
	International language – Spanish written) – social activities	10

### Skills for Work group

Unit code	Unit title	GLH
	Applying for jobs	20
	Building a growth mindset	20
	Business finance	20
	Career creativity	10
	Customer service	20
	Enterprise venture	20
	Exploring career pathways	20
	Fairness and inclusion in the workplace	20
	International language – education and employment – spoken	10
	International language – education and employment – written	10
	Interview and confidence techniques	20
	Jobs of the future	20
	Overcoming barriers	10
	Personal development planning	20
	Rights and responsibilities in the workplace	20
	Sustainable economic development	20
	Understanding the changing labour market	20
	Using IT in the workplace	20
	Wellbeing and work	20
	Work experience	20
	Working in Wales	10

The following international language units are also available in the Skills for Work group.

Unit code	Unit title	GLH
	International language – French (spoken) education and employment	10
	International language – French (written) education and employment	10
	International language – German (spoken) education and employment	10
	International language – German (written) education and employment	10
	International language – Italian (spoken) education and employment	10
	International language – Italian (written) education and employment	10
	International language – Japanese (spoken) education and employment	10
	International language – Japanese (written) education and employment	10
	International language – Mandarin (spoken) education and employment	10
	International language – Mandarin (written) education and employment	10
	International language – Spanish (spoken) education and employment	10
	International language – Spanish (written) education and employment	10

## 3.2. Unit Delivery and Assessment Packs

Each unit is published individually in a comprehensive Unit Delivery and Assessment Pack, which is accessible from the qualification page of the WJEC website ([link to be included post Approval](#)). These packs must be read in conjunction with this qualification specification. A summary of each unit is provided in Appendix B to support teachers in identifying the units that best meet the needs of their learners.

The Unit Delivery and Assessment Packs include the following information:

Section	Description
Unit overview	This provides a concise summary of the purpose, scope, and focus of the unit. It outlines what the unit covers, its relevance within the Skills for Life and Work qualifications, and how it contributes to learners' overall knowledge, skills, and progression within the context of the Curriculum for Wales.
Entry Level Learning Outcomes and Assessment Criteria	Learning outcomes describe what a learner is expected to know, understand, or be able to do by the end of the unit. They provide measurable goals that guide both teaching and assessment.
Level 1 and Level 2 Learning Outcomes and Assessment Criteria	Assessment criteria provide specific, observable, and measurable standards which are used to judge whether a learner has achieved each learning outcome.
Delivery Guidance	<p>This provides amplification of the learning outcomes to support teachers when producing teaching and learning materials. It also provides suggestions on how to teach and structure the unit, including suggested learning activities, sequencing and approaches to support learner engagement and understanding. Organisations and resources that may be useful in the delivery of the qualification are also identified.</p> <ul style="list-style-type: none"> <li>• Planning courses</li> <li>• Amplification of Learning Outcomes</li> <li>• Suggested activities</li> <li>• Sources of evidence</li> <li>• Experiences</li> <li>• Resources</li> </ul>

## 3.3. Unit content

Amplification of content for each unit is provided to support teachers in planning and delivering learning that is current, relevant, and aligned with the purposes of the qualifications and the aims of the units. Teachers have flexibility to tailor and amplify content to meet the needs of their learners, ensuring that knowledge, understanding and skills are developed and applied to achieve the learning outcomes and assessment criteria.

Content should be considered in the context of the learner's level, opportunities for progression, available resources, and local, national, and international contexts. For Skills for Work units, content develops awareness and understanding of the world of work informed by careers and work-related experiences.

Delivery guidance provides practical advice, suggested activities and examples of how learning experiences can be contextualised to make them meaningful and engaging. Appendix A offers clear mapping to Curriculum for Wales, including cross-curricular themes and integral skills, and areas of learning and experience.

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## 4. Assessment

Skills for Life, Skills for Work, and Skills for Life and Work qualifications are internally assessed by the centre and externally quality assured by WJEC.

Assessment is based on evidence generated through completed teaching and learning activities. Centres must ensure that assessment takes place only after the relevant learning has been fully delivered and consolidated, and must avoid practices that create continuous or premature assessment.

### 4.1. Evidence requirements

Suggested assessment tasks are provided in each unit delivery and assessment pack along with any specific resource requirements. These tasks are not mandatory. Teachers may choose to use these suggestions, adapt them, or develop their own alternatives. Teachers should ensure that any assessment tasks chosen or devised are suitable for the needs and abilities of each group of learners, and enable learners to meet all associated assessment criteria.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external quality assurance. The term 'portfolio' refers to a structured collection of evidence and is not limited to paper-based materials.

Learners may demonstrate achievement through a range of evidence types, including:

- assessor observation – direct observation of the learner carrying out a task or activity
- assignments or written tasks – structured written responses to set tasks, appropriate to the learner's level
- creative outputs – artwork, models, digital media, or other creative products that demonstrate applied skills
- group work evidence – contributions to group tasks, supported by observation notes or learner reflections
- learner statements – a written or recorded account by the learner reflecting on what they did and what they learned
- peer or self-assessment – structured opportunities for learners to evaluate their own or others' work (with guidance)
- photographic evidence – images showing the learner's work or participation in an activity, with context provided
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback
- project work – extended tasks or investigations that demonstrate planning, execution and review
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion
- witness testimonies – statements from teachers, support staff, or others who have observed the learner's performance.

All evidence must be clearly referenced to the relevant assessment criteria. A learner assessment evidence tracker template is available to support this process and can be downloaded from the subject page of the WJEC website. ([link to be included post Approval](#)).

## 4.2. Support and guidance

Teachers should support Learners as they build their portfolio. Support should reflect the level the Learner is working at.

- Entry 1 Learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 Learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 Learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 and 2 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

### Supervision and authentication

Teachers must monitor assessment activity to ensure that Learners' work is their own and mitigate the risks of malpractice taking place, including the inappropriate use of artificial intelligence tools. Teachers should be sufficiently aware of the Learner's standard and level of work to be able to identify if the evidence submitted for assessment appears to be beyond that Learner's talents. In most circumstances it is expected that teachers will be familiar with Learners' work through classwork and assignments.

Where teachers are not familiar with a Learner's work, they should consider other ways of monitoring Learner work, for example:

- requiring Learners to complete some or all work under direct supervision
- undertaking a Viva to authenticate work from unknown Learners
- using supervisory meetings (see below) to gain assurance that the work is authentic.

Learners must sign a declaration confirming the authenticity of submitted work and teachers must countersign that they have taken all reasonable steps to validate this. Electronic signatures will be accepted.

### 4.3. Assessment decisions

To ensure consistency and reliability in assessment, assessment must be carried out by a teacher designated by the centre who is familiar with the unit content and assessment requirements for the unit(s) they are assessing. Centres must seek to ensure, via internal standardisation activities, that teachers make assessment decisions relating to this qualification which are consistent, valid, fair and reliable.

Teachers must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- evidence submitted by Learners aligns with the expectations set out in the assessment criteria
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (e.g. presentations or demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated and accurately recorded, with sufficient detail to support assessment decisions
- where used, observation records must contain enough detail to justify the allocation of points and support the final unit level awarded.

Where performance is observed by someone other than the teacher, a witness statement must be completed. The assessor is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

### 4.4. Units certificated by other awarding bodies

Where a learner has achieved a Skills for Life or Skills for Work unit offered by other awarding body, this will be treated as prior learning and may contribute to WJEC qualifications, provided the following principles are met:

- The prior learning must be relevant to the learning outcomes and assessment criteria of the unit being claimed; partial achievement may require supplementary assessment or bridging activities.
- Evidence should clearly demonstrate that the learner has achieved comparable knowledge, skills and understanding.
- Certificates and supporting documentation must be genuine and verifiable.
- Learners should provide original or officially certified copies of certificates.
- Prior learning should be recent enough to remain applicable to current standards and practices.
- Evidence must be comprehensive enough to cover the full scope of the learning outcomes being claimed.

Centres are encouraged to use recognition of prior learning where appropriate. Learners should be advised that they can bring forward any relevant learning (gained either formally or informally) so that it can be assessed against the assessment criteria specified in a unit or units the learner aims to complete. It is important that the teacher makes it clear to learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding and skills; it does not mean that the learner is exempt from the assessment.

Centres should refer to our [Recognition of Prior Learning policy](#) for further information.

## 4.5. Internal Quality Assurance

Where there is more than one teacher in a centre, work from all assessment decisions must be internally quality assured to ensure consistency and fairness. Internal quality assurance is designed to confirm that the final assessment reflects a single agreed standard for all teaching groups involved. Centres should implement a robust internal quality assurance process, including sampling of assessed work, standardisation meetings, and clear documentation of decisions. Standardising material will be issued by WJEC to assist with this process. Internal quality assurance records and teacher feedback must demonstrate how assessment criteria have been applied and how judgements have been checked. Accurate completion of assessment checklists and clear annotations on learner evidence are essential to support transparency and reliability in the internal quality assurance process.

## 4.6. Malpractice including the misuse of AI tools

Before starting their qualification, teachers are responsible for informing Learners of WJEC's regulations concerning malpractice. Learners must not take part in any unfair practice in the preparation of evidence for their Skills for Life, Skills for Work, and Skills for Life and Work units.

AI use in this context refers to the use of AI tools to obtain information and content which might be used in work produced for assessment, which contributes to the award of the qualification.

When properly referenced, this can be acceptable, although Learners cannot be credited for any work they produce for assessment which is not their own, so the benefit to them of using AI is likely to be limited and they risk committing malpractice if AI is misused.

AI misuse is where a learner has used one or more AI tool but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the learner's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the learner's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Centres and teachers should refer to the document AI Use in Assessments, which highlights the regulations that apply in relation to AI use in assessments and provides guidance to help teachers and assessors in centres. This document can be accessed from the JCQ website: [Malpractice - JCQ Joint Council for Qualifications](#).

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC ([malpractice@wjec.co.uk](mailto:malpractice@wjec.co.uk)). If Learners commit malpractice, they may be penalised or disqualified from the qualification.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

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## 5. Technical information

### 5.1. Registering learners

Centres should register learners within 8 weeks of starting their qualification.

Learners are registered and certificated through our web-based registration and certification system WJEC Connect ([www.connect.wjec.co.uk](http://www.connect.wjec.co.uk)).

Guidance on the registration process is provided in the document WJEC Connect: Registration and Certification User Guide, which can be accessed from the Connect webpage of the WJEC website ([www.wjec.co.uk/home/administration/connect/](http://www.wjec.co.uk/home/administration/connect/)).

### 5.2. External quality assurance

External quality assurance is the process by which WJEC confirms that assessment decisions in centres are:

- made by competent and qualified assessors
- the product of reliable and fair assessment practice
- recorded accurately and appropriately
- in accordance with the requirements published in the qualification specification.

