Centre for Educational Excellence & Improvement
Northern Ireland

Department of Education
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TransformED
Curriculum 2028

CONSULTATION REPORT



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Executive Summary

This report presents the findings from the public consultation on the proposed Curriculum 2028 framework. The consultation sought views on the overall curriculum aim, objectives and capabilities, as well as detailed proposals across curriculum subject areas and key stages. Responses were received from a broad range of stakeholders, including teachers, school leaders, education professionals, representative bodies, parents, carers and young people.

Overall, the consultation indicates broad support for the strategic direction of curriculum reform. Respondents generally welcomed the ambition to provide greater clarity, coherence and progression across the curriculum, and many supported the introduction of more clearly defined knowledge, skills and understanding within subject disciplines.

The proposed curriculum aim, objectives and capabilities were positively received, with many respondents recognising their potential to support academic achievement, personal development and preparation for life and work.

Across subject areas, respondents frequently highlighted the benefits of increased specificity, clearer progression pathways and stronger subject identity. Many welcomed the intention to establish greater consistency in pupils' learning experiences and to support transitions between phases of education. Positive feedback was particularly evident in relation to a number of subject frameworks, including art and design, geography, mathematics, music, science and physical education, where respondents felt the proposals provided a clearer structure for teaching and learning.

At the same time, concerns were raised regarding the volume of proposed content and the overall manageability of the curriculum. Across a number of subjects and phases, respondents questioned whether all proposed content could be delivered effectively within available curriculum time. Concerns were also expressed about age appropriateness, the balance between breadth and depth of learning, and the potential impact on curriculum flexibility.

Feedback varied considerably between subject areas. While some frameworks attracted high levels of support, others generated more mixed responses. There were particular concerns in relation to history and modern languages.

A consistent theme throughout the consultation was the importance of implementation. Respondents emphasised that successful delivery of Curriculum

2028 will require comprehensive professional learning, high-quality teaching resources, clear guidance, appropriate funding and sufficient preparation time for schools. Many also highlighted the need to ensure that the curriculum remains accessible and inclusive for all learners.

The consultation also incorporated the views of children and young people. Their feedback broadly supported the objectives of creating a more coherent and progressive curriculum, while also highlighting the importance of engaging learning experiences, reducing unnecessary repetition and helping learners develop the knowledge, skills and capabilities needed for future education, employment and life.

In summary, the consultation findings demonstrate substantial support for the overall direction of Curriculum 2028 and its aim of providing a clearer, more coherent and knowledge-rich curriculum. However, respondents identified a range of areas requiring further consideration and improvement. These findings will inform the continued development of Curriculum 2028, prior to final publication and implementation. The Department has written to schools asking for practitioners to take part in focus groups to further test and refine curriculum content.

1. Introduction

1.1 Purpose of the consultation

On 16 June 2026, the Department launched a sixteen-week public consultation on Curriculum 2028, seeking views on proposals for a revised statutory school curriculum for Foundation Stage to Key Stage 3 (Years 1-10).

The consultation provided an opportunity for teachers, school leaders, children and young people, parents and carers, professional bodies, representative organisations and other stakeholders to contribute to the development of the proposed curriculum. A total of 4,322 consultation responses were received.

As a key stage in the reform process, the consultation will help ensure that the final curriculum framework is informed by a broad range of views and perspectives.

Respondents were invited to comment on a revised curriculum aim and objectives, capabilities, and subject frameworks setting out the proposed common minimum entitlement for all pupils.

This report analyses the responses received during the consultation period. It summarises the quantitative and qualitative findings, identifies the main themes raised by respondents, and highlights areas of agreement, concern and suggested changes.

1.2 Background to Curriculum 2028

The current Northern Ireland Curriculum was introduced in 2007 and provides the statutory framework for teaching and learning in all publicly funded schools.

Since then, significant changes have occurred in society, technology, the economy and the wider educational landscape, while evidence and understanding of effective teaching and learning have continued to evolve.

These developments have prompted increasing discussion about the extent to which the current curriculum continues to equip children and young people with the knowledge, understanding and capabilities needed to thrive in a rapidly changing world.

In June 2025, the Department of Education published the findings of Lucy Crehan's Strategic Review of the Northern Ireland Curriculum. The Review concluded that, while the curriculum had many strengths, there were significant concerns relating to clarity, coherence, progression and consistency. It recommended the development of a more specific, knowledge-rich and coherent curriculum framework.

The Department accepted almost all of the Review's recommendations and established a Curriculum Taskforce, chaired by Dr Christine Counsell OBE, to oversee development of a revised curriculum.

Subject Working Groups comprising academics, teachers, school leaders and subject specialists were established to support the development of draft subject frameworks.

The proposed Curriculum 2028 framework is designed to provide all children and young people with access to a high-quality curriculum that clearly sets out the knowledge, skills, concepts and vocabulary they should acquire and develop as they progress through education.

It is underpinned by five curriculum design principles. The curriculum should be:

- purpose-led;
- knowledge-rich;
- continuous and coherent;
- specific and focused; and
- inclusive and flexible.

1.3 The role of the curriculum framework

The proposed statutory curriculum framework sets out what children and young people should learn, providing a consistent minimum legal entitlement for all learners and supporting progression across each stage of education.

It is not a detailed specification, programme of study or scheme of work. Nor does it prescribe how learning should be taught. Decisions about detailed planning, lesson sequencing, teaching approaches, ongoing assessment and classroom organisation remain matters for schools and teachers, informed by their professional judgement and the specific needs of their pupils.

The Department will support implementation of the curriculum through guidance, exemplification materials, professional learning and high-quality digital resources.

1.4 Scope of the consultation

The consultation sought views on the proposed Curriculum 2028 framework, including:

- the curriculum aim;
- the curriculum objectives;
- the capabilities;
- the subject frameworks across Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3; and
- the overall structure and coherence of the proposed curriculum.

Respondents were invited to provide feedback through an online consultation questionnaire and written submissions.

The Department also undertook a programme of engagement activities, including stakeholder events and dedicated engagement with children and young people.

1.5 Next steps

The Department is grateful to everyone who contributed to the consultation. The Citizen Space responses, written submissions and engagement activities have provided a substantial body of evidence that will inform the next stage of curriculum development.

The Department has undertaken a detailed review of all consultation evidence to identify where changes to the proposed curriculum framework and subject frameworks are required across all subjects. This includes issues raised by respondents regarding curriculum content, progression and coherence.

While many aspects of the proposed curriculum attracted broad support, views varied across subjects, with particular concerns in relation to history and modern languages, as well as aspects of English and drama and also Language and Cultural Awareness (LCA).

Further detailed work will now be undertaken with subject specialists and other stakeholders, to consider the issues raised through the consultation, and to refine and improve the frameworks.

Alongside this, the Department will continue planning for implementation of the revised curriculum. This will focus on ensuring that schools will have the guidance, exemplification materials, curriculum resources and professional learning opportunities needed to support successful delivery.

Many consultation responses provided valuable reflections on implementation, including teaching approaches, professional learning, curriculum resources, assessment, workload and the practical support required by schools. This feedback will inform ongoing implementation planning and the development of guidance, resources and support arrangements.

The Department will continue to work closely with practitioners, school leaders, subject specialists and partner organisations as curriculum development and implementation planning progresses. The Department has written to schools asking for practitioners to take part in focus groups to further test and refine curriculum content.

The Department expects to publish the final curriculum framework in January 2027, alongside further information on implementation arrangements.

2. Consultation methodology

2.1 Consultation period and process

The public consultation on the proposed Curriculum 2028 framework was conducted over a 16-week period, from 16 June 2026 to 30 September 2026.

Responses were received from a wide range of stakeholders, including teachers, school leaders, education organisations, representative bodies, academics, parents and carers, children and young people, and members of the public.

A total of 4,322 responses were received during the consultation period. This comprised:

- 4,022 responses submitted through the Citizen Space online consultation platform; and
- 300 written submissions received directly by the Department, including responses submitted by email and post.

Written submissions varied in format and length, ranging from individual responses addressing specific aspects of the proposals to detailed organisational submissions commenting on multiple consultation areas. They did not necessarily answer the questions set out on Citizen Space.

The quantitative findings detailed in this report are based on responses submitted through Citizen Space. Qualitative findings draw on both Citizen Space responses and the written submissions received directly by the Department.

A separate consultation on the revised Religious Education (RE) syllabus was held during the same period. Its findings will be published separately and are not included in this report.

2.2 Consultation questions

The consultation sought views on the overarching curriculum proposals, including the curriculum aim and objectives, the curriculum capabilities and individual subject frameworks.

Respondents were asked a common set of questions for each subject framework covering the vision statement, organising categories, content coverage, content sequencing and progression, and any additional comments.

Some subjects also included supplementary questions to gather feedback on subject-specific proposals, such as English at Key Stage 2, modern languages and the proposed Language and Cultural Awareness (LCA) framework.

The consultation questions are provided in full at **Appendix A**.

Respondents could choose which questions and subject frameworks to answer. Response numbers therefore vary across questions and subject areas.

Percentages are calculated using the response base stated for each table and may not equal 100% due to rounding.

2.3 Consultation engagement

Alongside the formal consultation, a wider programme of engagement activity was undertaken by the Department to provide further opportunities for discussion and feedback.

TransformED development day

Schools have been provided with additional optional TransformED development days to support professional learning and engagement with the Department's wider education reform programme.

Schools were encouraged to use the day provided on 25 September to familiarise themselves with Curriculum 2028 and the subject frameworks. Videos and resources were provided to support engagement.

Citizen Space recorded 2,703 responses on 25 September.

Consultation events

Six consultation roadshows were held during September 2026 in Belfast, Omagh and Ballymena. A total of 854 school leaders attended these events, including representatives from both the primary and post-primary phases. The events provided an opportunity to provide more information on curriculum reform,

discuss key aspects of the proposed curriculum framework and encourage participation in the consultation.

The Department also undertook targeted engagement with representative organisations and educational partners to discuss their views on the proposed reforms. These engagements supported broader participation in the consultation process and provided opportunities to explore stakeholder perspectives on the proposed reforms in greater depth.

Feedback gathered through consultation activities and stakeholder engagement was considered alongside the formal consultation evidence.

Children and young people's engagement

Dedicated engagement activity was undertaken to gather children and young people's views on the proposals.

This included an independently facilitated programme of engagement with children and young people from a range of educational settings, together with discussion of the proposals at a dedicated session of the Northern Ireland Youth Assembly.

Findings from this engagement activity were analysed separately and are reported in the accompanying *Children and Young People's Engagement Report*.

A summary of the key findings is provided in Chapter 8 of this report.

Citizen Space consultation

The Citizen Space survey included a combination of closed and open-ended questions.

Closed questions provided quantitative information on respondents' assessment of individual proposals. Open-ended questions enabled respondents to provide more detailed commentary, observations and suggestions.

Participation was voluntary, and respondents were not required to answer every question.

2.4 Coding and thematic analysis approach

In analysing the quantitative responses, the Department has equated the following language to respondent percentages.

Result	Wording used
50.1-59.9%	A majority
60-69.9%	A clear majority
80-79.9%	A substantial majority
80%+	A large majority

A thematic analysis approach was used to analyse qualitative feedback across all areas of the consultation.

Responses were reviewed and coded against emerging themes. Similar comments were grouped together to identify views expressed in support of the proposals, concerns, differing perspectives and changes suggested by respondents.

A coding framework was developed for each consultation area and subject framework to promote consistency in analysis while allowing subject-specific issues and themes to be identified. Responses were coded against multiple themes where appropriate.

AI tools were used to support the review and synthesis of material that had already been read, reviewed and coded by Departmental officials, including the identification and summarisation of recurring themes across the dataset.

Blank responses, duplicate submissions, administrative comments and material unrelated to the consultation proposals were excluded from the analysis.

2.5 Interpreting consultation feedback

When interpreting the qualitative findings, it is important to note that respondents who expressed positive views tended to provide written comments less frequently than those expressing negative views. As a result, the balance of comments may not directly reflect the overall balance of quantitative responses.

As noted above, a number of issues raised during the consultation related to implementation rather than the content of the proposed curriculum framework itself.

Across subjects, respondents frequently highlighted issues such as professional learning and development requirements, resources, assessment arrangements, curriculum time and wider delivery considerations.

These issues are extremely important considerations for implementation planning and have been analysed alongside feedback relating to curriculum content, structure and progression. Implementation-related themes are reported on within subjects and also separately within the chapter on cross-cutting themes.

3. Profile of respondents

3.1 Responses by respondent type

The table below provides a breakdown of the 4,022 Citizen Space responses by respondent type.

Option	Total	Percent
Leader of a school or education and training establishment	225	5.59%
Head of department	963	23.94%
Teaching staff / tutor / lecturer	2,362	58.73%
Non-teaching staff	227	5.64%
Member of a board of governors	5	0.12%
Parent/ guardian	65	1.62%
Member of the public	10	0.25%
Pupil / young person	5	0.12%
Representative of a stakeholder organisation or interest group	39	0.97%
Member of the voluntary and community sector	10	0.25%
Researcher or academic	14	0.35%
Political representative	0	0.00%
Other	97	2.41%

The majority of respondents were education professionals. Teaching staff, tutors and lecturers formed the largest groups, totalling 2,362 responses (58.7%). A further 963 (23.9%) responses were received from heads of department, and 225 (5.6%) responses from leaders of schools, or education and training establishments. Together, these groups accounted for 88.3% of all responses, indicating a high level of engagement from those working within education.

Responses were also received from a range of other stakeholder groups, including non-teaching staff (5.6%), parents/guardians (1.6%), representatives of

stakeholder organisations or interest groups (1.0%), and researchers or academics (0.4%). Smaller numbers of responses were received from members of the public, the voluntary and community sector, members of boards of governors, and pupils/young people.

3.2 Education settings

Respondents who identified with an educational setting were also asked to indicate its type. The table below provides a breakdown of responses to this question. As respondents were not required to answer every question, the response base is lower than the total number of questionnaire respondents.

Option	Total	Percent
Voluntary preschool	2	0.05%
Nursery school – Controlled	4	0.10%
Nursery school – Catholic maintained	10	0.25%
Primary – Controlled	753	18.72%
Primary – Controlled integrated	59	1.47%
Primary – Catholic maintained	738	18.35%
Primary – Irish-medium	27	0.67%
Primary – Grant maintained integrated	39	0.97%
Secondary – Controlled	516	12.83%
Secondary – Controlled integrated	71	1.77%
Secondary – Catholic maintained	521	12.95%
Secondary – Irish-medium	26	0.65%
Secondary – Grant maintained integrated	155	3.85%
Grammar – Controlled	173	4.30%
Grammar – Voluntary	529	13.15%
Special school	19	0.47%

Option	Total	Percent
EOTAS	12	0.30%
FE College	1	0.02%
Higher Education Institution	2	0.05%
Do not know	11	0.27%
Other	21	0.52%
Not required to answer	333	8.28%

The largest recorded category of settings was controlled primary (18.72%) and Catholic maintained primary (18.35%) schools. This would be expected as they are the largest groups of schools. Strong representation was also received from voluntary grammar (13.15%), Catholic maintained secondary (12.95%) and controlled secondary (12.83%) schools. Responses were also received from controlled grammar (4.30%), integrated primary and secondary schools, Irish-medium schools, nursery schools and special schools.

Smaller numbers of respondents represented EOTAS (0.30%), voluntary preschool (0.05%), higher education institutions (0.05%) and further education colleges (0.02%).

A further 21 respondents (0.52%) selected other, while 11 (0.27%) selected do not know.

A total of 333 respondents were not required to answer this question based on their answer to the previous question (8.28%).

Overall, responses were received from representatives of a broad range of educational settings across Northern Ireland.

4. Consultation findings: aim, objectives and capabilities

This chapter presents the consultation findings on the proposed curriculum aim, objectives and capabilities that underpin the Curriculum 2028 framework. These elements establish the overarching purpose of the curriculum, the outcomes it seeks to achieve for children and young people, and the capabilities intended to support successful learning, life and work.

Aim, objectives and capabilities

Quantitative summary

4,022	4,022	100%
Aim, objectives and capabilities respondents	Total respondents	Share of respondents

Overview

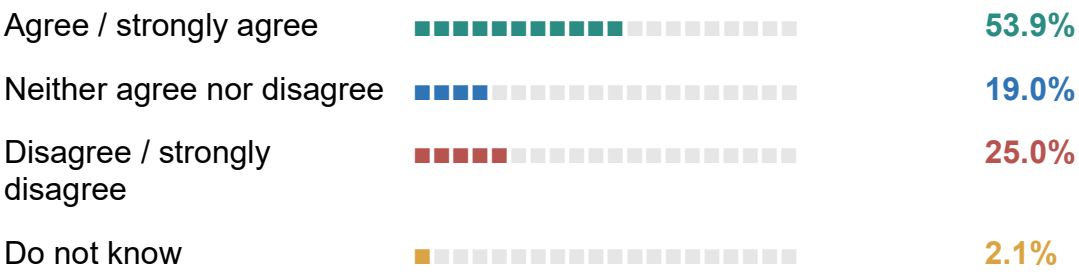
Area	Agree / strongly agree	Neither agree nor disagree	Disagree / strongly disagree	Do not know
Aim	53.9%	19.0%	25.0%	2.1%
Objectives	53.4%	19.1%	26.1%	1.3%
Capabilities	60.8%	19.1%	18.3%	1.8%

Aim

Question To what extent do you agree the proposed aim of the new curriculum is effective and relevant?

Grouped response	Number	% of respondents (4,022)
Agree / strongly agree	2,169	53.9%
Neither agree nor disagree	765	19.0%
Disagree / strongly disagree	1,005	25.0%
Do not know	83	2.1%

At a glance



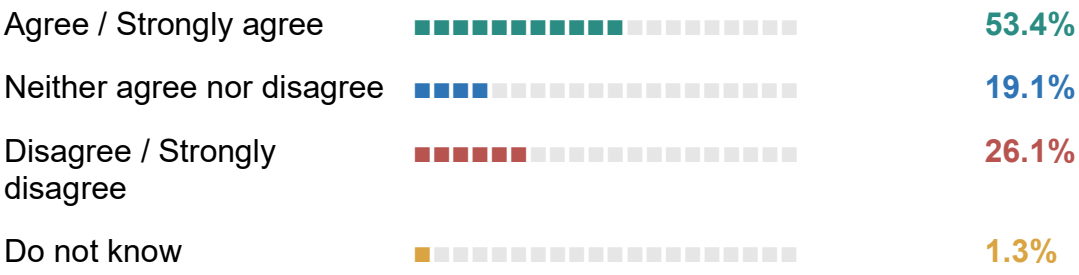
A majority of respondents (2,169 or 53.9%) agreed or strongly agreed that the proposed curriculum aim was effective and relevant. A quarter of respondents (1,005 or 25.0%) disagreed or strongly disagreed, while 765 (19.0%) neither agreed nor disagreed. A further 83 respondents (2.1%) selected do not know.

Objectives

Question To what extent do you agree the proposed objectives of the new curriculum are effective and relevant?

