



# Curriculum and Assessment (Wales) Act 2021

2021 asc 4

## PART 1

### BASIC CONCEPTS AND KEY DOCUMENTS

#### 1 Introduction

- (1) This Part sets out basic concepts that have effect in relation to a curriculum for any of the following—
  - (a) registered pupils at maintained schools (except those over compulsory school age) and at maintained nursery schools;
  - (b) children for whom funded non-maintained nursery education is provided;
  - (c) children for whom education is provided under arrangements made by a local authority in Wales under section 19A of the [Education Act 1996 \(c. 56\)](#).
- (2) This Part also includes provision about key documents that support a curriculum of that kind.
- (3) In this Part references to a curriculum are to a curriculum of that kind; and references to pupils and children are to the pupils and children referred to in subsection (1).

#### 2 The four purposes

- (1) The four purposes of a curriculum are—
  - To enable pupils and children to develop as ambitious, capable learners, ready to learn throughout their lives;
  - To enable pupils and children to develop as enterprising, creative contributors, ready to play a full part in life and work;
  - To enable pupils and children to develop as ethical, informed citizens of Wales and the world;

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*Status: This is the original version (as it was originally enacted).*

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To enable pupils and children to develop as healthy, confident individuals, ready to live fulfilling lives as valued members of society.

(2) References in this Act to the four purposes are to those purposes.

### **3 The areas of learning and experience**

(1) The areas of learning and experience for a curriculum are—

Expressive Arts  
 Health and Well-being  
 Humanities  
 Languages, Literacy and Communication  
 Mathematics and Numeracy  
 Science and Technology.

(2) Within the areas of learning and experience, the following are mandatory elements—

English  
 Relationships and Sexuality Education  
 Religion, Values and Ethics  
 Welsh.

(3) But English is not to be treated as a mandatory element, for the purposes of this Act, for a curriculum within subsection (4).

(4) A curriculum is within this subsection if it is—

- (a) a curriculum for registered pupils at a school who have not completed the school year in which the majority of the pupils in their class attain the age of 7;
- (b) a curriculum for funded non-maintained nursery education;
- (c) a curriculum for education provided under section 19A of the [Education Act 1996 \(c. 56\)](#) (exceptional provision of education at pupil referral units or elsewhere: Wales) for pupils or children who have not attained the age of 7.

(5) References in this Act to the areas of learning and experience are to the areas listed in subsection (1).

(6) References in this Act to the mandatory elements are to be interpreted in accordance with this section.

### **4 The mandatory cross-curricular skills**

(1) The mandatory cross-curricular skills for a curriculum are—

Digital Competence  
 Literacy  
 Numeracy.

(2) References in this Act to the mandatory cross-curricular skills are to the skills listed in subsection (1).

### **5 Power to amend sections 3 and 4**

Regulations may amend sections 3 and 4.

## **6 The What Matters Code**

- (1) The Welsh Ministers must issue a code (the “What Matters Code”) that sets out key concepts for each area of learning and experience.
- (2) A curriculum does not encompass an area of learning and experience unless it encompasses those concepts as set out in the What Matters Code.
- (3) Teaching and learning does not encompass an area of learning and experience unless it encompasses those concepts as set out in the What Matters Code.
- (4) The Welsh Ministers—
  - (a) must keep the What Matters Code under review, and
  - (b) may revise it.
- (5) For further provision about the What Matters Code, see section 76.

## **7 The Progression Code**

- (1) The Welsh Ministers must issue a code (the “Progression Code”) that sets out the way in which a curriculum is to make provision for progression by pupils and children.
- (2) A curriculum does not make provision for appropriate progression unless it accords with the Progression Code.
- (3) Teaching and learning does not make provision for appropriate progression unless it accords with the Progression Code.
- (4) The Welsh Ministers—
  - (a) must keep the Progression Code under review, and
  - (b) may revise it.
- (5) For further provision about the Progression Code, see section 76.

## **8 The RSE Code**

- (1) The Welsh Ministers must issue a code (the “RSE Code”) setting out themes and matters to be encompassed by the mandatory element of Relationships and Sexuality Education.
- (2) A curriculum does not encompass the mandatory element of Relationships and Sexuality Education unless it accords with the provision in the RSE Code.
- (3) Teaching and learning does not encompass the mandatory element of Relationships and Sexuality Education unless it accords with the provision in the RSE Code.
- (4) For further provision about the RSE Code, see section 77.