External quality assurance is carried out through either an in-person or desktop monitoring activity, alongside sampling of learner work. A management systems and delivery arrangements monitoring activity will take place annually. Additional centre visits may be arranged at the request of the External Quality Assurer to ensure that standards are maintained. Sampling of learner work will be conducted remotely, and all evidence submitted for sampling must be provided digitally by the centre. Information on how to submit evidence can be accessed via the Connect page of the WJEC website.

The date for External Quality Assurance monitoring activity will be arranged with individual centres and will take place after the learners have been registered.

Remote sampling of learner work will take place in either January or June from June 2028 onwards.

Centres should notify WJEC by 21 October each year if they intend to submit learner work for sampling in January.

Centres should notify WJEC by 22 February each year if they intend to submit learner work for sampling in June.

The outcome of the sampling activity will be to accept a centre's decisions or to provide guidance on actions needed before re-submission of specified units.

Full details of the External Quality Assurance process can be found in the *Centre Handbook for Externally Verified Qualifications*, accessible from the qualification page of the WJEC website. [\(link to be added once qualification page is active\)](#)

### 5.3. Qualification certification

The qualifications will be available for the certification from Summer 2028.

### 5.4. Certification

#### Grading and reporting

Learners who successfully complete a Skills for Life, Skills for Work, or Skills for Life and Work qualification will receive a qualification certificate graded Pass.

To achieve a qualification, learners must pass all units that contribute to the qualification outcome.

Learners will also receive information detailing their achievement in each unit contributing to the qualification.

Learners who have not accumulated sufficient units to claim a full qualification may claim unit certification instead. This will take the form of a certificate listing all units achieved at that point.

#### Certification rules

Learners who complete units solely from the Skills for Life group will be awarded a Skills for Life qualification.

Learners who complete units solely from the Skills for Work group will be awarded a Skills for Work qualification.

- To achieve an Award, learners need to complete units totalling a minimum of 60 GLH, of which a minimum of 40 GLH must be at or above the level of the qualification.
- To achieve a Certificate, learners need to complete units totalling a minimum of 120 GLH, of which a minimum of 80 GLH must be at or above the level of the qualification.
- To achieve a Diploma, learners need to complete units totalling a minimum of 240 guided learning hours, of which a minimum of 160 GLH must be at or above the level of the qualification.

#### Skills for Life and Work qualifications

Learners who complete some units from the Skills for Life group and some units from the Skills for Work group can be awarded a Skills for Life and Work qualification, provided they have met the following rules.

- To achieve a Skills for Life and Work Award, learners need to complete units totalling a minimum of 60 GLH, of which:
  - a minimum of 40 GLH must be at or above the level of the qualification
  - a minimum of 20 GLH must be from the Skills for Life Group
  - a minimum of 20 GLH must be from the Skills for Work Group.

- To achieve a Skills for Life and Work Certificate, learners need to complete units totalling a minimum of 120 GLH, of which:
  - a minimum of 80 GLH must be at or above the level of the qualification
  - a minimum of 40 GLH must be from the Skills for Life Group
  - a minimum of 40 GLH must be from the Skills for Work Group.
- To achieve a Skills for Life and Work Diploma, learners need to complete units totalling a minimum of 240 GLH, of which:
  - a minimum of 160 GLH must be at or above the level of the qualification
  - a minimum of 80 GLH must be from the Skills for Life Group
  - a minimum of 80 GLH must be from the Skills for Work Group.

Learners must receive information showing their outcomes on each unit that contribute to the award of the qualification. This must specify the size of each unit in GLH.

## 5.5. Re-registration rules

Learner registration is valid for a period of three years. If a learner has not been entered for assessment within three years of their registration date, the registration will expire. Learners may re-register for the same qualification at a later date and **may** submit evidence for assessment that has been entered previously.

Centres are reminded that learners may complete a unit at more than one level; however, with the exception of units in British Sign Language, only the highest level achieved will count towards the Guided Learning Hours (GLH) required for the qualification.

## 5.6. Progression between qualification levels and sizes

Learners that have achieved a WJEC Skills for Life, Skills for Work, or Skills for Life and Work qualification may progress to the same qualification at a higher level, for example, a learner may progress from an Entry 3 Skills for Life Award to a Level 1 Skills for Life Award. Similarly, learners who have achieved a qualification based on a smaller number of GLH (for example an Award at 60 GLH) may progress to the same qualification at a greater GLH (for example, a Certificate at 120 GLH). In both circumstances, units that have already been achieved can contribute to the award of the new qualification, subject to the certification rules set out in section 5.5 and, where appropriate, the rules regarding units certificated by other awarding bodies set out in section 4.4.

## Appendix A: Mapping to Curriculum for Wales

Unit title	Local, national and international Contexts	Sustainability	Relationships and sexuality education	Human rights education	Careers and work-related experiences
<b>Skills for Life Units</b>					
Arts and crafts	x				x
Basic first aid					x
British Sign Language (BSL)	x		x	x	x
Community participation		x			x
Democracy in action		x		x	x
Digital film and media	x			x	x
Equality, diversity and inclusion	x			x	
Ethical choices			x	x	
Everyday law	x			x	x
Exercise for all			x		x
Faith and belief in the community		x			
Financial literacy		x			x
Food planning and preparation	x		x	x	x
Healthy lifestyle			x		
Healthy relationships			x	x	
Home management and maintenance	x		x		x
Looking after others	x		x	x	x
Mental health and wellbeing			x	x	
Music, dance and drama	x				x

Online safety			X	X	X
Personal safety	X		X		X
Practical gardening	X			X	X
Science and technology in everyday life	X			X	X
Skills in the natural environment	X	X		X	X
Sustainability in action	X				
Teamwork					X
Understanding self and others			X	X	X
Values for life	X		X	X	X
<b>Skills for Work Units</b>					
Applying for jobs				X	X
Building a growth mindset					X
Business finance	X				X
Career creativity	X		X	X	X
Customer service					X
Enterprise venture	X				X
Exploring career pathways					X
Fairness and inclusion in the workplace				X	X
International language – education and employment – spoken	X			X	
International language – education and employment – written	X			X	
Interview and confidence techniques	X		X	X	X
Jobs of the future	X		X	X	X
Overcoming barriers	X		X	X	X
Personal development planning	X		X	X	X
Rights and responsibilities in the workplace	X				X
Sustainable economic development	X	X			X
Understanding the changing labour market	X				
Using IT in the workplace					X
Wellbeing and work			X		X
Work experience	X		X	X	X
Working in Wales	X				X

Unit title	Literacy	Numeracy	Digital Competence	Creativity and innovation	Critical thinking and problem solving	Planning and organisation	Personal effectiveness
<b>Skills for Life Units</b>							
Arts and crafts	x		x	x		x	
Basic first aid	x				x		x
British Sign Language (BSL)				x			x
Community participation		x	x		x		x
Democracy in action		x	x		x		
Digital film and media			x	x		x	x
Equality, diversity and inclusion	x				x		x
Ethical choices	x		x		x	x	
Everyday law	x	x	x		x		
Exercise for all	x	x				x	x
Faith and belief in the community	x				x		x
Financial literacy	x	x	x	x	x	x	x
Food planning and preparation	x	x	x		x	x	
Healthy lifestyle	x	x	x		x		
Healthy relationships	x		x	x	x	x	x
Home management and maintenance		x	x			x	x
Looking after others	x	x	x	x	x	x	x
Mental health and wellbeing	x				x		x
Music, dance and drama			x	x			x
Online safety	x		x				
Personal safety					x		x

Practical gardening	x	x	x	x	x	x	
Science and technology in everyday life			x		x		x
Skills in the natural environment	x				x	x	x
Sustainability in action					x		x
Teamwork		x	x		x		x
Understanding self and others				x	x		
Values for life	x		x	x	x		x
<b>Skills for Work Units</b>							
Applying for jobs	x	x	x	x	x	x	x
Building a growth mindset	x						
Business finance		x	x		x	x	
Career creativity	x	x	x		x	x	x
Customer service	x						
Enterprise venture	x	x	x	x			
Exploring career pathways		x	x	x	x		
Fairness and inclusion in the workplace	x				x		
International language – education and employment – spoken	x						
International language – education and employment – written	x						
Interview and confidence techniques	x	x	x		x	x	
Jobs of the future	x	x	x	x	x	x	x
Overcoming barriers		x	x			x	
Personal development planning	x	x	x		x	x	
Rights and responsibilities in the workplace	x		x		x		
Sustainable economic development		x	x		x		x

Understanding the changing labour market	x		x				
Using IT in the workplace			x				
Wellbeing and work	x						
Work experience		x	x				x
Working in Wales	x		x				

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## Appendix B Unit summaries

A summary of each unit has been provided below to help teachers identify appropriate units for their learners.

### Skills for Life group

Unit title	Summary
Arts and crafts	This unit helps learners develop the skills and knowledge required to participate confidently and creatively in art and craft activities. At Entry Level, the emphasis is on exploring simple materials, tools, and techniques, following basic instructions, taking part in practical activities, and expressing ideas or feelings through art and craft. At Levels 1 and 2, the focus shifts towards developing independence and confidence in planning, creating, and refining art and craft work. Learners are encouraged to make informed choices about materials, tools, and techniques, and apply their skills to express ideas, mood, or purpose effectively. They will also develop the ability to evaluate their own work and make improvements where necessary.
Basic first aid	This unit helps learners develop the skills required to respond appropriately in first aid situations and emergencies. At Entry Level, the emphasis is on recognising simple first aid situations, following basic instructions, recognising when someone needs help and knowing how to help and support them. At Levels 1 and 2, the focus shifts towards building independence and confidence in applying first aid knowledge and skills in different types of emergencies, and learning who to contact and how to communicate accurate information effectively when seeking support. Practical activities with first aid equipment and roleplay scenarios for responding and finding help in different situations, will help learners apply their knowledge and know what to do in an emergency.
British Sign Language (BSL)	Learners can understand and use basic language in everyday situations. Learners will be able to meet and greet, understand basic conversation and numbers, and give and follow simple directions and information. The unit will build learners' confidence in using British Sign Language, by focusing on essential vocabulary and communication techniques used in daily interactions
Community participation	This unit helps learners explore what it means to be part of a community and how individuals can contribute to positive change. Learners will develop understanding of active citizenship, participation and collaboration in local and national contexts. They will have the opportunity to plan and participate in a community activity, applying their