Grouped response	Number	% of respondents (4,022)
Agree / strongly agree	2,149	53.4%
Neither agree nor disagree	770	19.1%
Disagree / strongly disagree	1,049	26.1%
Do not know	54	1.3%

At a glance



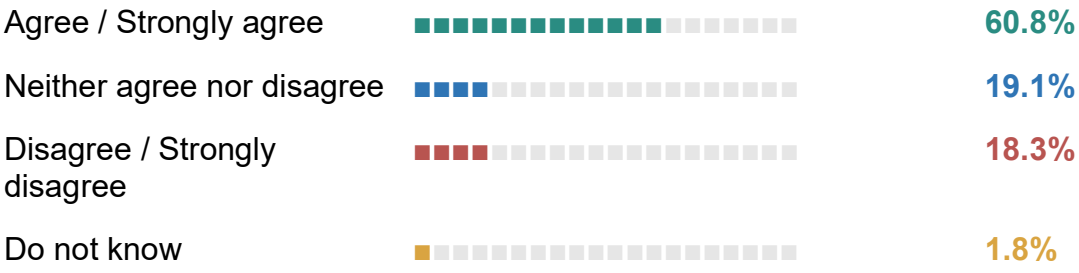
A majority of respondents (2,149 or 53.4%) agreed or strongly agreed that the proposed curriculum objectives were effective and relevant. Slightly more than a quarter of respondents (1,049 or 26.1%) disagreed or strongly disagreed, while 770 respondents (19.1%) neither agreed nor disagreed. A further 54 respondents (1.3%) selected do not know.

Capabilities

Question To what extent do you agree that the nine capabilities reflect the key qualities and attributes that education in Northern Ireland should aim to develop?

Grouped response	Number	% of respondents (4,022)
Agree / strongly agree	2,445	60.8%
Neither agree nor disagree	770	19.1%
Disagree / strongly disagree	734	18.3%
Do not know	73	1.8%

At a glance



A clear majority of respondents (2,445 or 60.8%) agreed or strongly agreed that the nine capabilities reflect the key qualities and attributes that education in Northern Ireland should aim to develop. Less than one-fifth of respondents (734 or 18.3%) disagreed or strongly disagreed, while 770 respondents (19.1%) neither agreed nor disagreed. A further 73 respondents (1.8%) selected do not know.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the aim, objectives and capabilities.

Among those who provided qualitative comments, a majority supported the intention to establish a clearer and more coherent curriculum for children and

young people. Positive themes that were frequently raised included the emphasis on developing both knowledge and skills and preparing pupils for learning, life and future participation in society. Respondents also welcomed the focus on enabling pupils to make informed choices and responsible decisions, develop independence and acquire capabilities relevant beyond school.

There was strong support evident for the breadth of the nine capabilities, particularly the inclusion of communication, creativity, critical thinking, collaboration and personal wellbeing. A number of respondents highlighted that the capabilities reflected a broad understanding of pupil development beyond academic attainment. The intention to develop these capabilities through subject knowledge and learning was also viewed positively.

A minority of respondents raised concerns related to the ambition, breadth and manageability of the proposals. Others questioned whether the volume and level of curriculum content were consistent with the stated aim and objectives. A small number considered that the emphasis on knowledge could constrain opportunities to develop skills, creativity, independence and deeper understanding.

Some respondents considered aspects of the aim, objectives and capabilities to be too broad, vague or aspirational and sought clearer definitions and stronger alignment between these elements.

Summary

Overall, the proposed curriculum aim and objectives attracted majority agreement that they were effective and relevant, with a clear majority agreeing that the nine capabilities reflected the qualities and attributes education should develop.

Positive themes in the qualitative feedback included support for the intention to establish a clearer, more coherent curriculum that develops knowledge and skills and prepares pupils for learning, life and future participation in society. Respondents also valued the breadth of the capabilities and their recognition of development beyond academic attainment.

Alongside this support, around a quarter of respondents disagreed or strongly disagreed that the aim and objectives were effective and relevant, while fewer than one in five disagreed or strongly disagreed that the capabilities reflected the

qualities and attributes education should develop. Around one in five neither agreed nor disagreed across all three areas.

Qualitative concerns centred on the breadth and manageability of curriculum content, the balance between knowledge, skills and personal development, and the need for clearer definitions and stronger alignment between the aim, objectives and capabilities.

5. Consultation findings: subject frameworks

This chapter presents the findings for each subject framework. Respondents were invited to provide feedback on specific aspects of each framework, including its vision statement, organising categories, content, progression of learning and, where applicable, additional subject-specific questions. The findings presented draw on both quantitative and qualitative evidence gathered through the consultation process.

As set out in Chapter 2, quantitative findings are drawn from Citizen Space and show the responses to each question for each subject framework. The number of respondents varied between subjects, as respondents could choose which subject frameworks to consider. The relevant response rate is shown for each subject area.

Qualitative findings are based on thematic analysis of free-text responses, as outlined in the methodology section. Comments were coded to identify recurring themes, areas of agreement and concerns, and suggestions for refinement. As individual respondents could raise more than one issue, the number of coded comments may exceed the number of respondents.

To support consistency and comparability, each subject section follows a common structure, presenting quantitative findings, followed by qualitative analysis of the main themes raised by respondents.

Art and design

Quantitative summary

144	4,022	3.6%
Art and design respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	82.6%	14.6%	2.8%
Organising categories	78.5%	17.4%	4.2%
Subject content	64.6%	13.9%	21.5%
Content sequencing	72.9%	22.9%	4.2%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (144)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	119	82.6%	3.0%
Ineffectively / Very ineffectively	21	14.6%	0.5%
Do not know	4	2.8%	0.1%

At a glance



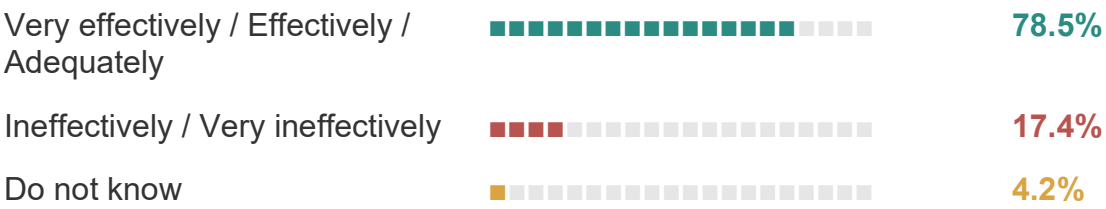
A large majority of respondents (119 of 144 or 82.6%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Only 21 respondents (14.6%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (144)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	113	78.5%	2.8%
Ineffectively / Very ineffectively	25	17.4%	0.6%
Do not know	6	4.2%	0.2%

At a glance



A substantial majority of respondents (113 of 144 or 78.5%) considered that the organising categories reflected the key dimensions of learning within the art and design framework adequately, effectively or very effectively. Only 25 respondents (17.4%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (144)	% of all respondents (4,022)
Very well / Mostly well	93	64.6%	2.3%
Partially	28	19.4%	0.7%
Not very well / Not at all well	20	13.9%	0.5%
Do not know	3	2.1%	0.1%

At a glance

Very well / Mostly well **64.6%**

Partially **19.4%**

Not very well / Not at all well **13.9%**

Do not know **2.1%**

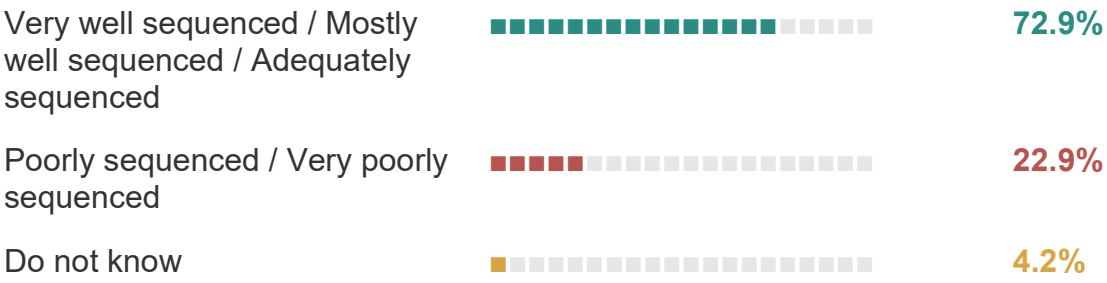
A clear majority of respondents (93 of 144 or 64.6%) considered that the framework covered the most important content pupils should learn in art and design very well (15.3%) or mostly well (49.3%). A further 28 respondents (19.4%) considered that the framework covered the most important content pupils should learn partially, while only 20 respondents (13.9%) considered that the framework covered the most important content not very well or not at all well.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (144)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	105	72.9%	2.6%
Poorly sequenced / Very poorly sequenced	33	22.9%	0.8%
Do not know	6	4.2%	0.2%

At a glance



A substantial majority of respondents (105 of 144 or 72.9%) considered the art and design content was adequately sequenced, mostly well sequenced or very well sequenced. Just over one-fifth of respondents (33 or 22.9%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects of the art and design framework.

Respondents welcomed the framework's emphasis on creativity, artistic development and progression across phases of learning. Comments expressed positive views on the vision statement and described the proposed structure as

supporting clearer progression in knowledge, skills and understanding. Respondents also highlighted support for the breadth of artistic experiences included within the framework.

Some respondents also welcomed the emphasis on experimentation, personal expression and practical learning, together with references to contemporary and digital practice.

Respondents identified resources and training that they considered necessary for implementation.

Some respondents raised concerns about content coverage and the level of prescription. Some considered the framework overly specified and expressed concerns that the proposed content could reduce opportunities for local adaptation and creative exploration. Others questioned the balance between knowledge acquisition and creative expression. Respondents also suggested strengthening the framework's local relevance, including through greater prominence of local artists and the Northern Ireland context.

Summary

Overall, the quantitative findings were positive, particularly in relation to the vision statement and organising categories, while almost three quarters of respondents considered the content adequately, mostly or very well sequenced. A clear majority considered that the framework covered the most important subject content very well or mostly well.

Qualitative feedback highlighted support for the framework's emphasis on creativity, artistic development and progression, while concerns raised by some respondents focused principally on content coverage, prescription and the balance between knowledge acquisition and creative expression. Respondents also suggested strengthening local relevance and identified resources and training that they considered necessary for implementation.

Digital technology

Quantitative summary

209	4,022	5.2%
Digital technology respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	69.4%	28.7%	1.9%
Organising categories	67.0%	31.6%	1.4%
Subject content	34.0%	34.9%	31.1%
Content sequencing	59.3%	34.9%	5.7%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (209)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	145	69.4%	3.6%
Ineffectively / Very ineffectively	60	28.7%	1.5%
Do not know	4	1.9%	0.1%

At a glance



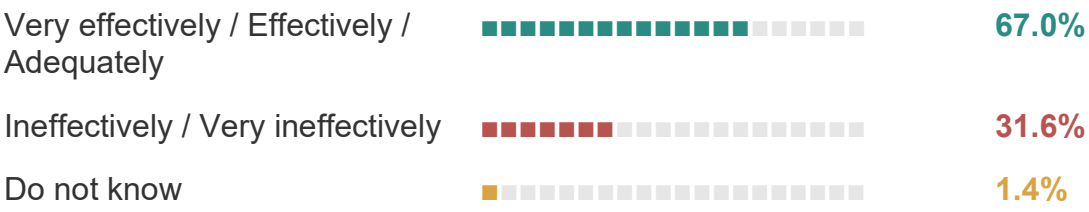
A clear majority of respondents (145 of 209 or 69.4%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. A total of 60 respondents (28.7%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (209)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	140	67.0%	3.5%
Ineffectively / Very ineffectively	66	31.6%	1.6%
Do not know	3	1.4%	0.1%

At a glance



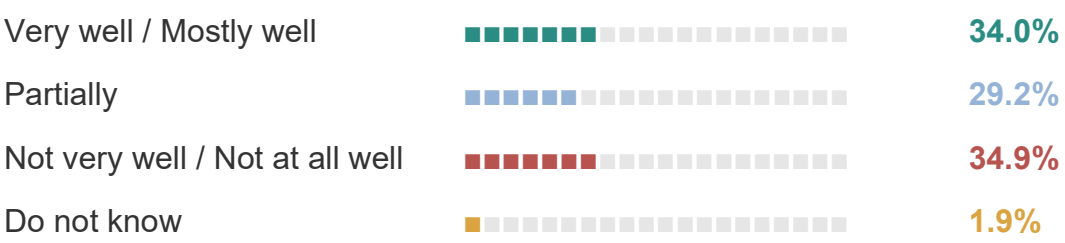
A clear majority of respondents (140 of 209 or 67.0%) considered that the organising categories reflected the key dimensions of learning within the digital technology framework adequately, effectively or very effectively. A total of 66 respondents (31.6%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (209)	% of all respondents (4,022)
Very well / Mostly well	71	34.0%	1.8%
Partially	61	29.2%	1.5%
Not very well / Not at all well	73	34.9%	1.8%
Do not know	4	1.9%	0.1%

At a glance



A number of respondents (71 of 209 respondents or 34.0%) considered that the framework covered the most important content pupils should learn in digital technology very well or mostly well (4.3% very well and 29.7% mostly well). A further 61 respondents (29.2%) considered the framework covered the most important content pupils should learn partially. A total of 73 respondents (34.9%) considered that the framework covered the most important content not very well or not at all well.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (209)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	124	59.3%	3.1%
Poorly sequenced / Very poorly sequenced	73	34.9%	1.8%
Do not know	12	5.7%	0.3%

At a glance

Very well sequenced / Mostly well sequenced / Adequately sequenced **59.3%**

Poorly sequenced / Very poorly sequenced **34.9%**

Do not know **5.7%**

A majority of respondents (124 of 209 or 59.3%) considered the digital technology content was adequately sequenced, mostly well sequenced or very well sequenced. A total of 73 respondents (34.9%) considered it poorly sequenced or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the digital technology framework.

Respondents welcomed the introduction of digital technology as a distinct area of learning and supported the inclusion of contemporary topics such as digital creation, cybersecurity, artificial intelligence and digital citizenship. Comments

also highlighted the relevance of the subject and the importance of equipping pupils with knowledge and skills for an increasingly digital society.

A number of respondents also welcomed the breadth of the organising categories, particularly their coverage of computing and digital systems, digital creation and communication and digital ethics and responsibility.

The principal concerns raised by a minority of respondents related to flexibility and the need for guidance and support. Some raised the balance between computer science concepts and practical digital skills. Other respondents considered that the framework placed too much emphasis on technical computing, while others welcomed the stronger focus on computational thinking and digital knowledge as providing for appropriate progression in this area beyond Key Stage 3.

A small number of respondents suggested expanding aspects of the framework to include greater emphasis on artificial intelligence and its responsible use, emerging technologies, digital ethics, cybersecurity, accessibility and inclusive design alongside how digital technology could support learning across the wider curriculum. Some respondents suggested that such additions would help ensure the curriculum remains contemporary and relevant in a rapidly evolving technological landscape.

Summary

Overall quantitative feedback on the digital technology framework was broadly positive across the vision statement, organising categories and sequencing. Views on content coverage were more mixed.

Positive themes in the qualitative feedback included support for digital technology as a distinct area of learning and recognition of its importance in preparing pupils for an increasingly digital society. Respondents also valued the inclusion of contemporary areas such as digital creation, cybersecurity, artificial intelligence, digital citizenship and digital ethics.

Alongside this support, around a third of respondents assessed content coverage and sequencing negatively. Qualitative concerns included missing or underrepresented content and the balance between computer science concepts and practical digital skills. Some respondents considered that the framework placed too much emphasis on technical computing, while others welcomed the

stronger focus on computational thinking and digital knowledge as supporting progression beyond Key Stage 3.

English and drama

Quantitative summary

505	4,022	12.6%
English and drama respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

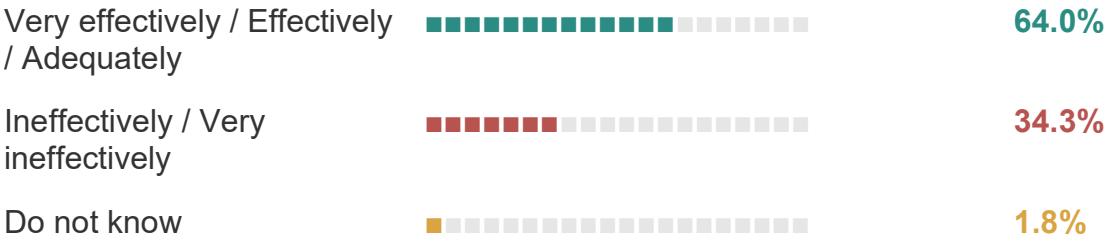
Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	64.0%	34.3%	1.8%
Organising categories	55.0%	42.6%	2.4%
Subject content	33.3%	37.6%	29.1%
Content sequencing	49.7%	41.2%	9.1%
English Grouping	71.3%	28.7%	0.0%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (505)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	323	64.0%	8.0%
Ineffectively / Very ineffectively	173	34.3%	4.3%
Do not know	9	1.8%	0.2%

At a glance



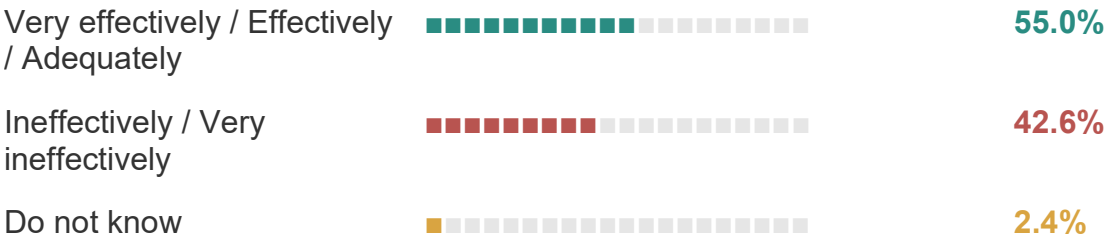
A clear majority of respondents (323 of 505 or 64.0%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. A total of 173 respondents (34.3%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (505)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	278	55.0%	6.9%
Ineffectively / Very ineffectively	215	42.6%	5.4%
Do not know	12	2.4%	0.3%

At a glance



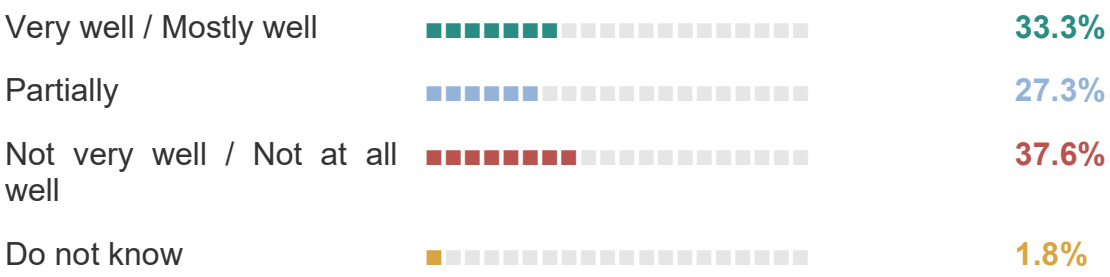
A majority of respondents (278 of 505 or 55.0%) considered that the organising categories reflected the key dimensions of learning within English and drama adequately, effectively or very effectively. A total of 215 respondents (42.6%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (505)	% of all respondents (4,022)
Very well / Mostly well	168	33.3%	4.2%
Partially	138	27.3%	3.4%
Not very well / Not at all well	190	37.6%	4.7%
Do not know	9	1.8%	0.2%

At a glance



Around a third of respondents (168 of 505 or 33.3%) considered that the framework covered the most important content pupils should learn in English and drama very well or mostly well (6.1% very well and 27.1% mostly well). A further 138 respondents (27.3%) considered that the framework covered the most important content pupils should learn partially. A total of 190 respondents (37.6%) considered that the framework covered the most important content not very well or not well at all.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (505)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	251	49.7%	6.2%
Poorly sequenced / Very poorly sequenced	208	41.2%	5.2%
Do not know	46	9.1%	1.1%

At a glance

Very well sequenced / Mostly well sequenced / Adequately sequenced — **49.7%**

Poorly sequenced / Very poorly sequenced — **41.2%**

Do not know — **9.1%**

Just under half of respondents (251 of 505 or 49.7%) considered that the English and drama content was adequately, mostly or very well sequenced. A total of 208 respondents (41.2%) considered it poorly or very poorly sequenced.