	<p>knowledge and reflecting on their role in supporting others. The unit introduces sustainability and helps learners to consider the impact of their actions on the community and on the environment. This unit will help learners to consider how communities can take action to address challenges, inequality or unfairness. At Entry Level, this unit introduces learners to their local community and the services it provides. Learners will participate in simple, guided activities and projects that help them understand how they can contribute to their community. They will develop basic teamwork, communication, and practical skills, while beginning to recognise the importance of responsible citizenship and simple sustainability practices, such as recycling or caring for local spaces. At Level 1 and 2, learners deepen their understanding of the community by exploring and analysing local services and projects. They will plan and actively engage in community activities with greater independence, taking on responsibilities and contributing ideas. Learners will also develop skills in reflection, evaluation, and problem-solving, considering the ethical and sustainability impacts of their actions, and building confidence as informed and responsible citizens.</p>
<p>Democracy in action</p> 	<p>This unit is designed to develop learners' understanding of democracy and their individual political rights. It aims to equip learners with practical skills to research issues, participate in discussions and debates, and make informed decisions about matters that affect them and their communities. It helps learners to understand about who is responsible for decisions in local and national politics and how the public can engage in decisions that affect their communities. At Entry Level learners explore basic democratic principles, learn to find and share information on local or national issues, take part in discussions, and make simple decisions. The unit focuses on building confidence in expressing opinions and understanding rights through accessible tasks and supported learning. At Levels 1 and 2, learners deepen their knowledge of democratic systems, political rights, and current civic issues. They develop skills in researching using appropriate sources, evaluating different viewpoints, engaging in structured debates, and making evidence-based decisions or recommendations. The unit promotes active citizenship, critical thinking, and collaborative communication, tailored to the learner's level of ability.</p>
<p>Digital film and media</p>	<p>This unit helps learners know how digital film and media are used to convey messages and develop learners' skills in planning and creating digital film and media content. At Entry Level, the emphasis is on building awareness of different types of digital film and media products, expressing simple ideas, taking part in the production</p>

	<p>process, and giving basic reflections on what worked well. At Levels 1 and 2, the focus shifts towards analysing how media products communicate messages, planning content for a specific purpose and audience, producing more refined digital film and media products, and evaluating their effectiveness and areas for improvement. Practical activities and small projects such as creating short films, adverts, or digital content for school or community contexts allow learners to apply their understanding of media formats, planning, production techniques, and reflective skills in realistic and meaningful.</p>
<p>Equality, diversity and inclusion</p>	<p>This unit introduces learners to the principles of equality, diversity and inclusion, and helps them recognise how these values contribute to positive relationships and communities. Learners explore similarities and differences between people, consider the effects of unfair behaviour that leaves people out, and identify positive ways to treat others fairly and with respect. As learners progress, they develop greater understanding of these concepts and build confidence in recognising and challenging issues in their own lives and the wider community. At Entry Level, learners develop a basic awareness of equality, diversity and inclusion. They learn simple ways that people can be the same or different and explore how unfair behaviour that leaves people out can affect others. Learners identify straightforward actions they can take to treat people fairly and include others at home, in learning environments and in their local community. The focus is on recognising and naming key ideas using familiar examples and everyday situations. At Levels 1 and 2, learners build a deeper understanding of equality, diversity and inclusion, including relevant rights, responsibilities and, at Level 2, key legislation. They examine how individual and cultural differences shape communities and analyse the impact of discrimination, prejudice and behaviour that excludes others. Learners assess issues of inequality in real-life contexts and propose positive, practical actions to challenge these issues. The focus is on developing critical thinking, greater independence and the ability to apply concepts confidently in wider social and community settings.</p>
<p>Ethical choices</p>	<p>This unit is designed to help learners develop knowledge, skills, and confidence in making ethical decisions in everyday life and vocational contexts. It encourages learners to explore dilemmas, understand the impact of choices on themselves and others, and reflect on the role of values and perspectives in decision-making. Through discussion, practical activities, and real-world scenarios, learners gain the ability to recognise ethical issues, consider options, and make informed, reasoned decisions. At Entry Level, learners are introduced to simple ethical choices they may encounter in daily life and in vocational</p>

	<p>settings. Learners develop an understanding of what constitutes an ethical dilemma, identify people who can help them make decisions, and explore the consequences of different choices. Through supported activities, practical tasks, and guided reflection, learners build confidence in recognising dilemmas, expressing personal choices, and providing simple reasons for their decisions. At Level 1 and 2, the unit explores ethical decision-making in a variety of real-life and vocational contexts, helping learners understand the factors and perspectives that influence choices. Learners analyse ethical dilemmas, evaluate potential consequences, and consider the viewpoints and values of others before making informed decisions. By applying ethical principles to realistic scenarios, learners develop the skills, reasoning, and confidence required to approach workplace and life challenges responsibly and thoughtfully.</p>
Everyday law	<p>This unit explores how the law affects everyday life and supports learners in understanding the legal concepts, rights, responsibilities, and sources of support that influence common daily situations. Through practical examples, learners gain the knowledge and confidence needed to navigate typical legal scenarios and make informed decisions that contribute to fairness, safety, and a more equitable society. At Entry Level, the unit introduces learners to the basic ideas of everyday law using simple, familiar examples. Learners develop an awareness of common legal terms, recognise their basic rights and responsibilities, and identify situations in which the law helps to keep people safe. They also learn where to go for help when facing everyday problems. The focus is on building confidence and understanding through clear, accessible activities. At Levels 1 and 2, the unit deepens learners' understanding of how the law shapes daily decision-making and interactions. Learners explore key legal concepts in greater detail, examine rights and responsibilities in a range of contexts such as work, housing, and consumer issues, and evaluate the impact of legal compliance or non-compliance. They also consider different sources of legal advice and how to assess their reliability. The unit supports learners in developing independence, critical thinking, and the ability to navigate everyday legal situations effectively.</p>
Exercise for all	<p>This unit will support learners to know and understand the mental and physical benefits of exercise. Learners will be supported to understand how to take part in a range of different types of physical activity, and how to set and work towards fitness goals, for themselves and others. At Entry Level, the emphasis is on recognising simple physical activities, understanding that exercise can help the body and mind, following basic safety instructions, and taking part in activities individually or with others. At</p>

	<p>Levels 1 and 2, the focus shifts towards building confidence and independence in participating in a wider range of indoor and outdoor physical activities. Learners will develop a clearer understanding of the physical and mental benefits of regular exercise, how to exercise safely, and how to work collaboratively with others. They will also begin to set simple fitness goals and reflect on progress for themselves and, where appropriate, support others.</p>
<p>Faith and belief in the community</p>	<p>Learners will explore what faith and belief mean, how they are expressed in the community, and the impact of belief on individuals and society. Learners develop understanding, tolerance and appreciation of cultural diversity, and it fosters a deep sense of cynefin ('the place where we feel we belong'). The unit covers how beliefs are expressed through rituals, festivals, symbols, sacred texts and community engagement. It examines their impact on personal identity, values and social cohesion. At Entry Level, focus is on recognition and awareness. Learners will identify different faiths and beliefs, notice how they are expressed locally, and give simple examples of how beliefs influence people's lives. Learners will develop respect and tolerance through observing and describing beliefs in action, recognising symbols, celebrations and community practices. At Level 1 and 2, the emphasis is on understanding and explanation. Learners will explore similarities and differences between beliefs, reflect on the influence of belief on behaviour and society, and discuss the consequences of respecting or not respecting beliefs. There is also a focus on analysis, reflection and application of understanding to community life, encouraging learners to explain, discuss, and make connections between belief, identity and social cohesion.</p>
<p>Financial literacy</p>	<p>This unit introduces learners to the key principles of managing personal finances responsibly. It aims to build confidence and practical skills in handling money, budgeting effectively, saving regularly, and making informed financial choices. Learners will explore how financial decisions affect their daily lives and future wellbeing, developing habits that promote financial independence and responsibility. At Entry Level, learners focus on developing basic money management awareness and simple practical skills. They learn what money is used for, how to recognise income and expenses, and how to plan a simple budget. Learners also explore why saving is important and how to make sensible spending choices to avoid financial difficulties. The emphasis is on understanding everyday financial situations and building the confidence to make informed, responsible decisions. At Levels 1 and 2, learners build on these foundations by developing more advanced financial understanding and analytical skills. They learn to prepare and manage</p>

	<p>realistic budgets, assess different saving and investment options, and make informed decisions about spending and borrowing. Learners at this level also consider how financial management impacts personal wellbeing and future security, applying their knowledge to real-life financial planning and problem-solving.</p>
<p>Food planning and preparation</p>	<p>This unit develops learners' knowledge of nutrition, balanced diets, and practical food preparation skills. Learners will explore how to plan, prepare and cook meals safely for themselves and others, taking into account budget, availability and food waste. The unit combines practical hands-on activities with the understanding of healthy eating and safe food practices. At Entry Level, learners focus on basic understanding and simple practical skills. They will recognise different food groups, identify healthy foods, follow simple recipes, and prepare basic snacks or meals with support. Learners will develop awareness of hygiene, safe storage, and avoiding food waste. Activities are designed to build confidence, independence and familiarity with everyday cooking and nutrition concepts. At Level 1 and 2, learners progress to more independent planning, preparation and evaluation. They will plan and adapt meals to meet nutritional needs and budgets, prepare a wider range of dishes, and apply safe food handling and storage practices in different settings. Learners will also evaluate their meals for nutrition, taste, appearance and efficiency, developing critical thinking and problem-solving skills related to food preparation and sustainability.</p>
<p>Healthy lifestyle</p>	<p>Learners will explore what it means to lead a healthy lifestyle, how lifestyle choices can affect physical and mental wellbeing, and the impact of these choices on themselves and the people around them. Learners will understand how making positive lifestyle choices can support their physical and mental wellbeing, how setting personal health and wellbeing goals can help them take practical steps to improve their lives, and how their decisions and actions can affect both their own quality of life and the wellbeing of others. At Entry Level, the emphasis is on recognising simple healthy choices, taking part in straightforward activities that support wellbeing, and understanding the basic effects of these choices on physical and mental health. At Levels 1 and 2, learners build independence and confidence in making informed lifestyle choices, setting personal health or wellbeing goals, planning steps to achieve them, and taking part in a variety of activities, like physical and mental wellbeing exercises and healthy eating tasks, that support overall wellbeing. Learners also develop the ability to reflect on their progress and understand the effects of lifestyle choices on their physical and mental health.</p>