English grouping

Question The Key Stage 2 English learning entitlements are provided by key stage, whereas the entitlements for Foundation Stage and Key Stage 1 are by year. Would you prefer Key Stage 2 to be broken down by year group?

Grouped response	Number	% of subject respondents (505)	% of all respondents (4,022)
Yes, English should be by Year group for Key Stage 2	360	71.3%	9.0%
No, English is fine to remain by key stage at Key Stage 2	145	28.7%	3.6%
Do not know	0	0.0%	0.0%

At a glance

Yes, English should be by Year group for Key Stage 2 — **71.3%**

No, English is fine to remain by key stage at Key Stage 2 — **28.7%**

Do not know — **0.0%**

A substantial majority of respondents (360 of 505 or 71.3%) preferred the Key Stage 2 English learning entitlements to be presented by individual year group. A minority (145 respondents, or 28.7%) preferred the entitlements to remain organised by key stage.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the English and drama framework.

Respondents welcomed the disciplinary structure, highlighting the organisation of learning and the prominent focus on key areas of literacy development. Some

respondents also recognised the intention to provide a clearer progression pathway for pupils across phases of learning.

Some respondents also commented positively on the prominence given to spoken language, including discussion, debate and presentational talk, and its recognition alongside reading and writing.

Respondents raised concerns about sequencing and progression, as well as the level and age-appropriateness of some content. Some respondents considered aspects of the framework overly ambitious, particularly for younger pupils, while others questioned whether there were sufficient opportunities for consolidation before progression to more complex content. Some respondents also sought greater emphasis on oracy, creativity, non-fiction texts and practical drama experiences.

Some respondents called for broader representation, including Northern Ireland authors and local literary traditions, alongside greater attention to contemporary media. A number of comments also stated that the drafting style and terminology could be clearer.

The consultation also sought views on presentation of Key Stage 2 English learning entitlements. The substantial majority of respondents favoured presenting the entitlements by individual year group rather than key stage. The majority of qualitative comments highlighted that this would provide greater clarity around progression and expectations, while those favouring the existing key stage structure highlighted the flexibility it provides for planning and delivery.

Some respondents welcomed the inclusion of drama within the framework and highlighted its contribution to communication, creativity and self-expression. Others sought greater prominence for drama-specific learning experiences and clearer articulation of progression within this area. Some respondents also called for greater use of local examples.

Summary

Overall, feedback on the English and drama framework was mixed. A majority of respondents considered the vision statement and organising categories adequate, effective or very effective. Views on content coverage were mixed, while just under half considered the content at least adequately sequenced.

Qualitative feedback welcomed the disciplinary structure, focus on literacy development and intention to provide clearer progression across phases. Some respondents also valued the prominence given to spoken language alongside reading and writing, and the inclusion of drama and its contribution to communication, creativity and self-expression.

Alongside this support, concerns focused on sequencing and progression, the level and age-appropriateness of some content, and whether sufficient opportunities were provided for consolidation before pupils moved to more complex learning.

Geography

Quantitative summary

189	4,022	4.7%
Geography respondents	Total consultation respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially

Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	82.0%	17.5%	0.5%
Organising categories	81.5%	15.3%	3.2%
Subject content	54.5%	24.9%	20.6%
Content sequencing	69.3%	25.4%	5.3%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (189)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	155	82.0%	3.9%
Ineffectively / Very ineffectively	33	17.5%	0.8%
Do not know	1	0.5%	0.0%

At a glance

Very effectively / Effectively / Adequately — **82.0%**

Ineffectively / Very ineffectively — **17.5%**

Do not know — **0.5%**

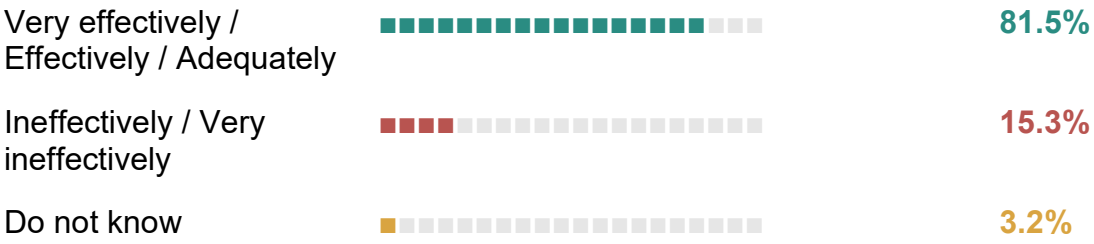
A large majority of respondents (155 of 189 or 82%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Less than one-fifth of respondents (33 or 17.5%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (189)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	154	81.5%	3.8%
Ineffectively / Very ineffectively	29	15.3%	0.7%
Do not know	6	3.2%	0.2%

At a glance



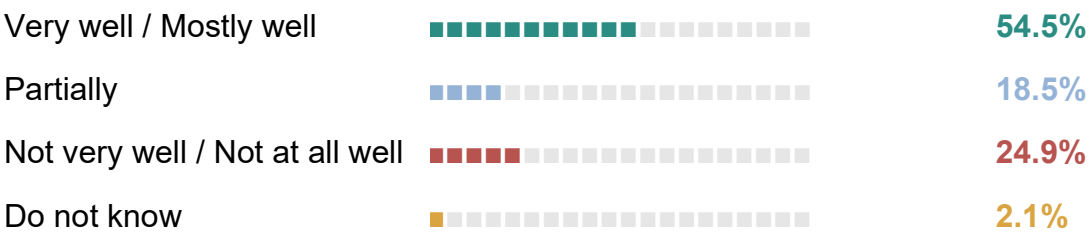
A large majority of respondents (154 of 189 or 81.5%) considered that the organising categories reflected the key dimensions of learning within the geography framework adequately, effectively or very effectively. Only 29 respondents (15.3%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (189)	% of all respondents (4,022)
Very well / Mostly well	103	54.5%	2.6%
Partially	35	18.5%	0.9%
Not very well / Not at all well	47	24.9%	1.2%
Do not know	4	2.1%	0.1%

At a glance



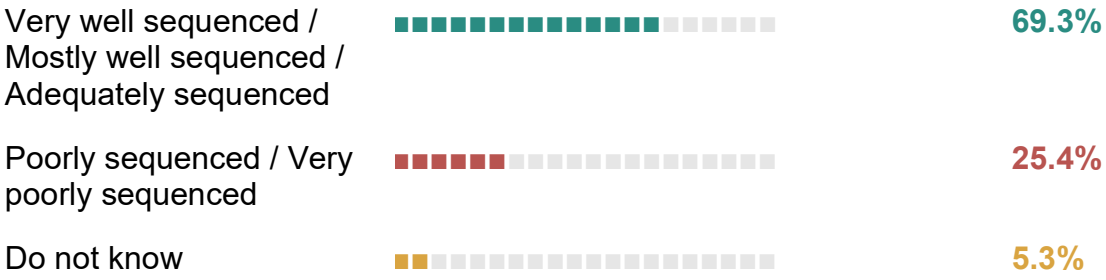
A majority of respondents (103 of 189 respondents or 54.5%) considered that the framework covered the most important content pupils should learn geography very well (12.2%) or mostly well (42.3%). A further 35 (18.5%) respondents considered that the framework partially covered the most important content pupils should learn. A total of 47 respondents (24.9%) considered that the framework covered the most important content not very well or not well at all.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (189)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	131	69.3%	3.3%
Poorly sequenced / Very poorly sequenced	48	25.4%	1.2%
Do not know	10	5.3%	0.3%

At a glance



A clear majority of respondents (131 of 189 or 69.3%) considered the geography content was adequately, mostly or very well sequenced. Just over a quarter of respondents (48 or 25.4%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the geography framework.

Respondents generally supported the vision of geography as a subject that develops understanding of places, environments and global interdependence. A clear majority of respondents welcomed the proposed organising categories and considered them reflective of the key dimensions of geographical learning.

There was also support for the clearer specification of geographical knowledge and skills, together with the progression of learning from pupils' immediate locality to the wider world.

Concerns raised by a minority of respondents related to the breadth of content and the complexity of some terminology. Some also questioned expectations relating to Geographical Information Systems (GIS), fieldwork and progression between phases of learning, while others viewed aspects of the content as demanding for younger learners. A small number raised specific issues regarding terminology and place names.

Summary

Overall, responses indicated support for the framework's vision, structure and progression of learning. A large majority of respondents considered the vision statement and organising categories adequate, effective or very effective. A majority considered that the framework covered the most important content very well or mostly well, while a clear majority considered the content adequately, mostly or very well sequenced.

Concerns from a minority primarily related to content breadth, expectations surrounding fieldwork and GIS, and the balance between nationally specified content and opportunities for local contextualisation.

History

Quantitative summary

298	4,022	7.4%
History respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

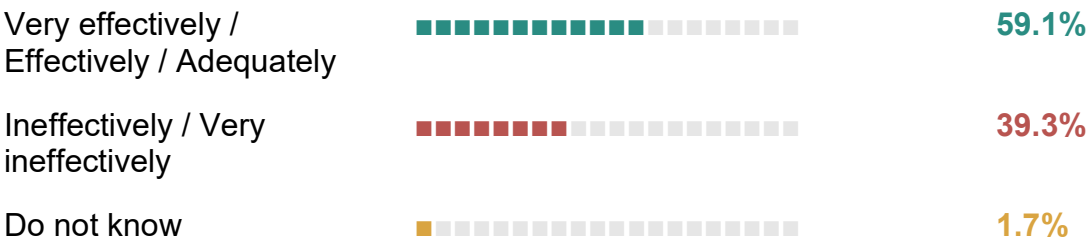
Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	59.1%	39.3%	1.7%
Organising categories	48.0%	49.7%	2.3%
Subject content	14.4%	59.7%	25.8%
Content sequencing	38.6%	54.4%	7.0%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (298)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	176	59.1%	4.4%
Ineffectively / Very ineffectively	117	39.3%	2.9%
Do not know	5	1.7%	0.1%

At a glance



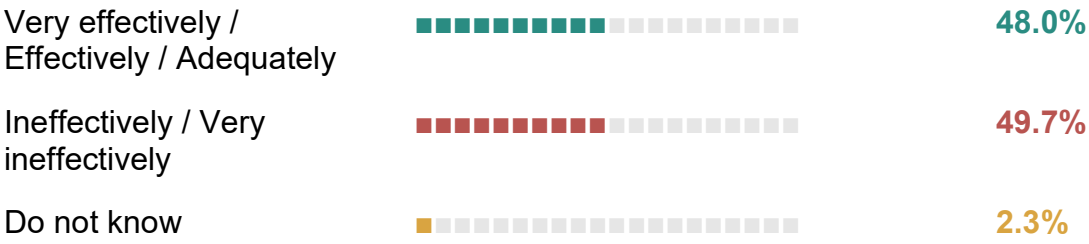
A majority of respondents (176 of 298 or 59.1%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. A total of 117 respondents (39.3%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (298)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	143	48.0%	3.6%
Ineffectively / Very ineffectively	148	49.7%	3.7%
Do not know	7	2.3%	0.2%

At a glance



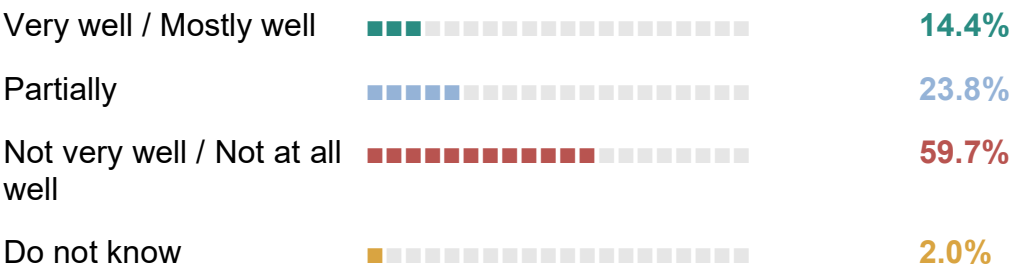
Responses were very divided on this question. Just under half of respondents (143 of 298 or 48.0%) considered that the organising categories reflected the key dimensions of learning within history adequately, effectively or very effectively. A total of 148 respondents (49.7%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (298)	% of all respondents (4,022)
Very well / Mostly well	43	14.4%	1.1%
Partially	71	23.8%	1.8%
Not very well / Not at all well	178	59.7%	4.4%
Do not know	6	2.0%	0.1%

At a glance



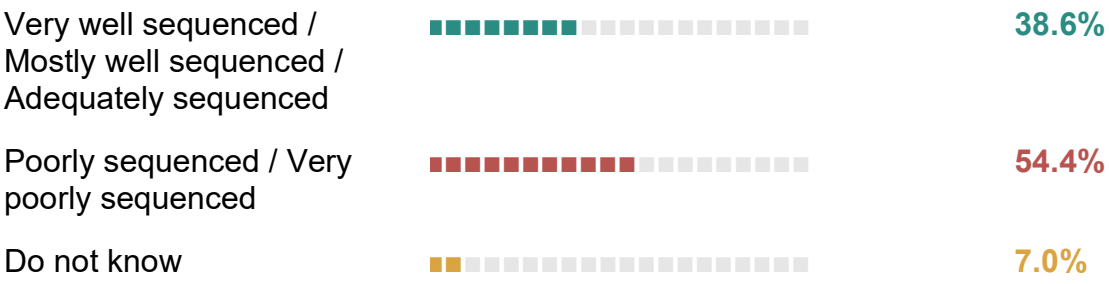
A majority of respondents (178 or 59.7%) considered that the framework covered the most important content not very well or not at all well. A total of 43 of respondents (43 of 298 or 14.4%) considered that the framework covered the most important content pupils should learn in history very well (4%) or mostly well (10.4%). Just under a quarter of respondents (71 or 23.8%) considered that the framework covered the most important content partially.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (298)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	115	38.6%	2.9%
Poorly sequenced / Very poorly sequenced	162	54.4%	4.0%
Do not know	21	7.0%	0.5%

At a glance



A total of 115 respondents (115 of 298 or 38.6%) considered that the history content was adequately, mostly or very well sequenced. A majority of respondents (162 of 298 or 54.4%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the history framework.

Some respondents welcomed the emphasis on chronological understanding and considered the proposed structure likely to support greater coherence in pupils' knowledge of the past. The focus on disciplinary knowledge, historical enquiry

and interpretation was also viewed positively by some respondents, who considered these elements helpful in supporting progression between primary and post-primary education.

A number of respondents also welcomed the distinction between substantive and disciplinary knowledge and the opportunity to connect historical learning with the present. Respondents also valued the use of historical narratives and the emphasis on reasoned judgement when engaging with different accounts of the past.

The most common concerns related to content volume and coverage. A number of respondents questioned whether the breadth of material would allow sufficient opportunity for depth of learning and meaningful enquiry.

Views were also mixed regarding the treatment of the Troubles, with some welcoming explicit inclusion while others sought greater clarity regarding content coverage and sequencing. Some respondents wanted greater emphasis on local and Northern Ireland history, with clearer connections to wider British, Irish and global contexts.

Summary

Overall, the consultation feedback on the proposed history framework presents a mixed picture. While a majority of respondents positively assessed the vision statement, views were more divided on the organising categories and significantly more critical in relation to the proposed content and its sequencing. A majority of respondents considered that the framework covered the most important content pupils should learn not very well or not at all well. A majority also considered the content poorly or very poorly sequenced across phases.

Qualitative feedback highlighted support for the emphasis on chronological understanding, disciplinary knowledge, historical enquiry and the distinction between substantive and disciplinary knowledge. However, respondents also raised concerns regarding the breadth and volume of content, opportunities for depth of learning, and the balance between local, Northern Ireland, British, Irish and global history.

The Department will work to revise the history framework, taking account of the consultation feedback to improve content coverage and overall clarity while retaining the core aims and principles underpinning the proposed curriculum.

Home economics

Quantitative summary

153	4,022	3.8%
Home economics respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

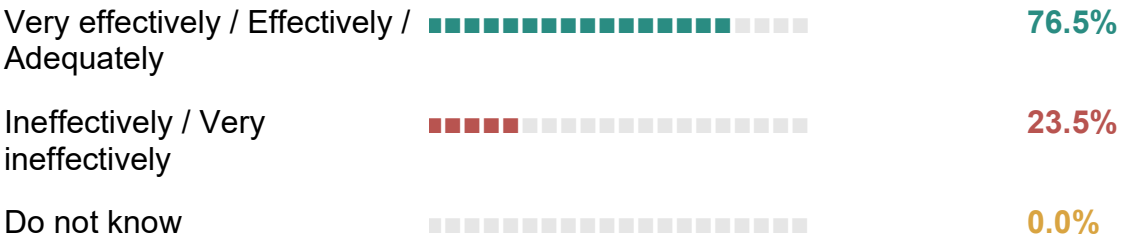
Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	76.5%	23.5%	0.0%
Organising categories	76.5%	23.5%	0.0%
Subject content	54.2%	20.3%	25.5%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (153)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	117	76.5%	2.9%
Ineffectively / Very ineffectively	36	23.5%	0.9%
Do not know	0	0.0%	0.0%

At a glance



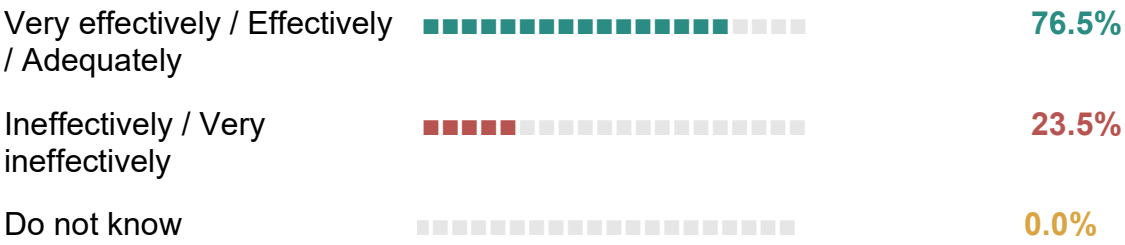
A substantial majority of respondents (117 of 153 or 76.5%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Only 36 respondents (23.5%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (153)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	117	76.5%	2.9%
Ineffectively / Very ineffectively	36	23.5%	0.9%
Do not know	0	0.0%	0.0%

At a glance



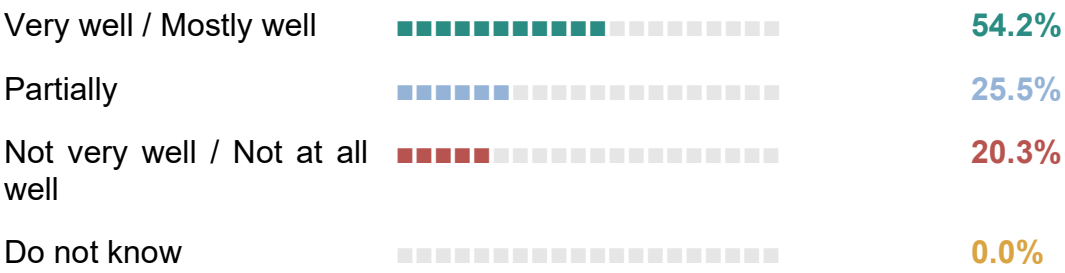
A substantial majority of respondents (117 of 153 or 76.5%) considered that the organising categories reflected the key dimensions of learning within the home economics framework adequately, effectively or very effectively. Just under a quarter of respondents (36 or 23.5%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (153)	% of all respondents (4,022)
Very well / Mostly well	83	54.2%	2.1%
Partially	39	25.5%	1.0%
Not very well / Not at all well	31	20.3%	0.8%
Do not know	0	0.0%	0.0%

At a glance



A majority of respondents (83 of 153 respondents or 54.2%) considered that the framework covered the most important content pupils should learn in home economics very well (11.1%) or mostly well (43.1%). A further 39 respondents (25.5%) considered that the framework covered the most important content pupils should learn partially. A fifth of respondents (31 or 20.3%) considered that the framework covered the most important content not very well or not at all well.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the home economics framework.

Responses were generally positive. A majority of respondents welcomed the focus on food, nutrition and food provenance and considered the framework to provide a strong foundation for future learning. Many also viewed the content as appropriately connected to everyday life and future study.

A number of respondents also welcomed the framework's emphasis on practical life skills, independence and informed decision-making as well as the inclusion of home, family and relationships and its links to communication, relationships, and health and wellbeing.

A small number of specific concerns were raised by a minority of respondents, suggesting that aspects of health and nutrition should be updated or strengthened, while others sought greater clarity regarding the factors influencing food choice.

Summary

Overall, feedback on the home economics framework was positive. A substantial majority of respondents considered the vision statement and organising categories adequate, effective or very effective. A majority considered that the framework covered the most important content very well or mostly well, while a further group considered it partially covered.

Qualitative feedback highlighted broad support for the emphasis on food, nutrition, practical life skills, independence, and health and wellbeing, with respondents valuing the framework's relevance to everyday life and future learning. While a small number of respondents identified areas for refinement, the findings suggest that the proposed framework is generally well received.

Language and Cultural Awareness through multilingualism (LCA)

Quantitative summary

32	4,022	0.8%
Language and Cultural Awareness through Multilingualism (LCA) respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

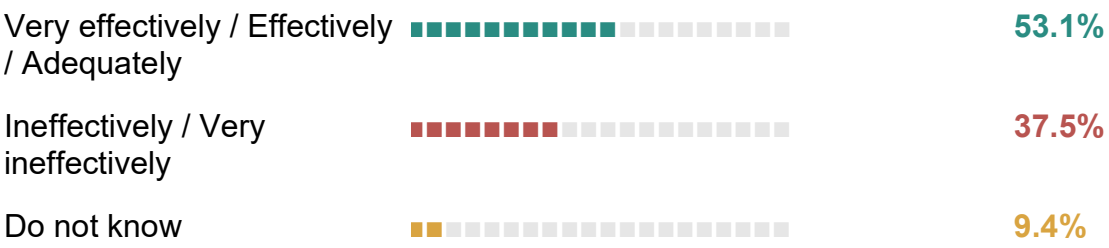
Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	53.1%	37.5%	9.4%
Organising categories	56.3%	31.3%	12.5%
Subject content	28.1%	37.5%	34.4%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (32)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	17	53.1%	0.4%
Ineffectively / Very ineffectively	12	37.5%	0.3%
Do not know	3	9.4%	0.1%

At a glance



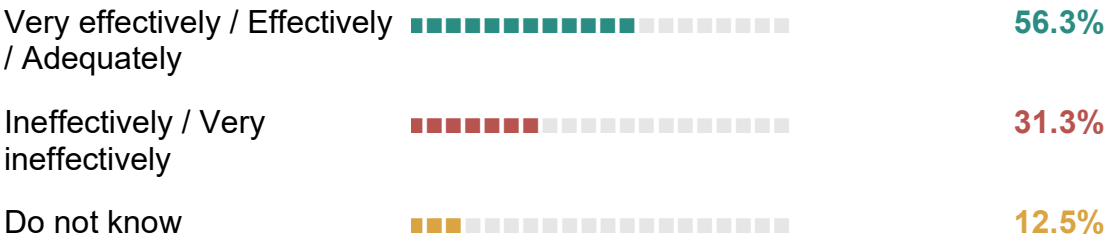
A majority of respondents (17 or 53.1%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Just over a third (12 or 37.5%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (32)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	18	56.3%	0.5%
Ineffectively / Very ineffectively	10	31.3%	0.3%
Do not know	4	12.5%	0.1%

At a glance



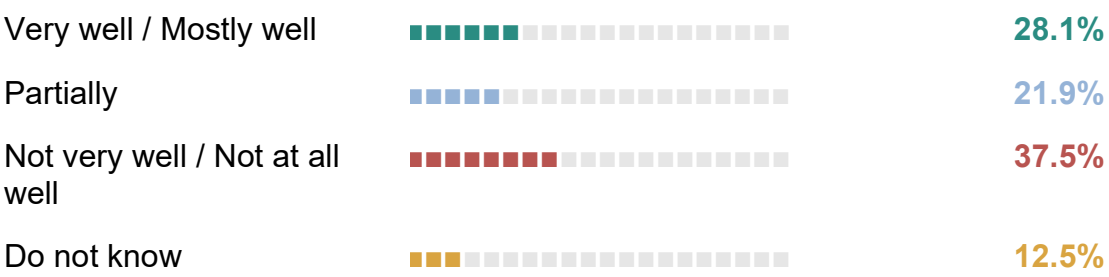
A majority of respondents (18 of 32 or 56.3%) considered that the organising categories reflected the key dimensions of learning within the LCA framework adequately, effectively or very effectively. Just under one-third of respondents (10 or 31.3%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (32)	% of all respondents (4,022)
Very well / Mostly well	9	28.1%	0.2%
Partially	7	21.9%	0.2%
Not very well / Not at all well	12	37.5%	0.3%
Do not know	4	12.5%	0.1%

At a glance



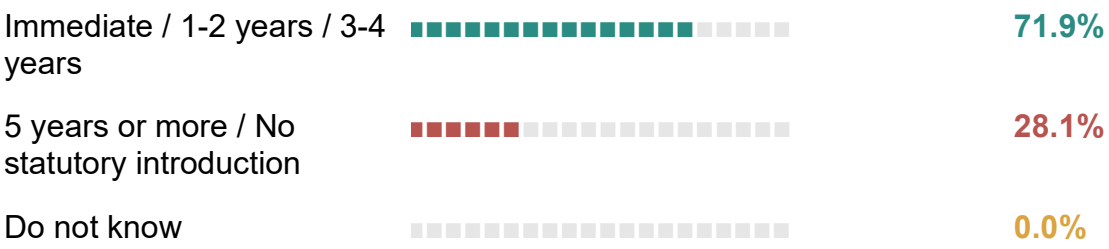
A total of 9 respondents (9 of 32 or 28.1%) considered that the framework covered the most important content pupils should learn in LCA very well or mostly well (9.4% very well and 18.8% mostly well). A further 7 respondents (21.9%) considered that the framework covered the most important content pupils should learn partially. A total of 12 respondents (37.5%) considered that the framework covered the most important content not very well or not at all well.

Timescale of implementation

Question Language and Cultural Awareness (LCA) has been developed in response to the recommendation within the Strategic Review (2025) that 'after a lead-in time of five years, to give the sector time to prepare, Languages other than English should be added as a statutory strand within the Language and Literacy Area of Learning at Key Stage 2'. The LCA framework is therefore included as an optional curriculum subject at Key Stage 2 to give schools a framework for providing pupils with a positive first experience of language learning and to broaden their awareness of different cultures. What timescale would be appropriate for the introduction of LCA?

Grouped response	Number	% of subject respondents (32)	% of all respondents (4,022)
Immediate / 1-2 years / 3-4 years	23	71.9%	0.6%
5 years or more / No statutory introduction	9	28.1%	0.2%
Do not know	0	0.0%	0.0%

At a glance



A substantial majority of respondents (23 of 32 or 71.9%) selected either immediate, 1-2 years or 3-4 years as an appropriate timescale to introduce LCA (34.4% selected immediate, 31.3% selected 1-2 years, 6.3% selected 3-4 years). A total of 9 respondents (28.1%) selected 5 years or more or no statutory introduction (18.8% selected 5 years or more and 9.4% selected no statutory introduction).

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects of the LCA framework.

Respondents welcomed the LCA framework and supported the underlying aim of developing awareness of languages, cultures and linguistic diversity. Positive comments highlighted opportunities to broaden pupils' cultural understanding and establish stronger foundations for future language learning.
Respondents also identified opportunities for meaningful links with other areas of the curriculum. Some respondents also valued the framework's treatment of language variation, intercultural communication and language-based prejudice and also welcomed the recognition of home, heritage and community languages, and the positive emphasis on multilingualism.

A minority of respondents also expressed differing views regarding the extent to which the framework would support successful transition into Key Stage 3 language learning. While some viewed the framework as an important foundation for future language study, others questioned whether the proposed content would provide sufficient preparation. A recurring theme was the need for appropriate resources and training.

A recurring concern also related to the voluntary nature of the framework, with some respondents questioning whether this could lead to inconsistent provision across schools and limit opportunities for all pupils to benefit from the proposed learning. Concerns were also raised regarding the feasibility of delivering all aspects of the framework within Key Stage 2 and whether progression across the framework was sufficiently clear.

Summary

Overall, feedback on the LCA was very mixed and the small number of respondents means the findings should be interpreted with caution. Within this limited response base, a small majority of respondents expressed positive views of the LCA framework in relation to the vision statement and organising categories. Half considered that the framework covered the most important content very well, mostly well or partially, while a substantial minority gave negative responses across all three aspects.

Qualitative feedback was generally supportive of the framework's aims, particularly its focus on cultural awareness, multilingualism and preparing pupils for future language learning. However, respondents also raised concerns regarding implementation, progression, the voluntary nature of the framework, and the availability of appropriate resources and training.

The majority of respondents supported statutory introduction within four years, but the small number of responses is again noted. The Department will, therefore, gather more feedback from primary schools in relation to the introduction of the LCA framework and seek to work with relevant subject specialists to improve and revise the framework further.

Mathematics

Quantitative summary

455	4,022	11.3%
Mathematics respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

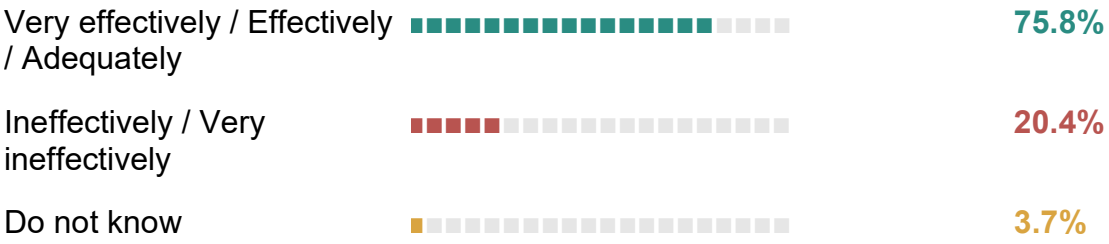
Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	75.8%	20.4%	3.7%
Organising categories	80.0%	17.8%	2.2%
Subject content	53.2%	21.1%	25.7%
Content sequencing	66.4%	27.9%	5.7%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (455)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	345	75.8%	8.6%
Ineffectively / Very ineffectively	93	20.4%	2.3%
Do not know	17	3.7%	0.4%

At a glance



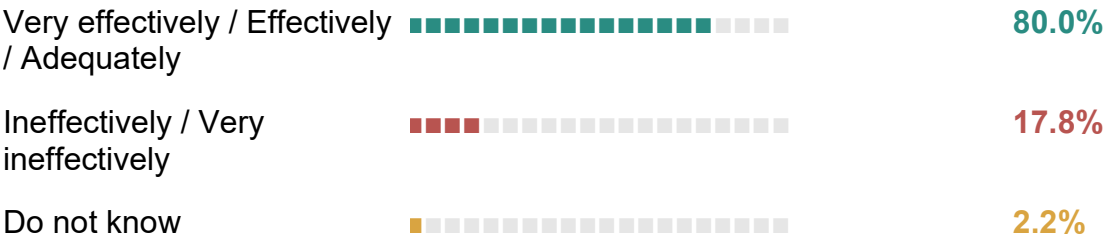
A substantial majority of respondents (345 of 455 or 75.8%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. A fifth of respondents (93 or 20.4%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (455)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	364	80.0%	9.1%
Ineffectively / Very ineffectively	81	17.8%	2.0%
Do not know	10	2.2%	0.3%

At a glance



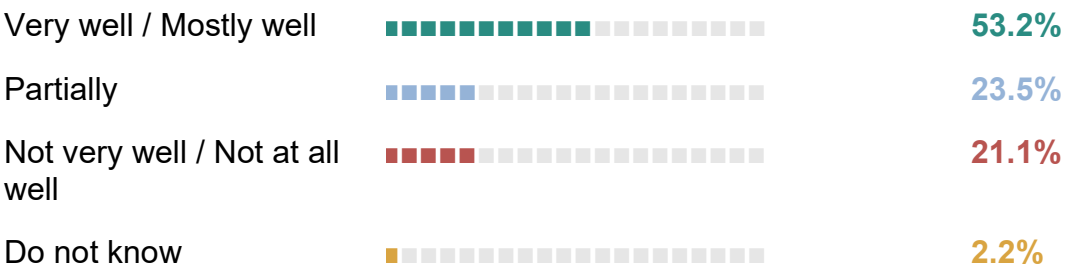
A large majority of respondents (364 of 455 or 80.0%) considered that the organising categories reflected the key dimensions of learning within mathematics adequately, effectively or very effectively. Only 81 respondents (17.8%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (455)	% of all respondents (4,022)
Very well / Mostly well	242	53.2%	6.0%
Partially	107	23.5%	2.7%
Not very well / Not at all well	96	21.1%	2.4%
Do not know	10	2.2%	0.3%

At a glance



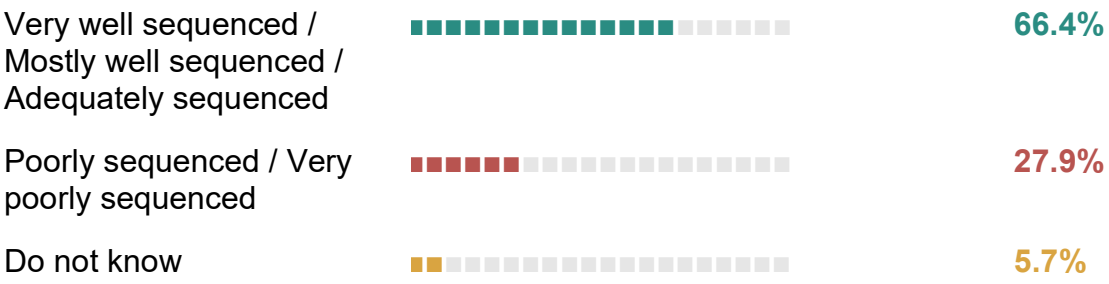
A majority of respondents (242 of 455 or 53.2%) considered that the framework covered the most important content pupils should learn in mathematics very well or mostly well (9.7% very well and 43.5% mostly well). A further 107 respondents (23.5%) considered that the framework covered the most important content pupils should learn partially. A total of 96 respondents (21.1%) considered that the framework covered the most important content not very well or not at all well.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (455)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	302	66.4%	7.5%
Poorly sequenced / Very poorly sequenced	127	27.9%	3.2%
Do not know	26	5.7%	0.7%

At a glance



A clear majority of respondents (302 of 455 or 66.4%) considered that the mathematics content was adequately, mostly or very well sequenced. Just over a quarter of respondents (127 or 27.9%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the mathematics framework.

Respondents generally welcomed the proposed organising categories and considered the framework provided a clear structure for the development of mathematical knowledge and skills. Comments also indicated support for the

progression of learning across phases and the emphasis on securing mathematical understanding.

A number of respondents also welcomed the emphasis on mathematical reasoning and problem-solving and the ambition to establish strong foundations across a broad range of mathematical areas.

Concerns from a minority of respondents focused primarily on content coverage, particularly within Key Stage 2 and questioned whether certain concepts were introduced too early and highlighted the importance of ensuring that pupils develop secure foundations before progressing to more advanced learning. Questions were also raised regarding accessibility and delivery of some content.

Summary

Overall, feedback on the mathematics framework was broadly positive. A substantial majority of respondents considered the vision statement and organising categories adequate, effective or very effective. A majority considered that the framework covered the most important content very well or mostly well, while a further group considered it partially covered. A clear majority considered the content adequately, mostly or very well sequenced.

Qualitative feedback welcomed the organising categories and clear structure for developing mathematical knowledge and skills, progression across phases and the emphasis on securing mathematical understanding. Respondents also valued the focus on mathematical reasoning and problem-solving and the ambition to establish strong foundations across a broad range of mathematical areas. Qualitative concerns focused primarily on content coverage, particularly within Key Stage 2, and whether certain concepts were introduced too early.

Modern Languages

Quantitative summary

205	4,022	5.10%
Modern Languages respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	40.0%	55.1%	4.9%
Organising categories	36.1%	58.5%	5.4%
Subject content	17.1%	51.7%	31.2%
Vocabulary list format	Multiple response, see vocabulary list format below		

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (205)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	82	40.0%	2.04%
Ineffectively / Very ineffectively	113	55.1%	2.81%
Do not know	10	4.9%	0.25%

At a glance

Very effectively / Effectively / Adequately **40.0%**

Ineffectively / Very ineffectively **55.1%**

Do not know **4.9%**

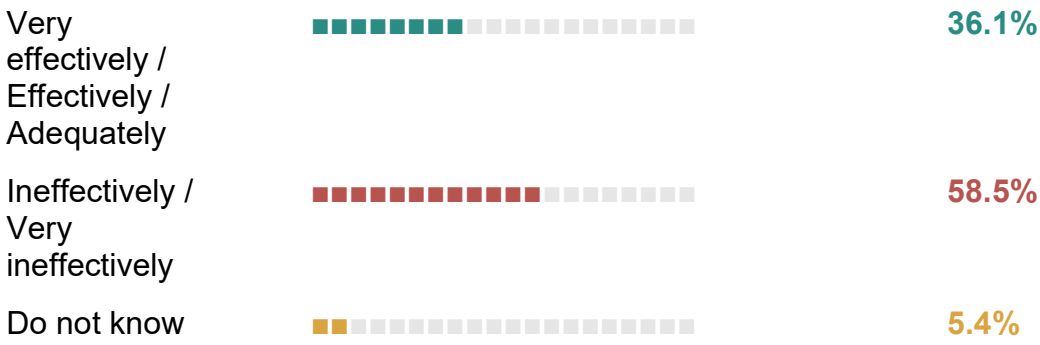
A majority of respondents (113 of 205 or 55.1%) considered the vision statement ineffective or very ineffective. A minority of respondents (82 of 205 or 40.0%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (205)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	74	36.1%	1.84%
Ineffectively / Very ineffectively	120	58.5%	2.98%
Do not know	11	5.4%	0.27%

At a glance



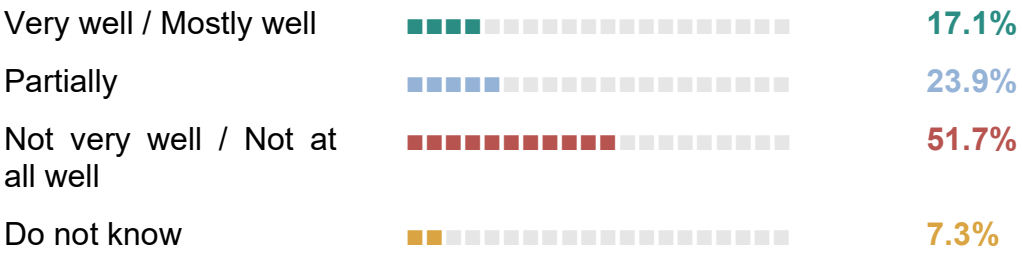
A majority of respondents (120 of 205 or 58.5%) considered that the organising categories reflected the key dimensions of learning within modern languages ineffectively or very ineffectively. Just over one-third of respondents (74 of 205 or 36.1%) considered that the organising categories reflected the key dimensions of learning within modern languages adequately, effectively or very effectively.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (205)	% of all respondents (4,022)
Very well / Mostly well	35	17.1%	0.9%
Partially	49	23.9%	1.2%
Not very well / Not at all well	106	51.7%	2.6%
Do not know	15	7.3%	0.4%

At a glance



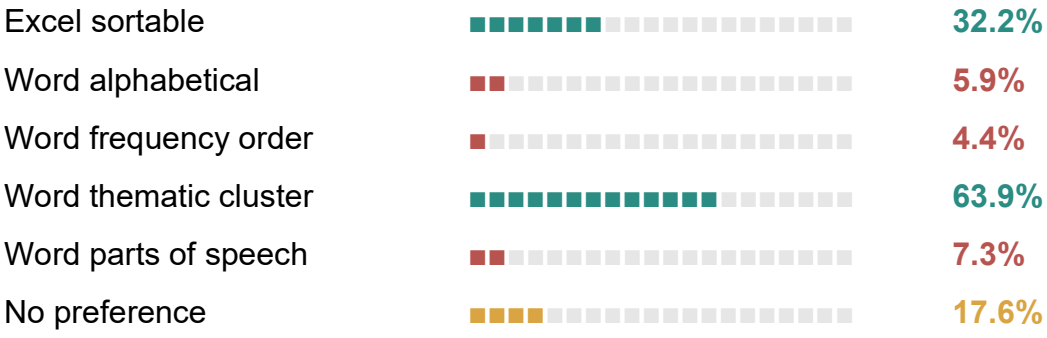
A majority of respondents (106 of 205 or 51.7%) considered that the framework covered the most important content pupils should learn in modern languages not very well or not at all well. Less than one-fifth of respondents (35 of 205 or 17.1%) considered that the framework covered the most important content pupils should learn very well (2.9%) or mostly well (14.1%). Just under one quarter of respondents (49 or 23.9%) considered that the framework covered the most important content pupils should learn partially.