Healthy relationships	<p>This unit helps learners recognise what makes relationships healthy and why they matter for wellbeing. It introduces key skills such as listening, and conflict resolution, and explores the importance of inclusion, respect, and kindness. Learners will identify signs of unkind or unsafe behaviours and also consider how to respond if a relationship becomes unkind or unsafe. The unit supports learners to build safe, respectful, and supportive connections in different areas of life.</p>
Home management and maintenance	<p>This unit enables learners to develop practical skills in managing a home and performing basic maintenance tasks, with a focus on safety, hygiene and sustainability. Learners will gain confidence in completing everyday household routines and caring for their personal and shared spaces, promoting independence and self-reliance. At Entry Level, learners focus on understanding and participating in everyday household tasks with guidance. They practise simple routines and straightforward maintenance activities, while developing awareness of safety and environmentally friendly practices. Emphasis is placed on gaining confidence, following instructions, and building foundational skills for independent living. At Level 1 and Level 2, learners extend their knowledge and skills to plan, organise, and carry out household management tasks more independently. They develop competence in routine maintenance and evaluating household practices for safety, hygiene, and sustainability. Learners are encouraged to problem-solve, make informed decisions, and take responsibility for maintaining a safe, organised, and environmentally conscious home.</p>
International language – (target language) (spoken) communicating personal information	<p>This unit supports learners in developing confident and purposeful spoken language skills. Learners will explore vocabulary and structures related to communicating personal information, with complexity and independence increasing across the continuum. Entry Level learners can begin by recognising and using familiar words and short phrases to give their name, age and talk about where they live, go to school, college or work, supported by visual prompts and structured repetition. They will also discuss simple interests and likes and dislikes. As learners progress to Levels 1 and 2, they may engage in more extended role-play, interviews, and scenario-based activities that reflect real-life situations in local, national and international contexts. These learners will discuss their family, their town and region and use the past, present and future time frames, interacting with growing fluency, accuracy and confidence, laying the groundwork for future study, work, and global citizenship.</p> <p>The learning outcomes and assessment criteria in this unit have been developed with consideration given to the Common European Framework of Reference (CEFR) for</p>

	languages. Further information on this is provided in the delivery guidance.
International language – (target language) (written) communicating personal information	<p>This unit supports learners in developing confident and purposeful written language skills. Learners will explore vocabulary and structures for communicating personal information, with complexity and independence increasing across the continuum. Entry Level learners can begin by recognising and using familiar words and short phrases to respond in writing about themselves, their likes and dislikes, school, and the workplace, supported by visual prompts and structured repetition. They will also write about likes and dislikes. As learners progress to Levels 1 and 2, they may engage in more extended written activities that reflect real-life situations in local, national, and international contexts. These learners will give basic opinions, express gratitude and write about the family, their local area and future plans with growing fluency, accuracy, and confidence, laying the groundwork for future study, work, and global citizenship.</p> <p>The learning outcomes and assessment criteria in this unit have been developed with consideration given to the Common European Framework of Reference (CEFR) for languages. Further information on this is provided in the delivery guidance.</p>
International language – (target language) (spoken) social activities	<p>This unit supports learners in developing confident and purposeful spoken language skills. Learners will explore vocabulary and structures relating to social activities, with complexity and independence increasing across the continuum. Entry Level learners can begin by recognising and using familiar words and short phrases to talk and ask basic questions about leisure activities, places and transport, supported by visual prompts and structured repetition. They will also discuss simple interests and likes and dislikes. As learners progress to Levels 1 and 2, they may engage in more extended role-play, interviews, and scenario-based activities that reflect real-life situations in local, national, and international contexts. These learners will discuss shopping for food, menus and car hire, and use the past, present and future time frames, interacting with growing fluency, accuracy, and confidence, laying the groundwork for future study, work, and global citizenship.</p> <p>The learning outcomes and assessment criteria in this unit have been developed with consideration given to the Common European Framework of Reference (CEFR) for languages. Further information on this is provided in the delivery guidance.</p>
International language – (target language) (written) social activities	This unit supports learners in developing confident and purposeful written language skills. Learners will explore vocabulary and structures relating to social activities, with

	<p>complexity and independence increasing across the continuum. Entry Level learners can begin by recognising and using familiar words and short phrases to respond in writing about leisure activities, places and transport, supported by visual prompts and structured repetition. They will also write about likes and dislikes. As learners progress to Levels 1 and 2, they may engage in more extended written activities that reflect real-life situations in local, national, and international contexts. These learners will give basic opinions, express gratitude and write about menus and socialising, with growing fluency, accuracy, and confidence, laying the groundwork for future study, work, and global citizenship.</p> <p>The learning outcomes and assessment criteria in this unit have been developed with consideration given to the Common European Framework of Reference (CEFR) for languages. Further information on this is provided in the delivery guidance.</p>
Looking after others	<p>This unit is designed to help learners develop knowledge and practical skills in caring for others. It focuses on understanding the needs of individuals, practising basic care, maintaining hygiene and safety, building positive relationships, and recognising the importance of self-care. Learners will gain awareness of how to support others in a variety of settings while also looking after their own wellbeing, preparing them for personal, educational and vocational contexts. At Entry Level, the unit introduces learners to the basic principles of looking after others in familiar settings. Learners will explore simple ways to meet others' needs, maintain hygiene, keep people safe and develop positive relationships. The unit encourages learners to recognise their own needs and practice self-care, supporting confidence, responsibility, and preparation for further learning or supported activities. At Level 1 and Level 2, learners build on their knowledge to understand caring for others in a wider range of home, community or vocational settings. They will develop practical skills in supporting physical, emotional and social needs, maintaining hygiene and safety and fostering positive, professional relationships. The unit also emphasises self-care and wellbeing, helping learners prepare for further training, work experience or employment in care and support roles.</p>
Mental health and wellbeing	<p>This unit helps learners understand what good mental health and emotional wellbeing mean for themselves and others. It explores how thoughts, feelings, and behaviours are connected, and why mental health matters for daily life, relationships, and resilience. Learners develop practical skills by exploring different wellbeing strategies such as mindfulness, gratitude, and goal setting, and by practising how to request and offer support. The unit</p>

	emphasises that wellbeing looks different for everyone, and that trying out strategies, reflecting on their effectiveness, and adapting them are essential for building resilience and enhancing wellbeing.
Music, dance and drama	This unit helps learners develop the skills required to participate confidently and creatively in music, dance or drama. Learners will explore and develop techniques in one or more performance area while using their creativity and imagination to express ideas, feelings, character or mood through music, voice, movement, or action. They will also learn to work collaboratively with others to communicate effectively to an audience. Practical activities, including performing, improvisation, and creative workshops, will help learners apply their knowledge, develop technical and expressive skills, and understand how to engage and communicate with an audience successfully.
Online safety	This unit helps learners understand the importance of staying safe online and how to protect themselves and others when using the internet. Learners will explore common online threats, such as scams, cyberbullying and unsafe communication, and learn how to behave responsibly in digital spaces. They will also find out who they can go to for help and how to report anything that makes them feel uncomfortable or unsafe. The unit builds confidence in recognising risks, acting safely, and knowing how to get support if needed.
Personal safety	This unit helps learners develop an understanding of personal safety and develop skills in staying safe in different environments, including the home, community, outdoors and online. Learners will explore potential risks and unsafe situations and learn how their choices and actions can help protect themselves and others. At Entry Level, the emphasis is on building awareness of personal safety using simple, familiar examples and practising basic safety rules and actions with support. At Levels 1 and 2, the focus shifts towards recognising a wider range of risks, planning appropriate safety strategies, and applying these more independently in different situations.
Practical gardening	This unit introduces learners to practical gardening, helping them develop knowledge of plants, flowers and vegetables and the skills to plant, grow and care for them. Learners also explore safe working practices and sustainable gardening methods, either indoors or outdoors, building confidence and practical competence in a vocational context. At Entry Level, learners develop basic knowledge of different plants, flowers and vegetables, understanding what they need to grow. They carry out simple planting and care tasks, follow instructions and apply basic sustainable practices such as reusing pots or saving water. The focus is on developing

	<p>practical skills, safe working habits and confidence in small-scale gardening activities. At Level 1 and 2, learners develop a deeper understanding of plant characteristics, growing requirements and environmental factors that affect growth. They plan and carry out gardening activities, maintain plants and apply sustainable practices such as composting and water conservation. The unit prepares learners for vocational horticulture or land-based roles by developing practical competence, environmental awareness and safe working skills.</p>
<p>Science and technology in everyday life</p>	<p>This unit helps learners understand how science and technology play an important role in their daily lives and how to use them safely and effectively. Learners will explore the different technologies they encounter in everyday activities, such as online shopping, digital banking, communication tools and health services, and learn practical skills to complete personal tasks with confidence. They will also consider how to protect their personal information, behave responsibly when using digital tools, and recognise both the benefits and risks of technology use. In addition, learners will reflect on the wider impact of science and technology, including social, legal, ethical and environmental issues. The unit builds awareness of how technology shapes modern life and supports learners in making informed choices about its use.</p>
<p>Skills in the natural environment</p>	<p>Learners will explore the benefits and challenges of spending time outdoors, develop practical survival skills, and learn how to care for the natural environment through responsible actions and environmental awareness. At Entry Level, the emphasis is on exploring and participating in outdoor activities safely, following simple instructions, recognising basic environmental features, and taking part in simple tasks such as building a shelter, identifying plants, or using tools with support. At Levels 1 and 2, the focus shifts towards developing independence and confidence in applying outdoor and survival skills in a range of situations. Learners plan and carry out more complex tasks, make decisions about safety and sustainability, and reflect on the impact of their actions on the environment. Practical activities such as shelter building, navigation, planting, and conservation projects allow learners to apply their knowledge, develop problem-solving skills, and experience how humans and living things interact with and depend on the natural environment.</p>
<p>Sustainability in action</p>	<p>This unit helps learners know and understand what sustainability means and how individuals and communities can act to protect the environment and use resources responsibly. At Entry Level, the emphasis is on developing awareness of sustainability through simple examples and</p>

	<p>familiar, everyday actions, such as recycling, saving energy, or reducing waste. At Levels 1 and 2, the focus moves towards understanding the wider impact of sustainable and unsustainable behaviours, how sustainability is approached locally, nationally, and internationally, and planning ways to act more sustainably. Through practical activities learners will apply their knowledge and see how sustainable actions contribute to a healthier planet and a better future for everyone.</p>
Teamwork	<p>This unit will give opportunity for learners to gain practical experience in contributing to team tasks, communicating effectively, and reflecting on their own and other people's performance. At Entry Level, learners focus on basic participation in group activities. They begin to recognise different roles within a team, contribute in simple ways, and show respect for others through taking turns, listening, and polite interaction. The emphasis is on developing confidence in working with others and understanding how their actions support group tasks in everyday or vocational contexts. Activities are practical, supported, and designed to encourage repeated opportunities to take part and reflect. At Level 1 and 2, learners build on these skills to participate effectively and responsibly in more complex group tasks. They explore team roles and responsibilities in depth, contribute purposefully to achieving shared objectives, and respond constructively to the ideas and feedback of others. Learners are encouraged to plan, review, and improve their teamwork performance, linking skills directly to vocational and workplace scenarios. The focus is on developing independence, accountability, and transferable employability skills through practical, real-world activities.</p>
Understanding self and others	<p>This unit focuses on developing learners' emotional intelligence, self-awareness and interpersonal skills. It explores how individuals understand their own feelings, identity and experiences, as well as how they perceive and relate to others. Learners will consider the value of diversity, practise positive social interactions, and begin to understand what helps to build healthy relationships. The unit aims to support personal growth, respectful communication and effective social engagement at a level appropriate to each learner's stage of development. At Entry Level, the unit introduces the skills needed to recognise emotions, describe simple aspects of identity and acknowledge similarities and differences with others. Learning is highly practical and supported, with an emphasis on helping learners develop basic social behaviours such as greeting others, sharing, taking turns and responding appropriately in familiar situations. The focus is on building confidence, understanding feelings, recognising personal qualities and becoming more comfortable interacting positively within their immediate</p>

	<p>environment. At Levels 1 and 2, the unit explores these themes in greater depth and with increasing independence. Learners develop more advanced self-awareness by reflecting on how their thoughts, emotions and behaviours influence themselves and their relationships. They examine factors that shape personal identity, including experiences, cultural influences and personal values. Learners analyse similarities and differences within diverse groups and consider the importance of respect, empathy and inclusion. They also strengthen key interpersonal skills such as effective communication, conflict resolution and maintaining healthy, positive relationships in a range of social situations.</p>
<p>Values for life</p>	<p>This unit helps learners explore the concept of values – both personal and societal – and understand how they guide behaviour, decision making, and interactions with others. Through discussion, practical tasks, and real-world examples, learners develop the ability to recognise values in everyday life and consider their importance in a rapidly changing world. The unit encourages reflection, self-awareness, and responsible behaviour in personal, social, and vocational contexts. At Entry Level, learners begin to recognise simple personal values and identify values seen within their community. They explore differences between their own values and those of others and learn how values guide everyday choices. Activities focus on building understanding through visuals, role-play, simple scenarios, and supported discussion. At Level 1 and 2, learners deepen their understanding of personal, societal and cultural values and examine how these form a basis for ethical behaviour. They analyse how values influence decisions in familiar, vocational, and increasingly complex situations. Learners also consider how societal change and workplace expectations shape values and how a personal moral compass supports responsible, informed choices.</p>

Unit title	Summary
<p>Applying for jobs</p>	<p>This unit is designed to help learners develop the understanding and practical skills needed to prepare for applying for jobs. It encourages learners to reflect on their own strengths, explore suitable job opportunities, and learn how to present themselves effectively to potential employers. The unit supports progression into further learning, training, or employment by building confidence and competence in real-world job-seeking activities. At Entry Level, learners develop the basic skills and confidence needed to look for and apply for jobs. Learners will explore their own skills, qualities and interests, and find out what kinds of work might suit them. They will learn</p>

	<p>how to look for job opportunities in different ways, understand simple job adverts, and using a basic job application form. Learners will also find out where they can get help and advice when looking for work or filling in applications. At Level 1 and 2, learners build the knowledge and practical skills required to carry out effective job searches and applications. Learners will assess their own skills, qualities, experience and aspirations to identify suitable employment opportunities. They will learn how to plan and conduct a structured job search, interpret and respond appropriately to job adverts, and complete accurate and well-presented job applications or CVs. Learners will also evaluate and make use of available sources of advice and guidance to support and improve their job search and application process.</p>
Building a growth mindset	<p>Learners will understand how their thoughts, actions, and habits can support personal growth and mental wellbeing. They will explore how to be resilient, manage stress in positive ways, and build the helpful habits that contribute towards a growth mindset. At Entry Level, learners will focus on overcoming challenges and explore simple coping strategies. They will also explore how persistence aids personal growth, and how the development of positive habits helps to develop a growth mindset. At Levels 1 and 2, there is a focus on personal experience of setbacks and pressure, and reflection on strategies to manage stress. These learners will develop a deeper understanding of the differences between a fixed and growth mindset, and consider how building helpful long-term habits supports learning, wellbeing, and resilience over time.</p>
Business finance	<p>This unit helps learners understand how businesses manage money to start, run and grow. At Entry Level, the emphasis is on building awareness, using simple examples, and applying ideas in practical or familiar contexts. At Levels 1 and 2, the focus shifts towards analysis, planning and more independent application. Practical activities and small projects (for example tuck shops, cake sales, enterprise stalls or fundraising events) will help learners apply their knowledge and understand how effective financial management supports business success. To achieve this unit, learners must take part in an enterprise activity.</p>
Career creativity	<p>This unit introduces learners to creative approaches to careers and ways of working. It supports learners to explore job ideas, recognise their strengths and interests, and consider how they can create opportunities for themselves in a changing world of work. At Entry Levels, learners are supported to explore different jobs and ways</p>

	<p>of working, identify personal interests and strengths, and recognise simple steps towards a future job or opportunity. The unit builds confidence and awareness through practical, accessible activities and supported reflection. At Level 1 and Level 2, learners develop a broader understanding of career creativity, including non-traditional career pathways and flexible ways of working. They analyse their skills and aspirations and create realistic plans to explore or create career opportunities aligned to their goals.</p>
Customer service	<p>This unit introduces learners to customer service and the business and organisational consequences of failing to deliver a good service to its customers. At Entry Level, learners are introduced to what good customer service is by identifying simple examples, recognising basic benefits for organisations, and showing basic key skills required in a customer-facing role. They learn to spot effective and ineffective communication with customers and understand, in simple terms, how working as part of a team supports good service. At Levels 1 and 2, learners build on this foundation by explaining and applying excellent customer service in more detail. They explore business benefits and consequences, develop verbal and non-verbal communication skills for different customer scenarios, including complaints, and adapt their approach to meet customer needs. Learners also deepen their understanding of teamwork, roles and responsibilities, and how effective collaboration contributes to consistently high-quality customer service.</p>
Enterprise venture	<p>This unit helps learners explore enterprise through creativity, teamwork, and entrepreneurship. At Entry Level, the emphasis is on exploring ideas, developing creativity, and taking part in simple, practical enterprise activities in familiar or supported contexts. At Levels 1 and 2, learners focus on planning, organising, and implementing projects more independently, applying creative thinking and problem-solving. Practical activities and small projects from pop-up stalls and school events to community initiatives and fundraising ventures will enable learners to develop teamwork, project management, and entrepreneurial skills. To achieve this unit, learners must take part in an enterprise activity.</p>
Exploring career pathways	<p>This unit helps learners explore a range of careers and pathways, developing the skills to locate, organise, evaluate, and present information about jobs, industries, and training opportunities. Learners reflect on their own interests, skills, and aspirations to make informed decisions about future education, training, or employment. For Entry Levels 1, 2 and 3, learners will have a basic awareness of occupations and personal interests. Learners will identify simple job roles, recognise their own</p>

	<p>skills, and gather straightforward information about careers. For Level 1 and 2, learners will focus on a deeper investigation of career pathways and progression routes. Learners will compare and evaluate occupations, present findings, and reflect critically on strengths, transferable skills, and long-term goals.</p>
<p>Fairness and inclusion in the workplace</p>	<p>Learners will learn about diversity and the value it brings to both individuals and workplaces. At Entry Level, learners are introduced to equality, diversity and inclusion through simple, practical examples in familiar school or work-related settings. They learn to recognise basic ways people can be different, identify examples of diversity, and understand the straightforward benefits. Learners also focus on showing respectful behaviour, recognising rules that promote respect, and understanding how disrespect can affect others' feelings. At Levels 1 and 2, learners build on this foundation by explaining equality, diversity and inclusion more clearly, exploring their value for individuals, teams and organisations. They will gain an understanding of inclusive practices, personal responsibilities and protective measures that they can use to contribute to future fair and inclusive workplaces.</p>
<p>International language – education and employment – spoken</p>	<p>This unit supports learners in developing confident and purposeful spoken language skills. Learners will explore vocabulary and structures related to education, employment, and the workplace, with complexity and independence increasing across the continuum. Entry Level learners can begin by recognising and using familiar words and short phrases to talk about school subjects, simple jobs and interests, supported by visual prompts and structured repetition. As learners progress to Levels 1 and 2, they may engage in more extended role-play, interviews and scenario-based activities that reflect real-life situations in local, national and international contexts. These learners will express aspirations, describe career paths, and interact with growing fluency, accuracy and confidence, laying the groundwork for future study, work and global citizenship.</p> <p>The learning outcomes and assessment criteria in this unit have been developed with consideration given to the Common European Framework of Reference (CEFR) for languages. Further information on this is provided in the delivery guidance.</p>
<p>International language – education and employment – written</p>	<p>This unit supports learners in developing confident and purposeful written language skills. Learners will explore vocabulary and structures relating to education and employment, with complexity and independence increasing across the continuum. Entry Level learners can begin by recognising and using familiar words and short phrases to respond in writing about school or college, and</p>

	<p>the workplace, supported by visual prompts and structured repetition. At Entry Levels 2 and 3 they will also write about likes and dislikes relating to the topic. As learners progress to Levels 1 and 2, they may engage in more extended written activities that reflect real-life situations in local, national, and international contexts. These learners will give basic opinions, express preferences and write their daily routine, with growing fluency, accuracy, and confidence, laying the groundwork for future study, work, and global citizenship.</p> <p>The learning outcomes and assessment criteria in this unit have been developed with consideration given to the Common European Framework of Reference (CEFR) for languages. Further information on this is provided in the delivery guidance.</p>
Interview and confidence techniques	<p>This unit develops learners' understanding and skills in preparing for and taking part in interviews. Learners will explore the purpose of interviews, how to plan and prepare effectively, strategies for responding to questions, and ways to present themselves with confidence. Through practical activities, role plays, and reflection, learners will build the knowledge, behaviours, and confidence needed to succeed in real vocational or learning contexts. At Entry Level, learners focus on recognising what an interview is, why it happens, and simple ways to prepare. They practise giving basic responses to interview questions, identifying appropriate behaviour and appearance, and demonstrating confidence in supported activities. Learning is practical and guided, with emphasis on building confidence, familiarity with interview situations, and developing basic communication and personal presentation skills. At Level 1 and Level 2, learners develop a deeper understanding of interview requirements and employer expectations. They plan and prepare for interviews in a structured way, apply strategies to respond effectively to a variety of questions, and demonstrate professional personal presentation and communication. The unit encourages reflection, self-evaluation, and independent application of interview techniques in real or simulated vocational contexts.</p>
Jobs of the future	<p>This unit introduces learners to the idea of jobs of the future and how work is changing. Learners explore examples of new and emerging jobs, think about how technology and other changes affect the job market, and begin to recognise the skills and qualifications that may be needed in the future. They also identify simple actions they can take to improve their own employability, such as gaining experience or learning new skills. At Entry Level, the focus is on developing awareness and confidence through discussion, simple research, and personal reflection, using accessible examples from everyday life</p>

	<p>and familiar work situations. At Level 1 and 2, learners build on their understanding of future employment by exploring a wider range of emerging industries and roles. They investigate how global, technological, and environmental changes are shaping the job market and evaluate the impact these trends may have on their own career choices. Learners identify the key skills, qualifications, and personal qualities needed for employability in the future and create an action plan to support their progression through further study, training, or work experience.</p> <p>The focus at these levels is on developing informed understanding, analytical thinking, and planning skills to prepare for long-term employability and career development.</p>
Overcoming barriers	<p>This unit focuses on helping learners develop the skills, confidence and resilience needed to overcome barriers in a work context. Learners will explore the challenges that can arise in vocational and workplace settings, including personal, social and organisational barriers, and practise strategies for responding effectively. Through practical activities, discussions, role play and reflection, learners will develop the ability to communicate choices, preferences and points of view, as well as to challenge situations or behaviours constructively. The unit encourages learners to build problem-solving skills, self-awareness and resilience, preparing them for successful participation in further training, employment or work-based experiences. At Entry Level, learners are introduced to the concept of barriers in a work context and supported in developing confidence to respond to challenges. They will explore common personal, social and practical barriers and start to become aware of choices, preferences and opinions, using familiar or supported methods. Through guided activities, learners will begin to use simple strategies to overcome barriers, build basic problem-solving skills, and reflect on their experiences in a safe, supportive environment. At Level 1 and Level 2, learners develop a deeper understanding of barriers in more complex work contexts and how these can affect themselves and others. They will analyse a wider range of barriers, communicate choices, preferences and points of view effectively in professional situations, and develop strategies to challenge barriers constructively. Learners will demonstrate resilience, apply problem-solving skills, and critically reflect on their responses and outcomes, preparing them for vocational progression, employment or further training.</p>
Personal development planning	<p>This unit develops learners' awareness of their own personal skills, interests, and experiences, and supports them in setting goals and planning ways to achieve them. Learners will take part in activities designed to build</p>