Vocabulary list format

Question Which format for the vocabulary list is most useful? Tick all that apply

Response option	Number	% of subject respondents (205)	% of all respondents (4,022)
In an excel document, so that users can sort the lists as they wish (i.e. alphabetical, frequency ranking, parts of speech, thematic clusters)	66	32.2%	1.64%
In a word document, in alphabetical order	12	5.9%	0.30%
In a word document, in word frequency order	9	4.4%	0.22%
In a word document, in thematically clustered categories	131	63.9%	3.26%
In a word document, ordered by parts of speech	15	7.3%	0.37%
No preference	36	17.6%	0.90%

At a glance



A clear majority of respondents (131 of 205 or 63.9%) thought that having the word lists in a word document in thematically clustered categories would be most

useful. The next most selected option was an excel document that users could sort as required (chosen by 66 respondents or 32.2%).

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects of modern languages.

Some respondents welcomed the framework's ambition to strengthen language learning and supported the focus on developing language knowledge and communication skills. Positive comments highlighted the clearer articulation of content across Key Stage 3.

A number of respondents also welcomed the inclusion of phonics and sound-symbol correspondences as important elements of language acquisition. There was also support for the emphasis on communication, cultural understanding, language awareness and intercultural competence.

Concerns included the absence of language learning prior to Key Stage 3, with some respondents questioning the impact this might have on progression and continuity. Concerns were also raised regarding the proposed language pathways, with respondents expressing differing views on the range of languages that should be available to learners. It was emphasised that there should be sufficient space and time in the curriculum to allow schools to offer a range of languages.

The consultation sought specific views on vocabulary lists and grammar content. Responses reflected mixed opinions regarding the preferred format for prescribed vocabulary. While some respondents welcomed greater clarity and consistency, others favoured a more flexible approach that would allow schools and teachers discretion in selecting vocabulary. Similarly, views were divided regarding the proposed grammar content, with some respondents considering aspects of the content appropriate for Key Stage 3 and others suggesting that certain grammatical features would be more suitable for Key Stage 4.

Summary

Overall, feedback on the modern languages' framework was predominantly critical. A majority of respondents considered the vision statement and organising

categories ineffective or very ineffective and considered that the framework covered the most important content not very well or not at all well.

Nevertheless, some respondents welcomed the ambition to strengthen language learning, the focus on language knowledge and communication skills, and the clearer articulation of content across Key Stage 3. Positive feedback also highlighted the inclusion of phonics and sound-symbol correspondences, alongside the emphasis on cultural understanding, language awareness and intercultural competence.

Concerns included the absence of language learning before Key Stage 3 and its potential implications for progression and continuity. Views differed on the proposed language pathways and the range of languages available, with respondents emphasising the need for sufficient curriculum time to enable schools to offer a range of languages. Opinions also differed on prescribed vocabulary and grammar content: some welcomed greater clarity and consistency, while others sought flexibility in vocabulary selection or considered certain grammatical features more appropriate for Key Stage 4.

The Department will work to revise the Modern Languages framework in light of consultation feedback and through further engagement with schools and subject specialists. This will include seeking views on whether to retain the current curriculum approach of making only one language mandatory at Key Stage 3.

Music

Quantitative summary

127	4,022	3.2%
Music respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	84.3%	15.7%	0.0%
Organising categories	77.2%	22.0%	0.8%
Subject content	55.9%	20.5%	23.6%
Content sequencing	65.4%	32.3%	2.4%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (127)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	107	84.3%	2.7%
Ineffectively / Very ineffectively	20	15.7%	0.5%
Do not know	0	0.0%	0.0%

At a glance

Very effectively / Effectively / Adequately — **84.3%**

Ineffectively / Very ineffectively — **15.7%**

Do not know — **0.0%**

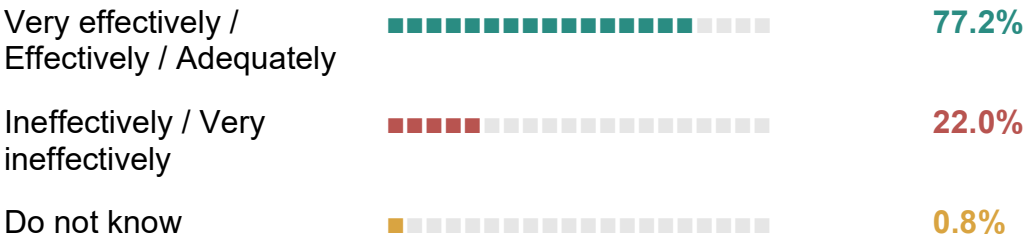
A large majority of respondents (107 of 127 or 84.3%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Only 20 respondents (15.7%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (127)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	98	77.2%	2.4%
Ineffectively / Very ineffectively	28	22.0%	0.7%
Do not know	1	0.8%	0.0%

At a glance



A substantial majority of respondents (98 of 127 or 77.2%) considered that the organising categories reflected the key dimensions of learning within the music framework adequately, effectively or very effectively. Just over one-fifth of respondents (28 or 22%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (127)	% of all respondents (4,022)
Very well / Mostly well	71	55.9%	1.8%
Partially	29	22.8%	0.7%
Not very well / Not at all well	26	20.5%	0.7%
Do not know	1	0.8%	0.0%

At a glance



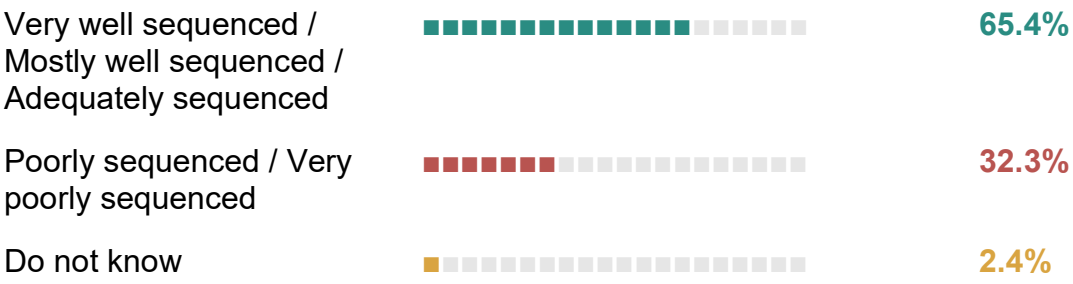
A majority of respondents (71 of 127 or 55.9%) considered that the framework covered the most important content pupils should learn in music very well (10.2%) or mostly well (45.7%). A further 29 respondents (22.8%) considered that the framework covered the most important content pupils should learn in music partially. One fifth of respondents (26 or 20.5%) considered that the framework covered the most important content not very well or not at all well.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (127)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	83	65.4%	2.1%
Poorly sequenced / Very poorly sequenced	41	32.3%	1.0%
Do not know	3	2.4%	0.1%

At a glance



A clear majority of respondents (83 of 127 or 65.4%) considered that the music content was adequately, mostly or very well sequenced. Just under one-third of respondents (41 or 32.3%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the music framework.

The majority of respondents welcomed the clearer articulation of musical learning and the stronger progression evident within the framework. Positive feedback

highlighted increased clarity regarding the knowledge, skills and understanding expected across phases of learning.

A number of respondents also welcomed the emphasis on active music-making through singing, playing, composing and listening, together with opportunities for creativity and ensemble participation.

Some respondents raised concerns focused on resources and training requirements and the level of expectation associated with some content, particularly within primary education. Respondents questioned whether certain aspects of the framework were age-appropriate and suggested that greater consideration should be given to cultural breadth and representation within the curriculum.

Summary

Overall, consultation responses indicated strong support for the proposed music framework. A substantial majority of respondents considered the vision statement and organising categories adequate, effective or very effective. A majority considered that the framework covered the most important content very well or mostly well, while a further quarter considered it partially covered. Only one fifth considered it included the most important content not very well or not at all well. A clear majority considered the content adequately, mostly or very well sequenced.

Qualitative feedback welcomed the clearer progression of musical learning and the emphasis on active music-making, creativity and participation. Respondents also identified areas for refinement, particularly in relation to resources and training requirements, the level of expectation for some content, its age-appropriateness and the representation of a broad range of musical traditions and cultures.

Personal, Social, Civic and Careers (PSCC)

Quantitative summary

139	4,022	3.5%
Personal, Social, Civic and Careers (PSCC) respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	71.9%	25.9%	2.2%
Organising categories	69.1%	26.6%	4.3%
Subject content	46.0%	26.6%	27.3%
Content sequencing	61.9%	26.6%	11.5%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (139)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	100	71.9%	2.5%
Ineffectively / Very ineffectively	36	25.9%	0.9%
Do not know	3	2.2%	0.1%

At a glance

Very effectively / Effectively / Adequately — **71.9%**

Ineffectively / Very ineffectively — **25.9%**

Do not know — **2.2%**

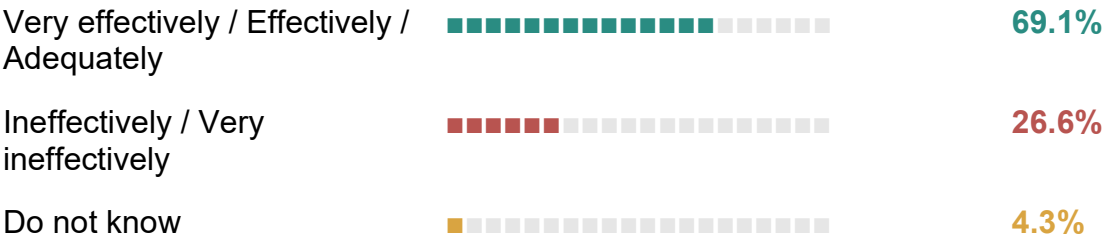
A substantial majority of respondents (100 of 139 or 71.9%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Only 36 respondents (25.9%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (139)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	96	69.1%	2.4%
Ineffectively / Very ineffectively	37	26.6%	0.9%
Do not know	6	4.3%	0.2%

At a glance



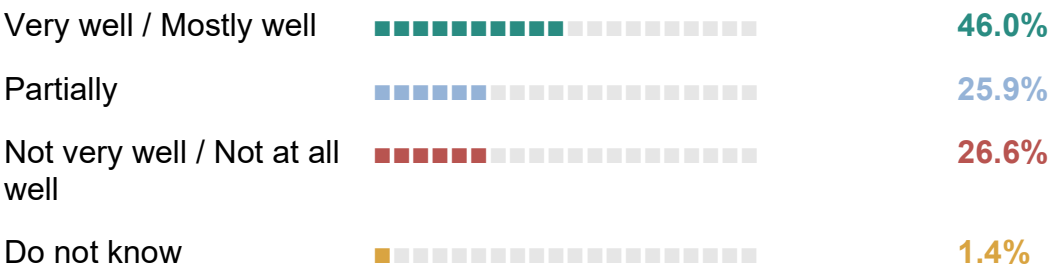
A clear majority of respondents (96 of 139 or 69.1%) considered that the organising categories reflected the key dimensions of learning within the PSCC framework adequately, effectively or very effectively. Only 37 respondents (26.6%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (139)	% of all respondents (4,022)
Very well / Mostly well	64	46.0%	1.6%
Partially	36	25.9%	0.9%
Not very well / Not at all well	37	26.6%	0.9%
Do not know	2	1.4%	0.1%

At a glance



A total of 64 respondents (64 of 139 or 46%) considered that the framework covered the most important content pupils should learn in PSCC very well (10.1%) or mostly well (36%). A further 36 (25.9%) respondents considered that the framework covered the most important content pupils should learn partially. A total of 37 respondents (26.6%) considered that the framework covered the most important content not very well or not at all well.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (139)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	86	61.9%	2.1%
Poorly sequenced / Very poorly sequenced	37	26.6%	0.9%
Do not know	16	11.5%	0.4%

At a glance

Very well sequenced / Mostly well sequenced / Adequately sequenced — **61.9%**

Poorly sequenced / Very poorly sequenced — **26.6%**

Do not know — **11.5%**

A clear majority of responses (86 of 139 or 61.9%) considered the PSCC content was adequately, mostly or very well sequenced. Just over a quarter or 37 respondents (26.6%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the PSCC framework.

Respondents recognised the importance of PSCC education and generally welcomed the intention to address contemporary issues relevant to young people.

Respondents also welcomed the emphasis on practical life skills, including financial competence, careers and preparation for pupils' future lives. The ambition to provide a more coherent and detailed entitlement across the key stages was also viewed positively.

The most common concern raised by a minority of respondents was the breadth and volume of content and the suggestion that the framework lacked a sufficiently clear subject identity. Additional concerns related to the complexity of some terminology.

A range of views were also expressed regarding Relationships and Sexuality Education (RSE) content. Respondents welcomed comprehensive, age-appropriate RSE covering healthy relationships, consent, respect, and personal safety. Some described the health education content as comprehensive and supported integrating RSE within PSCC. A small number of respondents expressed concern about the progression and age-appropriateness of some RSE content, particularly the transition from Key Stage 2 to Key Stage 3. They also identified possible gaps in coverage and called for clearer guidance to support appropriate sequencing and delivery.

Some respondents called for practical exemplification or guidance to support implementation and emphasised the particular relevance of civic learning and contemporary social issues within the Northern Ireland context.

Summary

Overall, consultation responses indicated broadly positive findings for the new PSCC framework. A substantial majority of respondents considered the vision statement and organising categories adequate, effective or very effective. Whilst just under half considered that the framework covered the most important content very well or mostly well, a further quarter considered it partially covered. Just over a quarter considered it included the most important content not well very well or not at all well. A clear majority considered the content adequately, mostly or very well sequenced.

Qualitative feedback welcomed the framework's focus on practical life skills, careers education, civic understanding and contemporary issues relevant to young people, together with the aim of providing a more coherent entitlement across the key stages.

Respondents also identified areas for refinement, particularly in relation to content volume, subject identity, terminology and the sequencing of some RSE content. The findings suggest support for the framework's aims and content, alongside a desire for greater clarity and manageability in its implementation.

Physical Education (PE)

Quantitative summary

157	4,022	3.9%
Physical Education (PE) respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	81.5%	12.7%	5.7%
Organising categories	73.2%	22.3%	4.5%
Subject content	53.5%	15.9%	30.5%
Content sequencing	72.0%	21.0%	7.0%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (157)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	128	81.5%	3.2%
Ineffectively / Very ineffectively	20	12.7%	0.5%
Do not know	9	5.7%	0.2%

At a glance



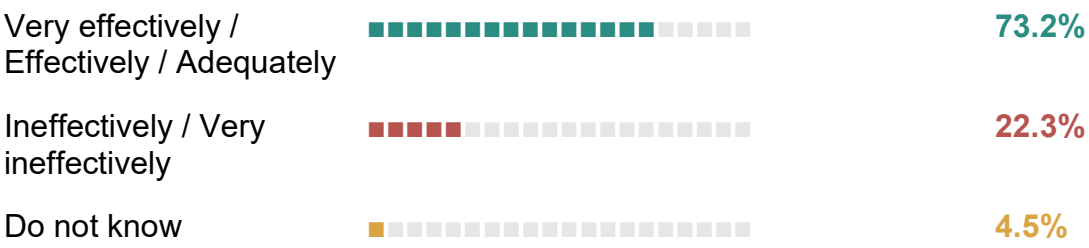
A large majority of respondents (128 of 157 or 81.5%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Only a small number of respondents (20 or 12.7%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (157)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	115	73.2%	2.9%
Ineffectively / Very ineffectively	35	22.3%	0.9%
Do not know	7	4.5%	0.2%

At a glance



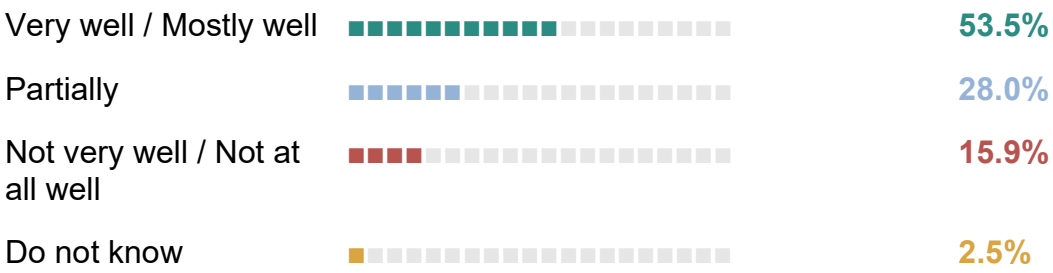
A substantial majority of respondents (115 of 157 or 73.2%) considered that the organising categories reflected the key dimensions of learning within the PE framework adequately, effectively or very effectively. Only 35 respondents (22.3%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (157)	% of all respondents (4,022)
Very well / Mostly well	84	53.5%	2.1%
Partially	44	28.0%	1.1%
Not very well / Not at all well	25	15.9%	0.6%
Do not know	4	2.5%	0.1%

At a glance



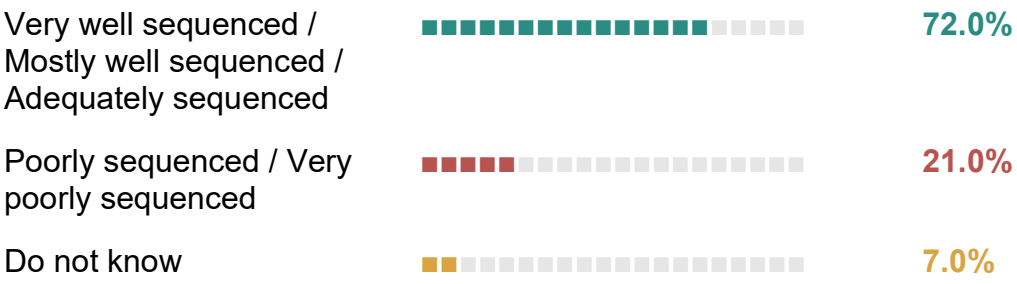
A majority of respondents (84 of 157 or 53.5%) considered that the framework covered the most important content pupils should learn in PE very well or mostly well (13.4% very well and 40.1% mostly well). A further 44 (28.0%) respondents considered that the framework covered the most important content pupils should learn partially. Only 25 respondents (15.9%) considered that the framework covered the most important content not very well or not at all well.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (157)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	113	72.0%	2.8%
Poorly sequenced / Very poorly sequenced	33	21.0%	0.8%
Do not know	11	7.0%	0.3%

At a glance



A substantial majority of respondents (113 of 157 or 72.0%) considered that the PE content was adequately, mostly or very well sequenced. Just over one-fifth of respondents (33 or 21.0%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the Physical Education (PE) framework.

The majority of respondents generally welcomed the framework and its emphasis on the progressive development of physical competence, movement skills and participation in physical activity. Some respondents considered the progression of learning to be appropriately structured across each phase of education.

Positive feedback frequently highlighted the recognition of PE as a distinct subject area and the focus on developing a broad range of skills and experiences. Some respondents also welcomed the emphasis on lifelong participation and the contribution of physical activity to physical, mental and social wellbeing.

The principal concerns raised by a minority of respondents related to flexibility and the need for guidance and support. Respondents sought greater scope for schools to adapt content to reflect local circumstances, facilities and pupil interests. Some also highlighted the importance of maintaining flexibility within progression pathways.

Summary

Overall, feedback on the PE framework was strongly positive. A substantial majority of respondents considered the vision statement and organising categories adequate, effective or very effective in each case. A majority considered that the framework covered the most important content very well or mostly well, while a further quarter considered it partially covered. Only 15.9% considered that it covered the most important content not very well or not at all well. A substantial majority considered the content adequately, mostly or very well sequenced.

Qualitative feedback welcomed the emphasis on physical competence, movement skills, lifelong participation and wellbeing, as well as the recognition of PE as a distinct subject area and the breadth of skills and experiences.
While a minority of respondents raised concerns, these focused primarily on the need for greater flexibility and additional guidance and support for implementation. Taken together, the findings suggest broad support for the proposed framework and its overall direction.

Science

Quantitative summary

364	4,022	9.1%
Science respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

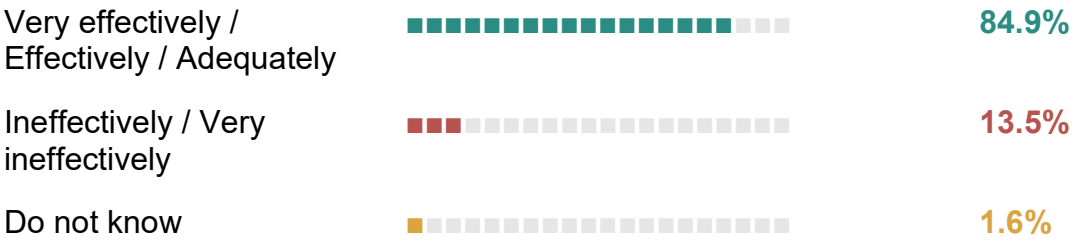
Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	84.9%	13.5%	1.6%
Organising categories	81.6%	15.4%	3.0%
Subject content	54.7%	22.0%	23.4%
Content sequencing	67.3%	23.9%	8.8%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (364)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	309	84.9%	7.7%
Ineffectively / Very ineffectively	49	13.5%	1.2%
Do not know	6	1.6%	0.2%

At a glance



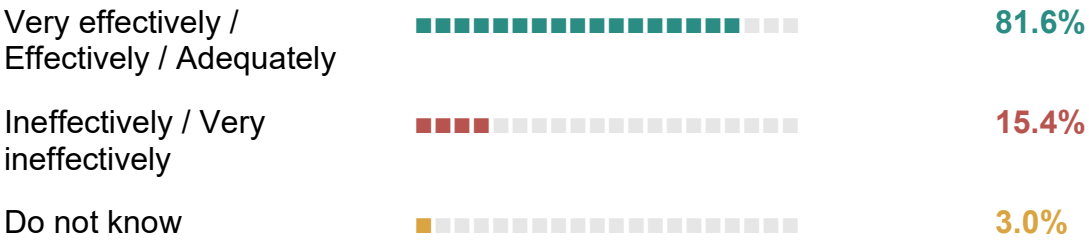
A large majority of respondents (309 of 364 or 84.9%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Only 49 respondents (13.5%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (364)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	297	81.6%	7.4%
Ineffectively / Very ineffectively	56	15.4%	1.4%
Do not know	11	3.0%	0.3%

At a glance



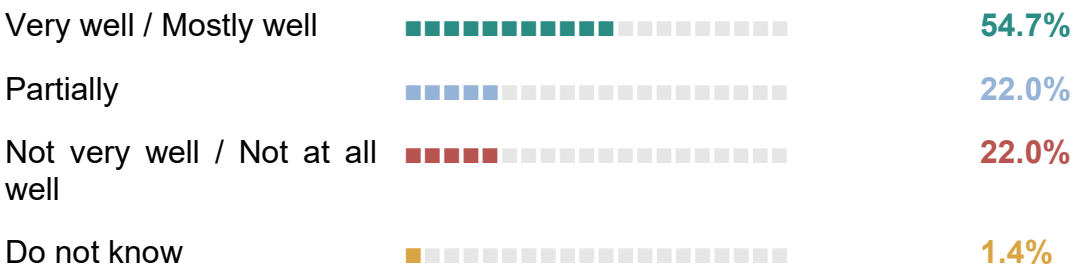
A large majority of respondents (297 of 364 or 81.6%) considered that the organising categories reflected the key dimensions of learning within the science framework adequately, effectively or very effectively. Only 56 respondents (15.4%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (364)	% of all respondents (4,022)
Very well / Mostly well	199	54.7%	4.9%
Partially	80	22.0%	2.0%
Not very well / Not at all well	80	22.0%	2.0%
Do not know	5	1.4%	0.1%

At a glance



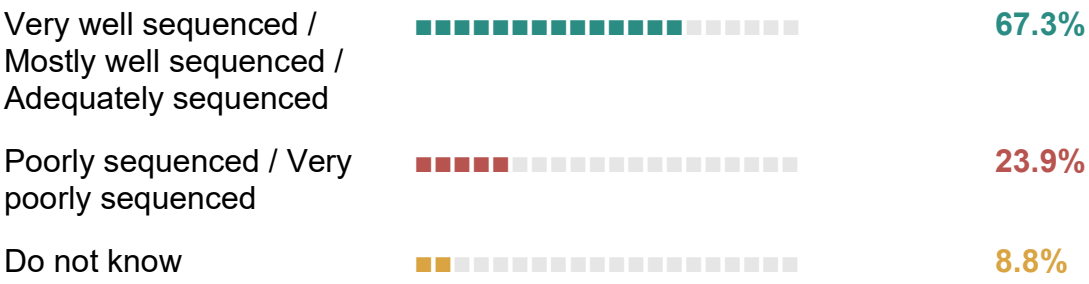
A majority of respondents (199 of 364 or 54.7%) considered that the framework covered the most important content pupils should learn in science very well (12.1%) or mostly well (42.6%). A further 80 respondents (22.0%) considered that the framework covered the most important content pupils should learn partially. Just over one-fifth of respondents (80 or 22.0%) considered that the framework covered the most important content not very well or not at all well.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (364)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	245	67.3%	6.1%
Poorly sequenced / Very poorly sequenced	87	23.9%	2.2%
Do not know	32	8.8%	0.8%

At a glance



A clear majority of respondents (245 of 364 or 67.3%) considered that the science content was adequately, mostly or very well sequenced. A total of 87 respondents (23.9%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the science framework.

A majority of respondents supported the overall direction of the framework and welcomed its focus on scientific understanding and real-world relevance. Positive feedback highlighted the clearer progression of scientific knowledge and concepts across the phases of learning.

Many respondents also welcomed the emphasis on the nature, practices and norms of science, together with opportunities for scientific enquiry and practical investigation.

Concerns raised by a minority of respondents related to content coverage. Respondents questioned the volume of material proposed at Key Stage 3 and identified particular areas, including chemistry content and technical terminology, as potentially challenging.

Some respondents also suggested that aspects of the framework overlapped with GCSE study and provided insufficient opportunities for consolidation.

Summary

Overall, responses indicated strong support for the proposed science framework. A large majority of respondents considered the vision and organising categories adequate, effective or very effective. A majority considered that the framework covered the most important content very well or mostly well, while a further group (22%) considered it partially covered. Just over one fifth considered that the framework covered the most important content not very well or not at all well. A clear majority considered the content adequately, mostly or very well sequenced

Qualitative feedback welcomed the framework's focus on scientific understanding, enquiry and real-world relevance. Qualitative concerns focused on content coverage and the volume of material at Key Stage 3.

Technology and design

Quantitative summary

128	4,022	3.2%
Technology and design respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

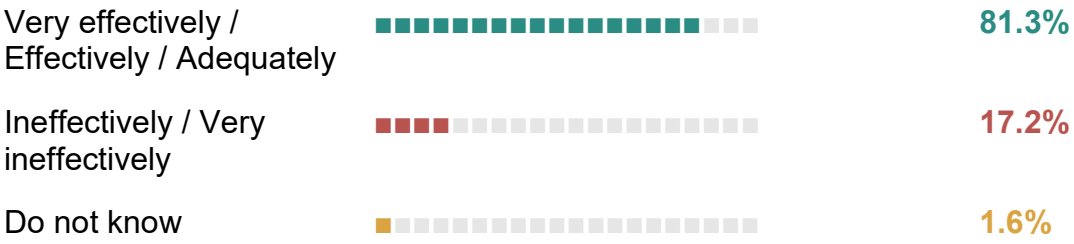
Area	Positive assessment	Negative assessment	Do not know/Partially
Vision statement	81.3%	17.2%	1.6%
Organising categories	77.3%	18.0%	4.7%
Subject content	43.0%	24.2%	32.9%
Content sequencing	58.6%	29.7%	11.7%

Vision statement

Question To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?

Grouped response	Number	% of subject respondents (128)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	104	81.3%	2.6%
Ineffectively / Very ineffectively	22	17.2%	0.6%
Do not know	2	1.6%	0.1%

At a glance



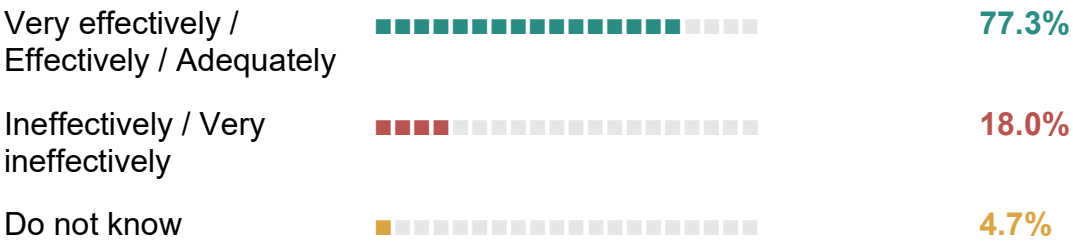
A large majority of respondents (104 of 128 or 81.3%) considered that the vision statement captured the purpose, identity and distinctive contribution of the subject area adequately, effectively or very effectively. Only 22 respondents (17.2%) considered it ineffective or very ineffective.

Organising categories

Question To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

Grouped response	Number	% of subject respondents (128)	% of all respondents (4,022)
Very effectively / Effectively / Adequately	99	77.3%	2.5%
Ineffectively / Very ineffectively	23	18.0%	0.6%
Do not know	6	4.7%	0.2%

At a glance



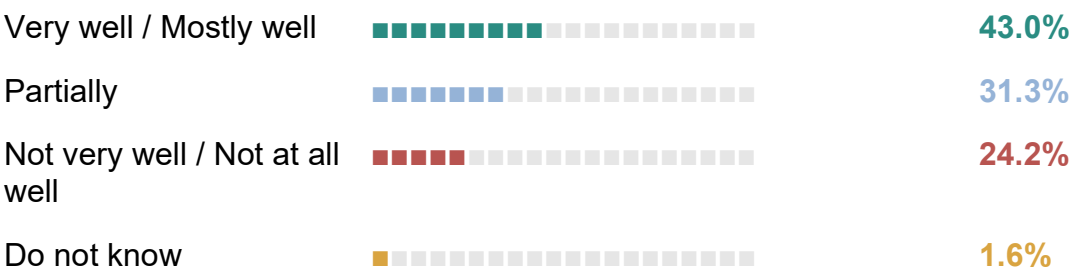
A substantial majority of respondents (99 of 128 or 77.3%) considered that the organising categories reflected the key dimensions of learning within the technology and design framework adequately, effectively or very effectively. Only 23 respondents, less than one-fifth, (18%) considered them ineffective or very ineffective.

Subject content

Question How well does the subject framework cover the most important content that pupils should learn in this subject? Consider whether the framework includes the knowledge, concepts, skills and disciplinary understanding that matter most.

Grouped response	Number	% of subject respondents (128)	% of all respondents (4,022)
Very well / Mostly well	55	43.0%	1.4%
Partially	40	31.3%	1.0%
Not very well / Not at all well	31	24.2%	0.8%
Do not know	2	1.6%	0.1%

At a glance



A total of 55 respondents (55 of 128 or 43.0%) considered that the framework covered the most important content pupils should learn in technology and design very well or mostly well (7.8% very well and 35.2% mostly well). A further 40 (31.3%) respondents considered that the framework covered the most important content pupils should learn partially. Just under a quarter of respondents (31 or 24.2%) considered that the framework covered the most important content not very well or not at all well.

Content sequencing

Question Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?

Grouped response	Number	% of subject respondents (128)	% of all respondents (4,022)
Very well sequenced / Mostly well sequenced / Adequately sequenced	75	58.6%	1.9%
Poorly sequenced / Very poorly sequenced	38	29.7%	0.9%
Do not know	15	11.7%	0.4%

At a glance

Very well sequenced / Mostly well sequenced / Adequately sequenced **58.6%**

Poorly sequenced / Very poorly sequenced **29.7%**

Do not know **11.7%**

A majority of respondents (75 of 128 or 58.6%) considered that the technology and design content was adequately, mostly or very well sequenced. A total of 38 respondents (29.7%) considered it poorly or very poorly sequenced.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the technology and design framework.

A majority of respondents recognised the value of technology and design in supporting creativity, innovation and problem solving. Positive comments referred to the relevance of the subject and its contribution to technological understanding and wider science, technology, engineering and mathematics (STEM) learning.

Some respondents also welcomed the emphasis on practical, real-world learning through designing, making, testing and refining solutions. The inclusion of digital and emerging technologies, sustainability and practices relevant to contemporary industry was also viewed positively.

A concern raised by a minority of respondents related to content volume and resource and training requirements. Some respondents questioned whether all proposed content could be delivered effectively while maintaining sufficient depth of learning. Concerns were also raised regarding progression and the appropriateness of some content expectations.

Summary

Overall, feedback on the technology and design framework was broadly positive. A substantial majority of respondents considered the vision statement and organising categories adequate, effective or very effective. For content coverage, a substantial majority selected very well, mostly well or partially, although fewer than half selected very well or mostly well. A majority considered the content adequately, mostly or very well sequenced, with 30% considering it poorly or very poorly sequenced.

Qualitative feedback welcomed the framework's emphasis on creativity, innovation, problem-solving and real-world learning, as well as its inclusion of digital technologies, sustainability and links to STEM education. Respondents also identified areas for refinement, particularly in relation to content volume and the appropriateness of some content expectations.

6. Consultation findings: Phase-specific findings

This chapter presents consultation findings on the proposed curriculum frameworks at each phase of learning: Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3. Respondents were invited to provide feedback on the appropriateness, clarity and progression of content across each phase, together with the extent to which the proposed frameworks reflect the knowledge, skills and experiences children and young people require.

As set out in Chapter 2, the findings draw on both quantitative and qualitative evidence gathered through the consultation. Quantitative findings are based on responses submitted through Citizen Space and provide an indication of levels of agreement with the consultation questions. Qualitative findings are based on thematic analysis of all free-text responses, including separate written submissions, and identify the principal areas of support, concern and suggested refinement raised by respondents.

Across all phases, responses focused on the suitability of curriculum content, progression between phases of learning, clarity of presentation and the balance between knowledge, skills and experiences. Additional phase-specific questions were included where relevant. The findings presented in this chapter provide an overview of stakeholder views on the proposed curriculum at each phase and identify key considerations for further refinement and improvement.

Foundation Stage

Quantitative summary

392	4,022	9.8%
Foundation Stage (FS) respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

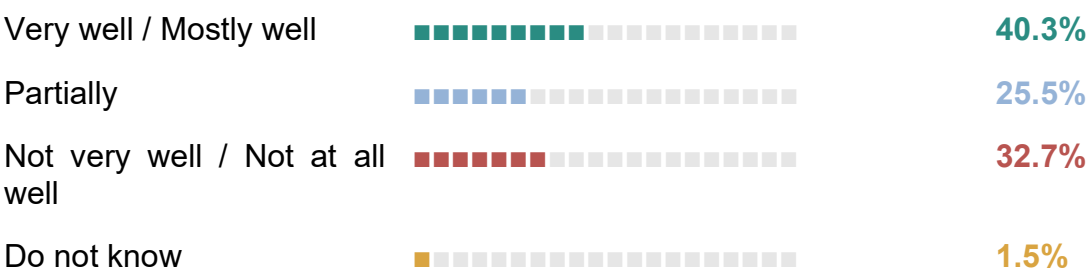
Area	Positive assessment	Negative assessment	Do not know/Partially
Entitlements	40.3%	32.7%	27%
Clarity	74.2%	24.5%	1.3%

Entitlements

Question How well does the content across the Foundation Stage frameworks reflect the key knowledge, skills and experiences that children require at this Key Stage?

Grouped response	Number	% of Foundation Stage respondents (392)	% of all respondents (4,022)
Very well / Mostly well	158	40.3%	3.9%
Partially	100	25.5%	2.5%
Not very well / Not at all well	128	32.7%	3.2%
Do not know	6	1.5%	0.2%

At a glance



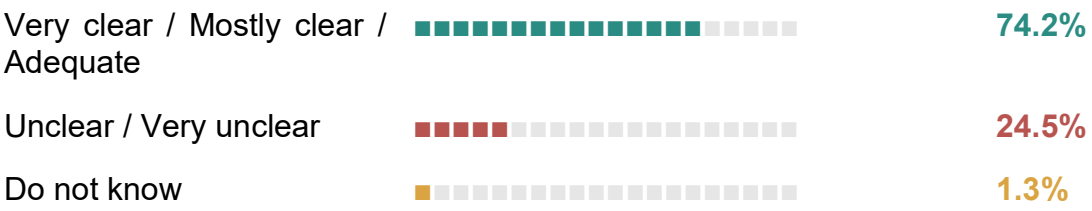
Forty percent of respondents (158 of 392 or 40.3%) considered that the Foundation Stage frameworks covered the most important content pupils should learn in Foundation Stage very well (8.4%) or mostly well (31.9%). A further quarter of respondents (100 or 25.5%) considered that the Foundation Stage frameworks covered the most important content pupils should learn partially. A total of 128 respondents (32.7%) considered that the framework covered the most important content not very well or not at all well.

Clarity

Question Is the content clear and understandable?

Grouped response	Number	% of Foundation Stage respondents (392)	% of all respondents (4,022)
Very clear / Mostly clear / Adequate	291	74.2%	7.2%
Unclear / Very unclear	96	24.5%	2.4%
Do not know	5	1.3%	0.1%

At a glance



A substantial majority of respondents (291 of 392 or 74.2%) considered the Foundation Stage content very clear, mostly clear or adequate in terms of clarity and understandability. A total of 96 respondents (24.5%) considered the content unclear or very unclear.

Qualitative Analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the Foundation Stage curriculum.