	<p>confidence, improve skills, and reflect on personal development. Through practical and reflective tasks, learners gain the ability to review progress and plan next steps in learning, work, or personal life. At Entry Level, learners focus on identifying basic personal skills, interests, and experiences. They are supported to recognise areas they want to improve, set simple goals, and participate in practical activities to build skills. Learners develop confidence and begin to reflect on what they have learned and how they can apply it in everyday life. At Level 1 and 2, learners take a more structured and independent approach to personal development. They review personal skills and experiences, analyse strengths and development needs, and set realistic personal development goals with supporting action plans. Learners reflect on progress, evaluate skills developed, and consider how these can be applied to further learning, vocational pathways, or employment.</p>
Rights and responsibilities in the workplace	<p>Learners will learn about the key rights and responsibilities that exist in the workplace. At Entry Level, the emphasis is on understanding the roles and expectations of employees and employers and the rights they may have as future employees. At Level 1 and 2, the focus shifts to how they can respond if they encounter a problem at work and how they can take responsibility for their ongoing professional development.</p>
Sustainable economic development	<p>This unit helps learners develop the understanding and skills needed to contribute to sustainable economic development within the workplace and wider community. At Entry Level, the emphasis is on recognising simple sustainability practices, such as saving energy, reducing waste, recycling, and understanding how everyday actions can help protect the environment. Learners will identify ways they can make positive choices in their own setting and begin to understand that simple actions at work, like turning off lights or reducing waste, help workplaces run better and avoid unnecessary costs. At Levels 1 and 2, learners will explore workplace sustainability challenges, including energy use, waste disposal, clean air, and transport, and examine how businesses, individuals, and communities can work together to support economic development while protecting the environment. Practical activities and real-world examples will help learners understand how sustainable choices benefit themselves and others.</p>
Understanding the changing labour market	<p>Learners will learn the importance of understanding the labour market around them. Across all levels, the focus is on developing career management skills and identifying the skills employers need now and in the future, with particular attention to developments in Wales. Learners will understand how key transferable skills can help them</p>

	<p>successfully manage their potential careers and adapt to outside factors. At Entry Levels, learners develop basic awareness of what the labour market is, different job roles and sectors, and how jobs change over time. They recognise factors influencing change, identify future skills, and practise simple job research, with increasing independence and detail at each level. At Levels 1 and 2, learners develop deeper understanding by defining and explaining the labour market, researching jobs and career pathways using labour market information, and understanding why and how the labour market is changing. At Level 2, learners also evaluate the reliability and bias of information.</p>
Using IT in the workplace	<p>This unit helps learners explore the role of digital skills in modern workplaces. The emphasis is on practical, transferable digital skills, giving learners the confidence to use and apply these in real-world scenarios. At Entry Level, learners gain basic awareness of how digital skills and IT are used in jobs, including finding, storing and organising information, creating and editing simple documents, communicating politely using digital tools, and using IT safely and responsibly. Progression focuses on increasing independence, confidence and clarity. At Levels 1 and 2, learners deepen their understanding by applying digital skills across different workplace contexts. They locate, evaluate and manage digital information, create and format work-related digital content to meet specific needs, and communicate professionally with different audiences. Learners also understand how digital skills improve efficiency, accuracy and career development, and why safe, responsible digital behaviour is essential for workplace security, reputation and relationships.</p>
Fairness and inclusion in the workplace	<p>Learners will learn about diversity and the value it brings to both individuals and workplaces. At Entry Level, learners are introduced to equality, diversity and inclusion through simple, practical examples in familiar school or work-related settings. They learn to recognise basic ways people can be different, identify examples of diversity, and understand the straightforward benefits. Learners also focus on showing respectful behaviour, recognising rules that promote respect, and understanding how disrespect can affect others' feelings. At Levels 1 and 2, learners build on this foundation by explaining equality, diversity and inclusion more clearly, exploring their value for individuals, teams and organisations. They will gain an understanding of inclusive practices, personal</p>

	responsibilities and protective measures that they can use to contribute to future fair and inclusive workplaces.
Understanding the changing labour market	<p>In this unit, learners will learn the importance of understanding the labour market around them. Across all levels, the focus is on developing career management skills and identifying the skills employers need now and in the future. Learners will understand how key transferable skills can help them successfully manage their potential careers and adapt to outside factors, with particular attention to developments in Wales.</p> <p>At Entry Levels, learners develop basic awareness of what the labour market is, different job roles and sectors, and how jobs change over time. They recognise factors influencing change, identify future skills, and practise simple job research, with increasing independence and detail at each level.</p> <p>At Levels 1 and 2, learners develop deeper understanding by defining and explaining the labour market, researching jobs and career pathways using labour market information, and understanding why and how the labour market is changing. At Level 2, learners also evaluate the reliability and bias of information.</p>
Building a growth mindset	<p>This unit helps learners understand how their thoughts, actions, and habits can support personal growth and mental wellbeing. They will explore how to be resilient, manage stress in positive ways, and build the helpful habits that contribute towards a growth mindset.</p> <p>At Entry Level, learners will focus on overcoming challenges and explore simple coping strategies. They will also explore how persistence aids personal growth, and how the development of positive habits helps to develop a growth mindset.</p> <p>At Levels 1 and 2, there is a focus on personal experience of setbacks and pressure, and reflection on strategies to manage stress. These learners will develop a deeper understanding of the differences between a fixed and growth mindset, and consider how building helpful long-term habits supports learning, wellbeing, and resilience over time.</p>
Wellbeing and work	<p>This unit helps learners understand what wellbeing at work means and why it matters. It helps them strengthen resilience, communication, and collaboration in real workplace contexts. At Entry Level, learners explore what wellbeing means and simple ways it can be supported through kindness, teamwork, and positive relationships. Basic ideas about managing workload, maintaining work–life balance, and recognising common workplace problems</p>

	<p>are covered. Learners practise asking for help and supporting others, building confidence and self-awareness in a work setting.</p> <p>At Levels 1 and 2 learners deepen their understanding of wellbeing and its impact on productivity and meaningful work. They explore the four elements of wellbeing, how workplaces can support or harm wellbeing, and the effects of poor wellbeing. Skills are developed in managing workload, stress, work–life balance, building positive working relationships, and resolving conflicts calmly. Learners examine common workplace problems, support systems, and practical strategies to maintain wellbeing.</p>
Work experience	<p>This unit supports learners to develop the skills, behaviours and understanding needed to prepare for and engage in work experience or workforce-related activities. Learners explore workplace expectations, develop employability skills and reflect on their performance to support progression into further learning, training or employment. Engagement may take place through real work placements or realistic scenario-based activities, ensuring inclusive access for all learners. At Entry Level, the unit focuses on introducing learners to the concept of work and workplace behaviours. Learners are supported to prepare for and take part in simple work-related or scenario-based activities, developing confidence, communication and cooperation skills. Reflection is guided and helps learners recognise basic skills and positive behaviours that can be used in future learning or work-related settings. At Level 1 and Level 2, learners develop a broader and more independent understanding of work experience and employability. They plan and prepare for work placements or realistic workforce scenario-based tasks, engage more effectively in work-related activities, and demonstrate professional behaviours. Learners evaluate their performance, identify transferable skills and consider progression routes into further education, training or employment.</p>
Working in Wales	<p>Learners will learn what the job market looks like in Wales and introduces learners to Wales' relationship with the international economy and specific features of working life in Wales. At Entry Level, learners will discover the jobs that are available in Wales, the importance of the Welsh language in Welsh workplaces, and how ongoing changes in the world around them have an impact on the job market in Wales. At Level 1 and 2, learners will develop a deeper understanding of the job market in Wales and the role of the Welsh Language Commissioner. They will also prepare for the future working world by developing their knowledge of global issues and key changes impacting the job market, both in Wales and internationally.</p>

## Appendix C: Glossary

### Command words

Term	Definition
Analyse	Examine in detail to interpret, explain, or draw conclusions.
Apply	Use knowledge and understanding to relate to a concept or idea.
Calculate	Work out the value of something using the technique or formula that you have learned.
Carry out	Perform or complete a task or procedure
Compare	Look at two things and tell how they are the same or different
Complete	Add information to a task to finish it.
Consider	Think about something before answering, taking different aspects into account.
Contribute	Take part by adding ideas.
Define	Give the meaning of a word or phrase.
Demonstrate	Show by giving example, evidence or a practical display.
Describe	Say what something looks like or how it works. Give an account of characteristics, features, or steps
Discuss	Respond by exploring the issue or situation. Consider different viewpoints and contrasting ideas such as 'advantages v disadvantages' or 'strengths v weaknesses'.
Distinguish between	Identify and explain the differences between two or more things.
Evaluate	Provide a reasoned argument, giving both points of view, such as 'strengths v weaknesses' or 'advantages v disadvantages'.
Explain	Provide details and reasons for how and why something is the way it is.
Extract	Take information from a text, diagram or data source.
Follow	Carry out steps in a given order.
Give	Provide an answer, example, or piece of information as requested
Identify	Recognise and state the key feature, fact, or element.
Indicate	Point out or show something.
Label	Add names to a diagram

List	Provide brief facts or examples.
Match	Put things together that belong with each other, for example match the picture to the correct word.
Name	Provide the correct term or title without explanation. Write or say the correct word.
Outline	Give the main points only, not all the details.
Participate	Take part in an activity or discussion.
Plan	Consider, set out and communicate what is to be done in advance.
Point out	Show or tell the important part
Present	To provide or demonstrate an answer or make information known.
Produce	Create or make something as evidence.
Pronounce	To say correctly.
Provide	Give something needed as evidence.
Recognise	Identify something previously seen or learned.
Record	Write down accurately.
Reflect on	Think about, as a process of evaluation.
Respond	Reply to something.
Say	Speak or write the answer simply
Select	Choose the most relevant answer from a range
Show	Prove or demonstrate something clearly.
Sort	Group things that are the same type or share similar qualities.
State	Recall a fact in relation to some data or graphical information.
Suggest	Offer an idea or solution.
Summarise	Present the main points, without going into detail.
Tick	Mark that something is correct.
Use	Apply the information provided to a particular model, theory, concept or idea.