A majority of respondents identified a variety of strengths in the clearer specification of the knowledge, skills and experiences expected across Primary 1 and Primary 2. Positive comments particularly highlighted the clearer progression in literacy and numeracy, the breadth of learning represented across the frameworks and the potential for greater consistency in curriculum entitlement.

Some respondents considered that the more detailed content provided a helpful basis for planning and made expectations easier to understand.

The most common concern raised by a minority of respondents related to the limited prominence of play-based learning and the risk that the volume and specificity of content could lead to premature formalisation of learning. Respondents also questioned the age-appropriateness of some literacy and numeracy expectations and called for flexibility to reflect children's interests, developmental stages and additional needs. Some also found the terminology and expectations unclear or overly detailed.

Summary

Overall, a substantial majority of respondents considered the content very clear, mostly clear or adequate in clarity and understandability. Whilst a clear majority considered that the frameworks reflected the required knowledge, skills and experiences very well, mostly well or partially, fewer than half selected very well or mostly well. Alongside these positive views, around a third of respondents considered that the content reflected the required knowledge, skills and experiences not very well or not at all well, while around a quarter considered it unclear or very unclear.

Qualitative feedback recognised strengths in the clearer specification of expectations across Primary 1 and Primary 2, particularly progression in literacy and numeracy, the breadth of learning and the potential for greater consistency in curriculum entitlement. Some respondents also valued the more detailed content as a basis for planning and understanding expectations.

Concerns related to the status of play-based learning, the risk of premature formalisation, content volume and age-appropriateness, and the need to retain a flexible, child-centred Foundation Stage curriculum. The Department notes that play-based approaches are important pedagogical matters and will be considered in detail within the pedagogical principles. Play-based learning will remain an important part of the Foundation Stage curriculum. As currently, the statutory curriculum is focussed on the legal minimum content rather than pedagogy.

Key Stage 1

Quantitative summary

320	4,022	8.0%
Key Stage 1 (KS1) respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

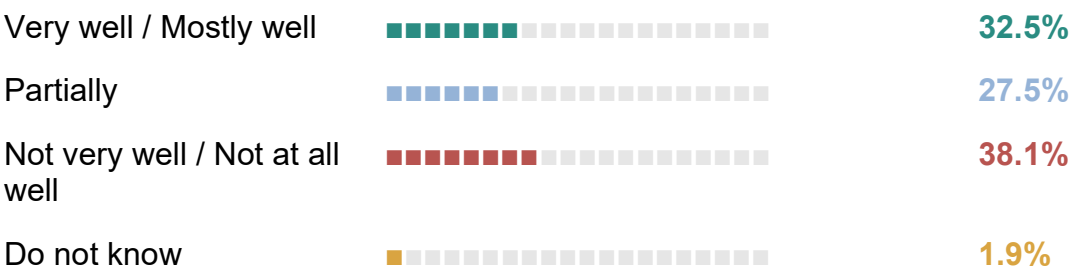
Area	Positive assessment	Negative assessment	Do not know/Partially
Entitlements	32.5%	38.1%	29.4%
Progression	32.8%	32.2%	35.0%
Clarity	62.5%	35.3%	2.2%

Entitlements

Question How well does the content across the Key Stage 1 frameworks reflect the key knowledge, skills and experiences that children require at this key stage?

Grouped response	Number	% of Key Stage 1 respondents (320)	% of all respondents (4,022)
Very well / Mostly well	104	32.5%	2.6%
Partially	88	27.5%	2.2%
Not very well / Not at all well	122	38.1%	3.0%
Do not know	6	1.9%	0.2%

At a glance



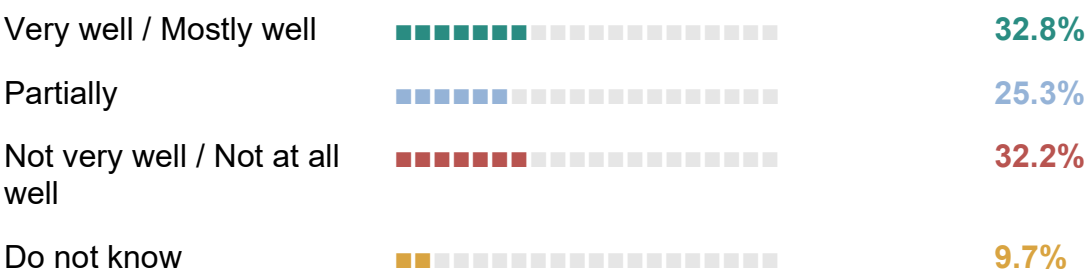
A number of respondents (104 of 320 or 32.5%) considered that the content across the Key Stage 1 frameworks reflected the key knowledge, skills and experiences children require at this key stage very well or mostly well (5.6% very well and 26.9% mostly well). A further 88 respondents (27.5%) considered that the content across the Key Stage 1 frameworks reflected the key knowledge, skills and experiences children require at this key stage partially. A total of 122 respondents (38.1%) considered that the content across the Key Stage 1 frameworks reflect key knowledge, skills and experiences required at the key stage not very well or not at all well.

Progression

Question How well does the content within the Key Stage 1 framework build logically from the Foundation Stage content?

Grouped response	Number	% of Key Stage 1 respondents (320)	% of all respondents (4,022)
Very well / Mostly well	105	32.8%	2.6%
Partially	81	25.3%	2.0%
Not very well / Not at all well	103	32.2%	2.6%
Do not know	31	9.7%	0.8%

At a glance



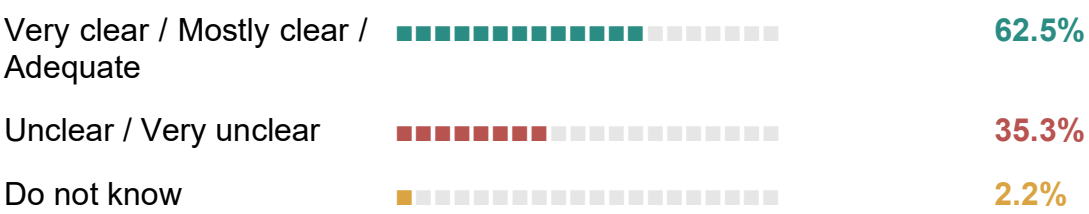
A number of respondents (105 of 320 or 32.8%) considered that the content with the Key Stage 1 framework built logically from the Foundation Stage content very well or mostly well (7.5% very well and 25.3% mostly well). A further 81 respondents (25.3%) considered that the content with the Key Stage 1 framework built logically from the Foundation Stage content partially. A total of 103 respondents (32.2%) considered that the content built logically from the Foundation Stage content not very well or not at all well.

Clarity

Question Is the content clear and understandable?

Grouped response	Number	% of Key Stage 1 respondents (320)	% of all respondents (4,022)
Very clear / Mostly clear / Adequate	200	62.5%	5.0%
Unclear / Very unclear	113	35.3%	2.8%
Do not know	7	2.2%	0.2%

At a glance



A clear majority of respondents (200 of 320 or 62.5%) considered the Key Stage 1 content very clear, mostly clear or adequate in terms of clarity and understandability. A total of 113 respondents (35.3%) considered the content unclear or very unclear.

Qualitative Analysis

Respondents who provided qualitative feedback commented on a range of aspects in relation to the Key Stage 1 curriculum.

A majority of respondents identified strengths in the clearer structure and specification of the knowledge, skills and experiences expected at Key Stage 1. Positive comments highlighted clearer expectations, the breadth of curriculum coverage and the emphasis on literacy and numeracy. Some respondents considered that the frameworks provided clear progression from Foundation Stage and could support greater consistency in children's curriculum entitlement.

The most common concerns from a minority of respondents focused mainly on the volume of content and whether some expectations were developmentally and age appropriate. Respondents questioned whether the transition from Foundation Stage was sufficiently gradual, particularly where the proposed curriculum appeared to move quickly from play-based learning towards more formal and subject-specific content. Concerns were also raised about insufficient flexibility to respond to children's differing developmental stages and additional needs. While some respondents found the content and progression clear, others considered aspects of the terminology unclear or overly detailed and sought greater clarity about progression within and across subjects.

Summary

Overall, feedback on the Key Stage 1 frameworks recognised strengths in curriculum coverage and progression. A majority of respondents considered that the content reflected the knowledge, skills and experiences children require, and built logically from earlier stages, very well, mostly well or partially. However, fewer than half selected very well or mostly well for either question. A clear majority considered the content very clear, mostly clear or adequate in clarity and understandability. Alongside these positive views, just over a third of respondents gave negative responses on content or progression, while around a third considered the content unclear or very unclear.

Qualitative feedback recognised the value of clearer expectations and more explicit progression at Key Stage 1. Concerns related to content volume, developmental appropriateness, continuity from Foundation Stage, inclusion and the need to retain sufficient flexibility within the curriculum.

Key Stage 2

Quantitative summary

402	4,022	10%
Key Stage 2 respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

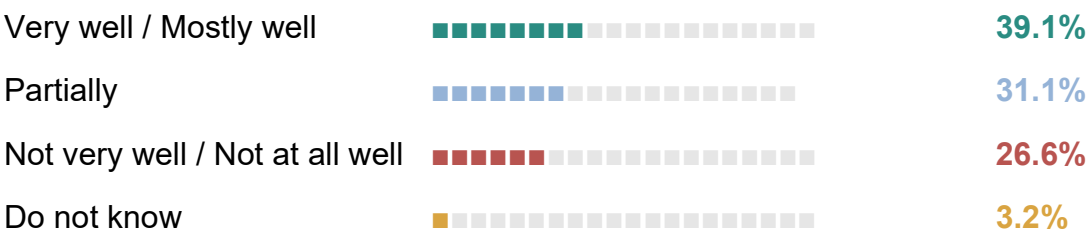
Area	Positive assessment	Negative assessment	Do not know/Partially
Entitlements	39.1%	26.6%	34.3%
Progression	37.8%	24.1%	38.1%
Clarity	58.2%	39.3%	2.5%
English Year Group	96.8%	3.2%	0.0%

Entitlements

Question How well does the content across the Key Stage 2 frameworks reflect the key knowledge, skills and experiences that children require at this key stage?

Grouped response	Number	% of Key Stage 2 respondents (402)	% of all respondents (4,022)
Very well / Mostly well	157	39.1%	3.9%
Partially	125	31.1%	3.1%
Not very well / Not at all well	107	26.6%	2.7%
Do not know	13	3.2%	0.3%

At a glance



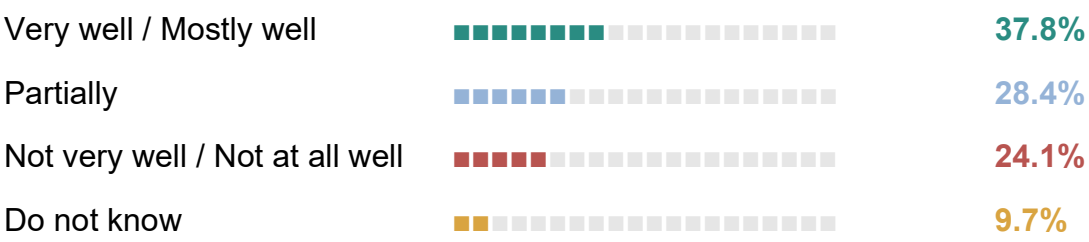
A number of respondents (157 of 402 or 39.1%) considered that the content across the Key Stage 2 frameworks reflect key knowledge, skills and experiences required at the key stage very well or mostly well (6.2% very well and 32.8% mostly well). A further 125 respondents (31.1%) considered that the content across the Key Stage 2 frameworks reflect key knowledge, skills and experiences required at the key stage partially. A total of 107 respondents (26.6%) considered that the content across the Key Stage 2 frameworks reflect key knowledge, skills and experiences required at the key stage not very well or not at all well.

Progression

Question How well does the content within the Key Stage 2 framework build logically from the content at Foundation Stage and Key Stage 1?

Grouped response	Number	% of Key Stage 2 respondents (402)	% of all respondents (4,022)
Very well / Mostly well	152	37.8%	3.8%
Partially	114	28.4%	2.8%
Not very well / Not at all well	97	24.1%	2.4%
Do not know	39	9.7%	1.0%

At a glance



A number of respondents (152 of 402 or 37.8%) considered that the content within the Key Stage 2 framework built logically from the content at Foundation Stage and Key Stage 1 very well or mostly well (5.5% very well and 32.3% mostly well). A further 114 respondents (28.4%) considered that the content within the Key Stage 2 framework built logically from the content at Foundation Stage and Key Stage 1 partially. A total of 97 respondents (24.1%) considered that the content built logically from previous key stages not very well or not at all well.

Clarity

Question Is the content clear and understandable?

Grouped response	Number	% of Key Stage 2 respondents (402)	% of all respondents (4,022)
Very clear / Mostly clear / Adequate	234	58.2%	5.8%
Unclear / Very unclear	158	39.3%	3.9%
Do not know	10	2.5%	0.3%

At a glance

Very clear / Mostly clear / Adequate **58.2%**

Unclear / Very unclear **39.3%**

Do not know **2.5%**

A majority of respondents (234 of 402 or 58.2%) considered the Key Stage 2 content very clear, mostly clear or adequate in terms of clarity and understandability. A total of 158 respondents (39.3%) considered the content unclear or very unclear.

English year group

Question The Key Stage 2 English learning entitlements are provided by key stage, whereas the entitlements for Foundation Stage and Key Stage 1 are by year. Would you prefer Key Stage 2 to be broken down by year group?

Grouped response	Number	% of Key Stage 2 respondents (402)	% of all respondents (4,022)
Yes, English should be by Year group for Key Stage 2	389	96.8%	9.7%
No, English is fine to remain by key stage at Key Stage 2	13	3.2%	0.3%

At a glance

Yes, English should be by Year group for Key Stage 2 — **96.8%**

No, English is fine to remain by key stage at Key Stage 2 — **3.2%**

A large majority of respondents (389 of 402 or 96.8%) preferred the Key Stage 2 English learning entitlements to be presented by individual year group. A minority of respondents (13 or 3.2%) preferred the entitlements to remain organised by key stage.

Qualitative Analysis

Respondents who provided qualitative feedback commented on a range of aspects on the Key Stage 2 curriculum.

A majority of respondents identified strengths in the breadth of knowledge, skills and experiences covered and in the clearer specification of curriculum expectations. Positive comments highlighted progression from earlier key stages, particularly in literacy and numeracy, and the potential for greater consistency in

curriculum entitlement. Some respondents also considered the content clear and appropriately structured.

A concern raised by a minority of respondents focused mainly on the volume and level of prescribed content, with some respondents questioning whether all expectations were age appropriate or achievable.

Some respondents also raised concerns about the balance between detailed specification and sufficient flexibility to address pupils' differing abilities, interests and additional needs. While some found progression and expectations clear, others identified unclear terminology, uneven detail across subjects and potential gaps or steep increases in complexity between key stages.

Summary

Overall, feedback on the Key Stage 2 frameworks recognised strengths in curriculum coverage and progression. A clear majority of respondents considered that the content reflected the knowledge, skills and experiences children require, and built logically from earlier stages, very well, mostly well or partially. However, fewer than half selected very well or mostly well for either question. A majority considered the content very clear, mostly clear or adequate in clarity and understandability. Alongside these positive views, around a quarter of respondents gave negative responses on content or progression, while around two in five considered the content unclear or very unclear.

Qualitative feedback welcomed the breadth of learning, clearer specification of expectations and progression from earlier stages, particularly in literacy and numeracy. Respondents also recognised the potential for greater consistency in curriculum entitlement. The most common qualitative concerns focused on the volume and level of prescribed content and whether all expectations were age appropriate or achievable.

Key Stage 3

Quantitative summary

150	4,022	3.7%
Key Stage 3 (KS3) respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

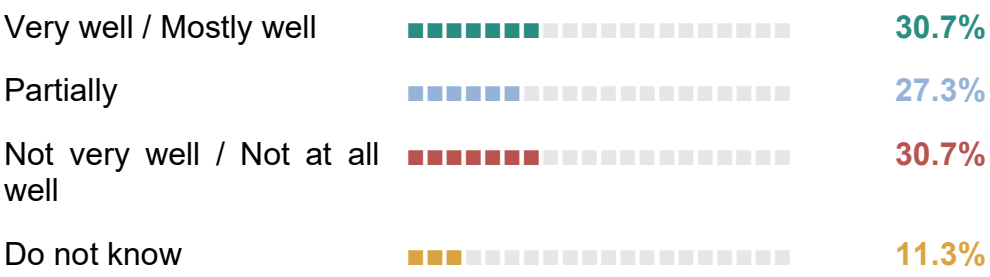
Area	Positive assessment	Negative assessment	Do not know/Partially
Entitlements	30.7%	30.7%	38.6%
Progression	38.7%	26.0%	35.3%
Clarity	61.3%	30.0%	8.7%

Entitlements

Question How well does the content across the Key Stage 3 frameworks reflect the key knowledge, skills and experiences that children require at this key stage?

Grouped response	Number	% of Key Stage 3 respondents (150)	% of all respondents (4,022)
Very well / Mostly well	46	30.7%	1.1%
Partially	41	27.3%	1.0%
Not very well / Not at all well	46	30.7%	1.1%
Do not know	17	11.3%	0.4%

At a glance



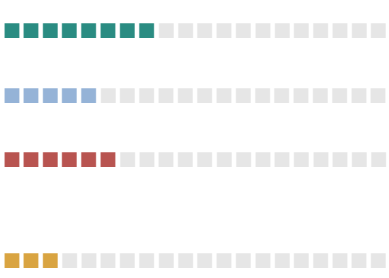
Just under a third of respondents (46 of 150 or 30.7%) considered that the content across the Key Stage 3 frameworks reflected the key knowledge, skills and experiences children require at this stage very well or mostly well (4.0% very well and 26.7% mostly well). More than a quarter of respondents (27.3%) considered that the content across the Key Stage 3 frameworks reflected the key knowledge, skills and experiences children require at this stage partially. A total of 46 respondents (30.7%) considered that the content across the Key Stage 3 frameworks reflect key knowledge, skills and experiences required at the key stage not very well or not at all well.

Progression

Question How well does the content within the Key Stage 3 frameworks build logically from the content from previous key stages?

Grouped response	Number	% of Key Stage 3 respondents (150)	% of all respondents (4,022)
Very well / Mostly well	58	38.7%	1.4%
Partially	33	22.0%	0.8%
Not very well / Not at all well	39	26.0%	1.0%
Do not know	20	13.3%	0.5%

At a glance



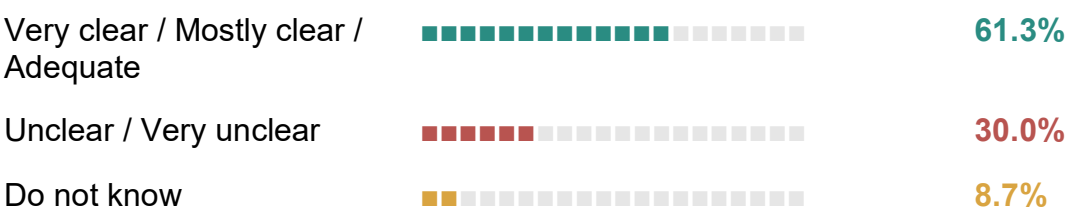
A number of respondents (58 of 150 or 38.7%) considered that the content within the Key Stage 3 frameworks build logically from the content of previous key stages very well or mostly well (9.3% very well and 29.3% mostly well). A further 33 respondents (22.0%) considered that the content within the Key Stage 3 frameworks build logically from the content of previous key stages partially. Just over a quarter of respondents (26.0%) considered that the content built logically from the content at previous key stages not very well or not at all well.

Clarity

Question Is the content clear and understandable?