## The Annual Report of the Monmouthshire Standing Advisory Council for Religion, Values and Ethics 2025-2026

### 1. Foreword from the Monmouthshire Standing Advisory Council (SAC)

#### A Message from Monmouthshire Standing Advisory Council (SAC)

We are pleased to present the Annual Report of the Monmouthshire Standing Advisory Council for Religion, Values and Ethics (SAC) for the 2025-2026 academic year. This report serves as a formal record of our activities and a testament to our ongoing commitment to supporting high-quality Religion, Values and Ethics (RVE) education within our schools. The Council extends its sincere gratitude to all education practitioners, leaders, and governors for their unwavering dedication to the learning and wellbeing of children and young people. As schools continue to embed the Curriculum for Wales, your efforts in shaping inclusive, thoughtful, and values-driven learning environments are deeply appreciated. SAC remains committed to supporting educators through expert guidance on curriculum design, pedagogy, and resources. We encourage all practitioners to utilise the Monmouthshire Agreed Syllabus as the primary framework for RVE delivery. We also remain available to provide advice regarding the Daily Act of Collective Worship to ensure it remains a meaningful experience for all pupils.

#### Contact Information

For enquiries or further guidance, please contact:

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## 2. SECTION 1: INFORMATION ABOUT SAC

### 1.1 Duty to Establish SAC

Under Section 390 of the Education Act 1996, as amended by the Curriculum and Assessment (Wales) Act 2021, all Local Authorities are legally required to constitute a Standing Advisory Council for Religion, Values and Ethics (SAC). Monmouthshire formally reconstituted its SAC on 18 May 2025 to replace the predecessor Standing Advisory Council for Religious Education (SACRE). Crucially, legacy functions of the former SACRE will continue to be exercised by the SAC pending the full phase-out of the pre-Curriculum for Wales 2022 syllabus.

### 1.2 Composition of SAC

The SAC is composed of three representative groups as mandated by statute:

1. **Committee A:** Christian denominations, other religions/religious denominations, and non-religious philosophical convictions (13 representatives).
2. **Committee B:** Representatives of teachers' associations (7 representatives).
3. **Committee C:** Representatives of the Local Authority (6 representatives). The Council also has the authority to co-opt up to two non-voting members to provide specific expertise or perspectives.

### 1.3 Membership Update

The 2025-2026 period was marked by significant membership growth and leadership stability.

- **Leadership:** County Councillor Laura Wright serves as Chair, with County Councillor Louise Brown as Vice Chair.
- **We** welcomed Bev Bannon (RC Church), Tina Bryant, Gareth James, Susan Marles, Phillip Middleton (Humanist), Charlotte Rhodes, Clare Rosato, and Clare Werrett (Church in Wales).
- **Vacancy Management:** Efforts to fill remaining vacancies in Committees A and B remain a priority. SAC has resolved to utilize targeted press releases and direct

communications to unrepresented groups to ensure the Council is broadly reflective of the local community.

- **Action Item:** The Council is currently following up on the administrative circulation of a census regarding faith and belief to further inform membership strategy.

#### 1.4 Functions of SAC

The core advisory functions of the SAC include:

- Advising the Local Authority on RVE delivery, the Locally Agreed Syllabus, and collective worship.
- Recommending reviews of the Agreed Syllabus via an Agreed Syllabus Conference.
- Considering "determinations" to vary the requirement for broadly Christian worship.
- Statutory reporting to the Local Authority and the Welsh Government.

#### 1.5 Meetings

In 2025-2026, the SAC formally decided to realign its meeting schedule to one **per term** (Autumn, Spring, Summer), meeting the constitutional minimum requirements. Meetings were held on a hybrid basis on the following dates:

- 10<sup>th</sup> September 2025
- 4<sup>th</sup> March 2026
- 30<sup>th</sup> June 2026

**Governance Continuity:** During the March 2026 meeting, the Council reviewed its constitutional arrangements regarding leadership absence. It was determined that while the Chair and Vice Chair provide primary leadership, further provisions for meeting continuity would be revisited should the need for a constitutional amendment arise.

#### 1.6 Circulation of Report

This report is distributed to Headteachers, Governing Bodies, the Welsh Government, Estyn, and WASACRE. It is also available via the Monmouthshire County Council website.

### 3. EXECUTIVE SUMMARY OF ADVICE GIVEN BY SAC

Through the systematic analysis of Estyn inspection reports and school-led evidence, SAC provided oversight on the integration of Spiritual, Moral, Social, and Cultural (SMSC) development, ensuring that statutory RVE requirements are maintained during the transition to the Curriculum for Wales.

**Religious Education / RVE Impact:** SAC utilised detailed presentations from local practitioners to evaluate on-the-ground implementation. By engaging with schools such as Archbishop Rowan Williams CiW Primary, SAC gathered evidence of how value-driven learning is successfully integrated into the Humanities Area of Learning and Experience (AoLE).

**Teaching Materials:** The Council curated and shared several high-quality bilingual resources to support inclusive curriculum delivery:

- **Interfaith Week 2025:** Signposted lesson plans and community engagement materials.

- **Holocaust Memorial Day 2026:** Focused on the theme "For a Better Future."
- **Interfaith Council Junior Competition:** Encouraging community-building in primary settings.
- **Non-Religious Philosophical Convictions (NRPC):** Identifying specific resources to ensure balance and parity within the RVE curriculum.
- **Professional Learning (PL):** Delivered via LASIS, professional learning focused on pedagogical shifts required by the new curriculum:
- **Enquiry-Led Learning:** Collaboration with partner schools to embed enquiry processes.
- **Progression:** Shifting the focus from content-heavy planning to "planning for progression" across ages 3–16
- **Farmington Scholarships 2025-26:** Information regarding free, specialised professional development and research opportunities for RVE teachers was circulated to ensure practitioners are aware of external study support ([farmington.ac.uk](http://farmington.ac.uk)).

#### 4. SECTION 2: ADVICE ON RELIGIOUS EDUCATION / RVE

##### 2.1 Locally Agreed Syllabus

The Monmouthshire Agreed Syllabus remains the mandatory framework. SAC continues to support schools in adapting this framework to local contexts while ensuring statutory compliance with the Curriculum and Assessment (Wales) Act 2021.

##### 2.2 Standards and School Presentations

**Archbishop Rowan Williams CiW Primary:** Deputy Headteacher Nicky Wheeler provided a comprehensive overview of their integrated RVE model. Key pedagogical insights included:

- **Thematic Delivery:** RVE is not a standalone topic but a "topic driver" within the Humanities AoLE.
- **Pedagogical Tools:** The use of "Understanding Christianity," "Forest Schools," and "Eco Schools" to foster ethical, informed citizens.
- **Governance and Quality Assurance:** The RVE Lead conducted a "**mock Section 50 inspection**" with the Diocesan Director, a high-level governance exercise that ensures standards meet episcopal and statutory requirements.
- **Language of Learning:** The school introduced a unique "staff book club" (also involving parents and governors) where participants reflect on a shared text annually to refine the "language of learning" used when listening to pupils.

**Catholic School Guidance (St. Helen's RC Primary):** As no local Roman Catholic schools were available to present due to significant workload pressures, SAC reviewed a presentation from St. Helen's (Caerphilly) to provide guidance to Monmouthshire's RC schools. This model detailed the "Knowledge, Worship, Life" pillars of the Religious Education Directory (RED) and the mandatory 10% curriculum time requirement for RE.

## 2.3 Specific Advice for Faith Schools

SAC provided technical advice on balancing the distinctive faith character of schools with national statutory requirements. In the Church in Wales (CiW) model, there is a high level of alignment with the national RVE curriculum, which is typically integrated within the Humanities Area of Learning and Experience. These schools often draw on CiW diocesan materials and resources such as *Understanding Christianity*. In contrast, the Roman Catholic (RC) model requires greater adaptation, as Religious Education is taught as a faith-based subject presented as truth alongside statutory RVE requirements, using Archdiocese-approved resources such as RED (*“To know you more clearly”*). In terms of curriculum time, CiW schools generally embed RVE within thematic or AoLE planning, whereas RC schools are required to allocate 10% of curriculum time specifically to RE. Finally, in relation to accountability, CiW schools are often benchmarked against Section 50 mock inspections, while RC schools are formally inspected every three years across the areas of Knowledge, Worship, and Life.

## 2.4 Youth Voice for RVE

The Youth Voice for RVE held its inaugural meeting in alignment with Interfaith Week. The event featured an Interfaith panel where pupils interrogated representatives from various faith and belief groups. Discussions were pupil-led, focusing on contemporary ethics such as Climate Change, the intersection of Science and Religion, and the implications of Artificial Intelligence.

# 5. SECTION 3: ADVICE ON COLLECTIVE WORSHIP

## 3.1 Monitoring and Inspections

SAC continued to monitor Estyn reports for SMSC development. Current reports suggest that Monmouthshire schools are successful in fostering spiritual and ethical skills, with pupils benefiting from reflection time and assemblies that compare diverse beliefs.

### 3.2 Collective Worship Survey

This section of the Annual Report provides a summary of findings from the *Collective Worship in Monmouthshire Schools Summary Report (2025/26)*. Evidence was gathered from 31 schools, including nearly all primary schools, the Pupil Referral Unit (where Collective Worship is not statutory), and 50% of secondary provision, providing a strong evidence base for current practice.

Collective Worship is well established across the majority of schools and is typically delivered daily or near-daily through whole-school assemblies, phase gatherings, or class-based reflection time. It is commonly led by senior leaders or RVE leads, with most schools using planned themes, although a minority adopt a less structured approach. External contributions from local clergy and community partners are well embedded, particularly in Church schools. Content generally reflects Christian values alongside wider faith traditions and religious festivals, with increasing inclusion of non-religious perspectives through school values and current issues. This inclusive approach is reflected in very low withdrawal rates across the county.

Impact evidence shows Collective Worship is highly valued and contributes positively to pupil wellbeing, moral development, and school community cohesion. Schools report that it provides calm reflective space, reinforces values such as respect and tolerance, and supports spiritual and social development.

However, the SAC identifies several challenges, including space limitations for whole-school worship, timetable pressures (particularly in secondary schools), and variable understanding of statutory requirements. There is also inconsistency in professional learning, uncertainty around the definition of "broadly Christian" content, and limited representation from a wider range of faith and belief communities.

To address these issues, key priorities for development include clearer statutory guidance, targeted professional learning for staff and leaders, improved planning resources, strengthened collaborative networks, and enhanced engagement with community and faith partners.

Overall, the report confirms that Collective Worship remains a valued and impactful aspect of school life in Monmouthshire. However, greater consistency and clarity are required to ensure statutory compliance and to further strengthen practice across all schools.

*Based on the summary report by S Randall-Smith, 3 June 2026.*

### 3.3 Applications for Determinations

No applications were received to vary the requirement for collective worship to be "broadly Christian in nature."

## 6. SECTION 4: OTHER ISSUES

### 4.1 WASACRE

Monmouthshire SAC remains an active participant in the Wales Association of SACREs. County Councillor Rachel Buckler, who is currently a sitting member of the WASACRE Executive Committee (term ending 2028), was unanimously nominated by the Council for the position of County Borough Representatives. This nomination reflects SAC's commitment to contributing to national leadership in RVE.

### 4.2 Holocaust Education

For Holocaust Memorial Day 2026, SAC signposted schools to bilingual resources from the Jewish History Association of South Wales and HMD Trust. The theme "For a Better Future" was promoted to encourage reflection on human rights and diversity.

### 4.3 Curriculum for Wales 2022 (Forward Look)

As the new curriculum beds in, SAC has identified several priority areas for the 2026-2027 period:

- **Teacher Voice:** Establishing mechanisms to hear directly from RVE practitioners regarding workload and implementation challenges.
- **Teaching Ethics:** Providing targeted support for the delivery of Ethics within the WJEC GCSE and non-examined assessment (NEA) structures.

## 7. APPENDICES

### Appendix 1: Membership List (2025-2026)

#### Committee, Members

#### **A: Faith & Belief,**

Bev Bannon, Roman Catholic Church  
Mr. A. Szwagrzak, Roman Catholic Archdiocese  
Mrs. S. Gooding, Free Church (Presbyterian)  
Revd. J. Greaves, Free Church (Baptist)  
Ms. R. Morteo, Church in Wales  
Clare Werrett, Church in Wales  
Mrs. S. Cave, Bahá'í Faith  
Ms. Maddie Saraireh, Muslim Faith  
Phillip Middleton, Humanism (NRPC)

#### **B: Teachers**

Charlotte Rhodes, Teachers' Associations  
Clare Rosato, Teachers' Associations  
Susan Marles, Teachers' Associations  
Tina Bryant, Teachers' Associations  
Gareth James, Teachers' Associations

## **C: Local Authority**

Cllr Laura Wright, Chair (Cabinet Member for Education)

Cllr Louise Brown, Vice Chair

Cllr Rachel Buckler, Local Authority

Cllr John Crook, Local Authority

Cllr Paul Pavia, Local Authority

Cllr Angela Sandles, Local Authority

## **Officers**

Sharon Randall-Smith, Head of Achievement and Attainment

Adam Fall, Democratic Services Officer (Clerk)

Geraint Edwards, Head of Litigation / Legal Advisor

Hayley Jones, LASIS Curriculum Partner

## Appendix 2: Schedule of Meetings

### **10 Sept 2025**

Welcome to New Members;

Presentation: Archbishop Rowan Williams CiW Primary;

LASIS RVE Professional Learning Update;

Youth Voice for RVE.

Membership recruitment and Census update;

WASACRE Summer Conference feedback;

Review of Spring RVE materials and NRPC resources.

### **4 March 2026**

Realignment of Meeting Frequency;

Constitutional Review (Chair Presence);

WASACRE Vice Chair Nomination;

WJEC Qualifications and SAMs discussion;

Teacher Voice Project initiation.

Youth Voice for RVE

### **30 June 2026**

## Appendix 3: Circulation List

- Monmouthshire County Council Members
- Chair of Education Scrutiny Committee
- Regional Director, LASIS
- Welsh Government Education Officer (RVE)
- Headteachers and Governing Bodies of all Monmouthshire Schools
- Principals and Governing Bodies of local FE Colleges
- WASACRE Executive Committee
- Cabinet Secretary for Education, Welsh Government

- National Library of Wales
- Estyn

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## Standing Advisory Council for Religion , Values and Ethics (SAC) Forward Work Programme

What	When	Who
Review of Terms of Reference (inc. Quorum)	tbc	SAC
Review responses - Collective Worship Report (teacher representatives could give their own schools experience)	June 2026	Sharon and Hayley
WJEC/GCSE – update on content and delivery How GCSE is bedding in having been taught since September including the teaching of Ethics	tbc	Hayley
Teacher Voice	tbc	
Annual Report preparation	June 2026	

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# Public Document Pack Agenda Item 12

## MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics  
(SAC) held  
at Remote Meeting on Wednesday, 4th March, 2026 at 3.00 pm

**PRESENT: Faith and Belief Representatives:**

Jonathan Greaves  
Phillip Middleton  
Bev Bannon

**Teacher Representatives:**

Sue Marles  
Charlotte Rhodes  
Claire Rosato

**County Councillors Representatives:**

County Councillor Louise Brown,  
County Councillor Rachel Buckler,  
County Councillor John Crook,  
County Councillor Paul Pavia,  
County Councillor Angela Sandles; and  
County Councillor Laura Wright (Chair)

**OFFICERS IN ATTENDANCE:**

Sharon Randall-Smith	Head of Achievement and Attainment
Wendy Barnard	Democratic Services Officer
Geraint Edwards	Head of Litigation and Deputy Monitoring Officer
Richard Williams	Democratic Services Officer
Nicola Perry	Senior Democracy Officer

**APOLOGIES:**

Clare Werrett, Hayley Jones, Sue Cave and Maddie Sareirah

**1. Declarations of Interest**

No declarations of interest were made.

**2. Question from Philip Middleton: The issue of Chair's absence necessitating the postponement of meetings**

SAC considered the question raised by Phillip Middleton concerning the issue of the Chair's absence necessitating the postponement of meetings.

It was explained that if SAC wished to make provision for someone to take the Chair in the absence of the Chair and Vice Chair, a constitutional amendment to that effect would be necessary.

## MONMOUTHSHIRE COUNTY COUNCIL

### Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics (SAC) held at Remote Meeting on Wednesday, 4th March, 2026 at 3.00 pm

The Chair stated her commitment to the role and provided assurance that in the event of her unavailability, she would provide the Vice Chair with as much advance notice as possible.

It was agreed to revisit this matter in the event that an issue arises.

#### **3. To consider realigning meetings to one per term.**

It was agreed to realign meetings to one per term in line with other authorities. This is the minimum number of meetings required under the constitution.

#### **4. Membership Report**

The Membership List was noted. No changes have occurred since the previous meeting. The Clerk has written to various churches and groups to advise of vacancies but no nominations have been forthcoming.

It was agreed that a press release or other appropriate communications would be helpful to promote the work of SAC, but also to say that SAC is looking for members and particularly in certain groups which are not currently represented.

#### **5. Update from EAS RVE Adviser**

The report of the LASIS (formerly EAS) RVE Adviser (as below) was delivered by the Head of Service, Achievement and Extended Services.

##### **1. Curriculum for Wales and RVE Support**

LASIS continued to provide guidance and professional learning to support schools with the effective implementation of RVE within the Curriculum for Wales. This included advice on curriculum design within the Humanities Area, guidance on using the Monmouthshire Agreed Syllabus, and support for planning for progression in Religion, Philosophy and Ethics.

##### **2. Professional Learning and School Support**

A range of RVE-focused professional learning sessions is being delivered regionally, including support for enquiry-led learning through collaboration with partner schools. Monmouthshire schools have engaged with some of these opportunities; however, further uptake would be beneficial. Individual schools received targeted support on curriculum development and self-evaluation where requested.

##### **3. Estyn and Self-Evaluation**

Schools were supported in understanding Estyn's expectations relating to RVE within the current inspection framework. LASIS provided guidance on integrating RVE within whole-school self-evaluation processes and on the effective use of pupil voice to inform improvement planning.

##### **4. National and Regional Collaboration**

LASIS continued to contribute to national and regional groups, including collaboration with Welsh Government and NAPfRE, to share emerging guidance and promote

## MONMOUTHSHIRE COUNTY COUNCIL

### Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics (SAC) held at Remote Meeting on Wednesday, 4th March, 2026 at 3.00 pm

high-quality and consistent RVE provision. Relevant updates were shared with schools and with SAC members as appropriate.

#### 5. Priorities Moving Forward

Key priorities for the Spring term include:

##### **Strengthening curriculum design and progression in RVE**

Funding has been allocated to support the development of RVE within the secondary sector, and several Monmouthshire schools have expressed interest in participating. The work will focus on:

- developing a shared and accurate understanding of RVE requirements within the Curriculum for Wales to ensure consistency of interpretation across the partnership
- reflecting on current curriculum arrangements in light of Curriculum for Wales expectations and Estyn's identified areas for development
- creating a shared set of principles and guidance that defines what high-quality RVE teaching looks like across the partnership

#### **Providing continued professional learning**

LASIS will continue to offer professional learning and respond to the emerging needs of individual schools to support high-quality RVE provision.

Following presentation of the above points questions and comments were invited from SAC Members.

1.. In terms of Curriculum Models and Guidance, Schools are actively reviewing different curriculum models and schemes to determine the best fit for their context and curriculum delivery. Welsh Government provided separate guidance for both Church in Wales and Roman Catholic schools during the development of the RVE curriculum, with links to the agreed syllabus.

2. It was emphasised that RVE delivery must take account of the distinctive faith nature of Church in Wales and Roman Catholic schools, while still meeting national curriculum requirements.

3. Catholic schools are required to dedicate 10% of curriculum time to RE as part of their faith teaching. This creates some **\*\*timetable pressure\*\***, and schools therefore explore different schemes to balance Catholic teaching with RVE statutory elements.

Despite the challenges, there are no concerns about compliance, and some schools are using the curriculum in enlightening and inspirational ways.

4. Catholic schools, such as those represented by Bev Bannon, rely on resources provided by the Archdiocese. It was confirmed that these resources are compatible with what schools must present as part of their Catholic identity and RVE obligations.

Collective Worship Survey:

## MONMOUTHSHIRE COUNTY COUNCIL

### Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics (SAC) held at Remote Meeting on Wednesday, 4th March, 2026 at 3.00 pm

An update was provided on the survey sent to all schools regarding Collective Worship. 16 responses have been received to date, but it was agreed that the survey would be sent out again to elicit more responses to be able to see the complete view.

#### Interfaith Council Junior Competition: Building Community

In response to a request, it was agreed that a communication could be sent to all Primary Schools regarding the above competition.

#### **6. WASACRE Business**

- WASACRE Minutes from November 2025

The minutes of the Autumn WASACRE meeting were received.

- Sharing the date (Spring WASACRE Meeting): Thursday 19th March via Zoom. Meeting link, agenda and papers to be sent nearer the meeting.

County Councillors Brown and Buckler will represent Monmouthshire plus the LASIS RVE Adviser will be attending

- WASACRE Executive Committee nominations

No nominations to the Executive Committee were required as County Councillor Rachel Buckler is a sitting member of the Executive Committee representing Monmouthshire until 2028.

It was unanimously agreed to nominate County Councillor Rachel Buckler for the position of Vice Chair of the Executive Committee.

#### **7. Forward Work Plan**

The Forward Work Plan was noted and it was agreed to add the following topics for future meetings:

Annual Report preparations

Teacher Voice

Add Teaching of Ethics to the update on the bedding in, content and delivery of WJEC/GCSE

#### **8. To confirm the minutes of the previous meeting**

The minutes of the previous meeting were confirmed as an accurate record.

#### **9. Next Meeting: 17th June 2026**

**The meeting ended at 3.45 pm**