Grouped response	Number	% of Key Stage 3 respondents (150)	% of all respondents (4,022)
Very clear / Mostly clear / Adequate	92	61.3%	2.3%
Unclear / Very unclear	45	30.0%	1.1%
Do not know	13	8.7%	0.3%

At a glance



A clear majority of respondents (92 of 150, or 61.3%) considered the Key Stage 3 content very clear, mostly clear or adequate in terms of clarity and understandability. A total of 45 respondents (30.0%) considered the content unclear or very unclear.

Qualitative Analysis

Respondents who provided qualitative feedback commented on a range of aspects on the Key Stage 3 curriculum.

Respondents identified strengths in the breadth and ambition of the proposed curriculum and its coverage of important knowledge, skills and experiences. Positive comments also recognised that it provided a more coherent and consistent curriculum entitlement. Some respondents welcomed the emphasis on areas such as communication, creativity, critical thinking and learner development, while others considered aspects of the content relevant and appropriately challenging.

The most common concerns raised by a minority of respondents focused mainly on the breadth and volume of prescribed content, with respondents feeling that extensive coverage could limit the depth of pupils' learning. Some questioned whether progression from Key Stage 2 into Key Stage 3 was sufficiently clear and consistent across subjects. Concerns were also raised about unclear or overly complex terminology, uneven levels of detail and insufficient clarity about expectations and progression. Respondents sought greater flexibility to reflect pupils' differing abilities and additional needs.

Summary

Overall, a majority of respondents considered that the content reflected the knowledge, skills and experiences pupils require, and built logically from earlier key stages, very well, mostly well or partially. However, fewer than half selected very well or mostly well for either question. A clear majority considered the content very clear, mostly clear or adequate in clarity and understandability. Alongside these positive views, around three in ten respondents gave negative responses on content coverage or clarity, while around a quarter considered that the content built on earlier key stages not very well or not at all well.

Qualitative feedback recognised the breadth and ambition of the proposed curriculum and the intention to provide a more coherent and consistent curriculum entitlement. The most common qualitative concerns focused on the breadth and volume of prescribed content and the risk that extensive coverage could limit depth of learning.

7. Consultation findings: curriculum as a whole

This chapter presents consultation findings on the Curriculum 2028 framework as a whole. Respondents were invited to consider the extent to which the proposed curriculum provides a clear, coherent and progressive learning entitlement for all pupils from Foundation Stage to Key Stage 3. Feedback focused not only on individual curriculum components, but also on how the curriculum operates as an integrated framework across all phases of learning.

As set out in Chapter 2, the findings draw on both quantitative and qualitative evidence gathered through the consultation. Quantitative findings are based on responses submitted through Citizen Space and provide an indication of respondents' views on the overall coherence, clarity and progression of the curriculum. Qualitative findings are derived from thematic analysis of free-text responses, including written submissions, and identify the principal strengths, concerns and suggestions for further development raised by respondents.

This section therefore provides an overview of stakeholder perspectives on the overall design of the curriculum, including its ambition, structure, clarity, progression and implementation considerations. The findings help to identify both areas of broad support and aspects of the framework that may benefit from further refinement.

It is important to note that 424 of the 4,022 Citizen Space respondents (10.5%) answered the quantitative questions in this section. These findings describe the views of those respondents, rather than all consultation respondents.

Quantitative summary

424	4,022	10.5%
Curriculum as a whole respondents	Total respondents	Share of respondents

Overview

The summary table below groups responses into broadly positive and negative assessments, alongside those who selected do not know or partially.

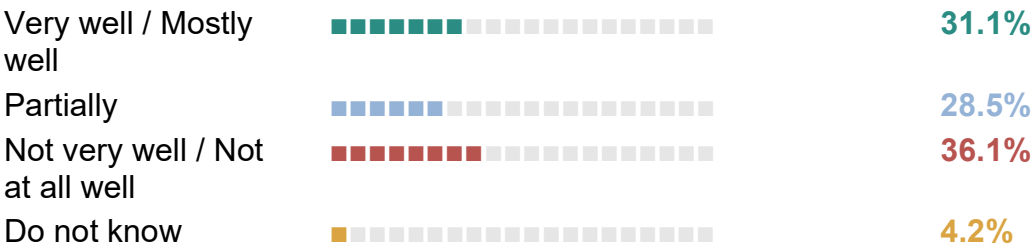
Area	Positive assessment	Negative assessment	Do not know/Partially
Curriculum coherence	31.1%	36.1%	32.7%
Curriculum clarity	56.8%	40.1%	3.1%
Curriculum progression	30.4%	29.5%	40.1%

Curriculum coherence

Question How well does the curriculum, taken as a whole, set out a clear and coherent learning entitlement for pupils?

Grouped response	Number	% of respondents (424)	% of all respondents (4,022)
Very well / Mostly well	132	31.1%	3.3%
Partially	121	28.5%	3.0%
Not very well / Not at all well	153	36.1%	3.8%
Do not know	18	4.2%	0.5%

At a glance



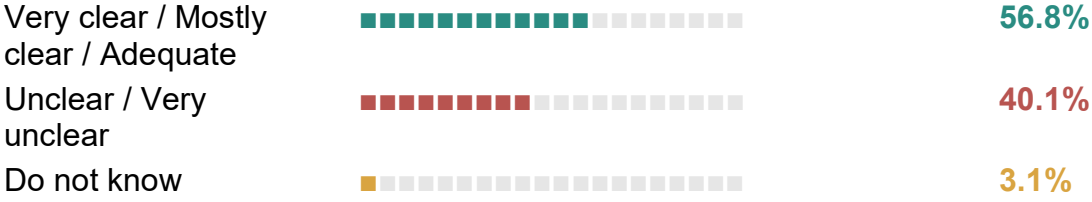
Just under a third of respondents (132 of 424 or 31.1%) considered that the curriculum as a whole set out a clear and coherent learning entitlement very well (4.5%) or mostly well (26.7%). A further 121 respondents (28.5%) considered that the curriculum as a whole set out a clear and coherent learning entitlement partially. A total of 153 respondents (36.1%) considered that the curriculum as a whole set out a clear and coherent learning entitlement not very well or not at all well.

Curriculum clarity

Question How clear and understandable is the curriculum as a whole?

Grouped response	Number	% of respondents (424)	% of all respondents (4,022)
Very clear / Mostly clear / Adequate	241	56.8%	6.0%
Unclear / Very unclear	170	40.1%	4.2%
Do not know	13	3.1%	0.3%

At a glance



A majority of respondents (241 of 424 or 56.8%) considered the curriculum as a whole very clear, mostly clear or adequate in terms of clarity and

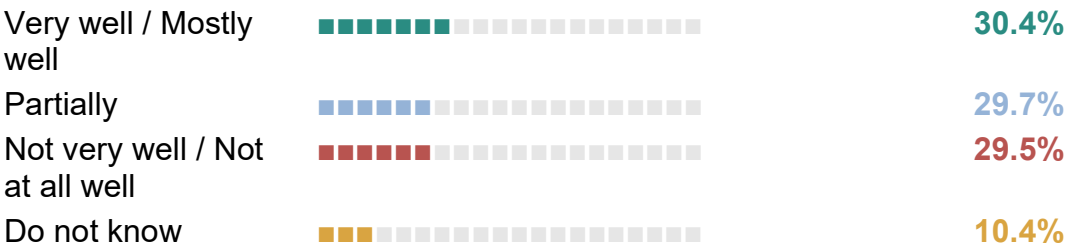
understandability. A total of 170 respondents (40.1%) considered the curriculum as a whole unclear or very unclear.

Curriculum progression

Question How well does the curriculum ensure coherent progression across Foundation Stage to Key Stage 3?

Grouped response	Number	% of respondents (424)	% of all respondents (4,022)
Very well / Mostly well	129	30.4%	3.2%
Partially	126	29.7%	3.1%
Not very well / Not at all well	125	29.5%	3.1%
Do not know	44	10.4%	1.1%

At a glance



A number of respondents (129 of 424 or 30.4%) considered that the curriculum ensured coherent progression across key stages as very well (5%) or mostly well (25.5% mostly well). A further 126 respondents (29.7%) considered that it ensured coherent progression across key stages partially. A total of 125 respondents (29.5%) considered progression across key stages as not very well or not at all well.

Qualitative analysis

Respondents who provided qualitative feedback commented on a range of aspects relating to the curriculum as a whole.

Respondents welcomed the intention to establish a clearer and more coherent learning entitlement for pupils. Positive comments highlighted the greater specificity of curriculum content, clearer expectations across phases of learning and the emphasis on progression from Foundation Stage to Key Stage 3. Respondents also valued the intention to develop both knowledge and skills and to provide greater consistency in what pupils should know, understand and experience at each key stage.

A concern raised by a minority of respondents focused on the overall volume and manageability of the proposed content, with respondents questioning whether sufficient time would be available for depth of learning, consolidation and progression appropriate to pupils' developmental stages.

Respondents also highlighted concerns about accessibility and inclusion, particularly for pupils with special educational needs. The need to retain sufficient flexibility for schools and teachers was also emphasised, together with calls for clear guidance, professional learning, resources, funding and adequate preparation time to support implementation.

Summary

Overall, responses reflected support for the ambition to provide a clearer and more consistent curriculum entitlement. The principal areas identified for further consideration were curriculum volume and age appropriateness, consistency and progression across subjects and phases, accessibility and inclusion and the practical support required for implementation.

8. Consultation with children and young people

As part of the Curriculum 2028 consultation, the Department commissioned an independent programme of engagement with children and young people to inform consideration of the proposed reforms with the perspective of children and young people. This engagement provided opportunities for young people to reflect on their educational experiences, future aspirations and the proposed curriculum framework.

The engagement was undertaken through a series of participatory workshops involving 72 young people aged 11-17 from a range of post-primary educational settings across Northern Ireland.

Participants were invited to explore and discuss five key areas of the consultation: the curriculum aim and objectives, preparedness for future learning, the curriculum capabilities, the Key Stage 3 subject frameworks and the Personal, Social, Civic and Careers (PSCC) framework.

In addition, the proposals were considered at a dedicated session of the Northern Ireland Youth Assembly, providing a further opportunity for young people to contribute their views. Together, these activities explored what young people considered they need from education now and in the future, and their perspectives on the proposed curriculum reforms.

The findings from this engagement were analysed and reported separately from the main public consultation. A full account of the methodology, participant feedback and findings is provided in the accompanying *Children and Young People's Engagement Report* available on the Department's website. This chapter summarises the key themes emerging from the engagement and the views expressed by participating children and young people on the proposed Curriculum 2028 framework.

Summary findings

Curriculum aim and objectives

Young people expressed support for the proposed curriculum aim and objectives and considered them to reflect many of the purposes of education that they

valued. Participants highlighted the importance of developing knowledge, skills and personal qualities that prepare young people for life, employment and participation in society. Some participants considered that the language could be clearer and more explicitly acknowledge the role of education in supporting qualifications and future employment.

'I like that they have being an individual because you need to grow in yourself and like be your own person. It's good as an objective, because situations in school are supposed to grow you as a person, like that wouldn't happen if you didn't go to school… School should make you an individual. I don't know if they all do, but they all should.' (Non-selective school)

'A lifelong learner is the most important one, because learning new things is just beneficial for like the economic thing. You need to keep learning so that you can be better and then build like a future.' (Non-selective school)

'I would say a lifelong learner because you're forever learning things. Like there's not like there's infinite things that you can always learn. So, you can always learn from someone.' (Grammar school)

Progression and preparedness for future learning

Progression was a recurring theme across the engagement. Participants valued learning that builds on prior knowledge and identified the importance of stronger connections between primary and post-primary education. Young people highlighted the benefits of clear sequencing within and across subjects, reduced repetition of content and better preparation for transitions between educational stages, particularly the move from Key Stage 3 to Key Stage 4. Participants expressed support for a curriculum that enables knowledge and skills to develop in a coherent and cumulative way over time.

'We didn't do history in primary school. It was called World Around Us. We learned about World War Two, then we did the Titanic, and then Ancient Egypt. Doesn't that seem like the wrong order to you, you know? Like that didn't help at all when I started first year, I basically was starting again.' (Non-selective school)

'I feel like my primary school didn't prepare me enough… We had like 15 different classes. I found it really overwhelming because in primary school it was just maths and English, maths and English, every day. So, it was really different doing geography and learning about like say volcanoes or whatever. I was like,

okay, we did not touch on that in primary school. So, I thought that it was really different.' (Non-selective school)

'In my primary school, we had people who would come in and do drama with us, and it was so fun, and it was so cool. And then when we got to secondary school, it still had that same fun element. But the people who in their primary schools didn't do drama, it was incredibly jarring. They were very scared that it was embarrassing··· They couldn't really get used to it because they hadn't experienced it.' (Non-selective school)

Curriculum capabilities

Participants responded positively to the proposed curriculum capabilities and viewed them as valuable outcomes of education. Capabilities relating to communication, reasoning and problem solving, physical health and wellbeing, creativity and imagination and participation in society were particularly valued. Young people recognised the importance of developing wider capabilities alongside subject knowledge and qualifications and welcomed the emphasis on preparing learners for life beyond the classroom.

'With emotional understanding and empathy, you can like figure out how to help yourself with your emotions and how to help other people with theirs.' (Non-selective school)

'So many of these subjects link to the environment, like your sociology and your geography and everything does lead back to the environment because it's where we live.' (Non-selective school)

'Yeah, I feel like the communication is also helpful because even with like the physical health and wellbeing and like a lot of these things, like social and civic participation, all of these things like would really struggle if you didn't know how to communicate.' (Non-selective school)

'I think reasoning and problem solving is the most important one because if you teach that early, you know you can apply your reasoning to anything. Say physical health and wellbeing. If you're reasoning that, like oh, if I do this, if I do the gym, then I'll be stronger. I'll be more fit. So that's just logical, and then you can apply that.' (Non-selective school)

'Perseverance is sort of something that you should develop with your own personal experience ⋯ I don't think that should be specific to a capability that you do in school.' (Grammar school)

Key Stage 3 subject frameworks

Across the subject frameworks, participants' own views about the purpose of subjects were often closely aligned with the proposed vision statements. Participants expressed support for aspects of the proposed subject frameworks, including greater clarity about what pupils should learn. Participants valued learning that is relevant, engaging and connected across years of study. Young people also highlighted the importance of practical and experiential learning opportunities across a range of subjects.

'I think they're pretty good. That pretty much covers everything you'll need to know in art.' (Grammar school) (Art and design)

'We should learn how to use AI safely in this. I hope that's part of it.' (Non-selective school) (Digital technology)

'I'd say this one looks pretty much perfect.' (Grammar school) (Geography)

'For maths, you need your basic skills like adding and subtracting. That's what most people are going to need in their daily life ⋯ Maybe there should be an order to what you learn, like you have to learn the basics first before you do the rest of the stuff in the framework.' (Non-selective school) (Mathematics)

'I think if you learnt history in order, it would make way more sense. The way we'd learn it, you'd not know what happened when.' (Non-selective school) (History)

'As long as you get those basics, it's good. Like you might not learn to be good at playing the piano in music, but you can still learn to communicate through music.' (Non-selective school) (Music)

Personal, Social, Civic and Careers (PSCC)

The proposed PSCC framework was welcomed by participants who highlighted the focus on emotional wellbeing, relationships, financial education, careers education and preparation for life beyond school.

Participants supported helping young people to better understand the range of educational, training and employment pathways available to them and providing opportunities to explore future careers before key decisions, such as GCSE subject choices, are made.

'I think [PSCC] will help kids.' (Non-selective school)

'I think [PSCC] looks good, and I think actually this is a good thing that they're making sure we do it earlier… Doing this subject would give you an idea what path you need to follow, and you need to start working towards that early.' (Non-selective school)

Implementation considerations

Participants recognised that the success of curriculum reform would depend not only on curriculum content but also on effective implementation. Young people emphasised the importance of clear communication about the proposed changes, appropriate support for teachers and careful management of the transition to Curriculum 2028.

Overall summary

Overall, participating children and young people expressed support for a curriculum that is joined-up, coherent, relevant and engaging, with clear progression across phases of education and strong preparation for future learning, employment and life beyond school. Their feedback also highlighted the importance of practical and experiential learning, clear communication about curriculum change and appropriate support for implementation.

9. Additional themes emerging from consultation

In addition to providing feedback on the specific consultation questions, respondents raised a range of wider issues relating to the implementation and delivery of Curriculum 2028.

These issues were raised through free-text consultation responses, written submissions and stakeholder engagement activities, including the curriculum roadshows. While not always directly linked to a specific consultation question, they provided important evidence about the practical considerations that respondents considered relevant to implementing the proposed reforms.

Principal cross-cutting themes included:

- teacher workload;
- professional learning and support;
- curriculum time and capacity;
- resources and infrastructure;
- workforce capacity;
- change management and transition; and
- inclusion and equitable access.

While views differed on specific aspects of the proposals, respondents highlighted the importance of arrangements required to support implementation in schools.

Feedback included calls for professional learning, practical guidance and exemplification materials, appropriate resources and infrastructure, realistic implementation timescales and sufficient support for schools as they prepare for change.

Some respondents also highlighted the importance of equitable access to curriculum opportunities for all learners, including consideration of differences in school context and capacity.

The findings presented in this chapter summarise the principal implementation and wider system issues raised through the consultation. Although the consultation focused primarily on the content and design of the proposed

curriculum framework, respondents' views on implementation have also been considered because of their relevance to the next phase of curriculum development and implementation.

Collectively, these themes identify areas that respondents considered important to the implementation planning and support arrangements to maximise the potential impact of Curriculum 2028 and which will be considered as implementation planning progresses.

Summary of themes

Implementation Theme	Summary of Feedback
Teacher workload	Respondents raised concerns about the potential impact of implementation on teacher workload and highlighted the value of practical support for curriculum planning, resource adaptation and assessment.
Professional learning and support	Respondents highlighted professional learning, guidance and exemplification materials as important areas of support for implementation.
Curriculum time and capacity	Respondents raised issues relating to curriculum planning, timetabling, sequencing and delivery of the proposed content within available teaching time.
Resources and infrastructure	Respondents highlighted the availability of teaching resources, digital tools, specialist equipment and supporting infrastructure as important considerations for implementation.
Workforce capacity	Respondents raised issues relating to workforce capacity, including access to appropriate expertise, subject knowledge and staffing capacity.
Change management and transition	Respondents highlighted the importance of managing the transition to Curriculum 2028, including clear communication, appropriate timescales and consideration of a phased approach where appropriate.
Inclusion and equitable access	Respondents highlighted the importance of considering equitable access to curriculum opportunities and resources for learners across different school contexts and settings.
School readiness	Respondents highlighted the importance of time, clarity and support in enabling schools to prepare for implementation

Teacher workload

Teacher workload was raised as an important implementation theme. Respondents highlighted the importance of implementation arrangements that support schools to review and adapt schemes of work, access high-quality curriculum resources, familiarise staff with revised curriculum content and prepare for any changes to teaching and assessment practices.

Respondents highlighted the importance of considering workload as part of implementation planning. School leaders and teachers noted that curriculum reform would take place alongside existing operational pressures, and identified time, practical support and clear guidance as important considerations for schools preparing for change.

Some respondents highlighted leadership capacity, teacher wellbeing and wider professional learning demands as relevant implementation considerations.

Professional learning and support

Professional learning and support were prominent themes in respondents' comments on implementation. Across primary and post-primary settings, respondents highlighted the value of professional learning and implementation support, particularly where subject content, pedagogical approaches or expectations differed from current practice.

Respondents commented on the value of ongoing support during implementation. Suggested priorities included subject-specific professional learning opportunities; curriculum guidance and exemplification materials; assessment support and progression guidance; model resources and schemes of work; and opportunities for collaboration and sharing of effective practice.

Respondents also highlighted the timing of professional learning, guidance and supporting materials as important in enabling schools to prepare and plan for implementation.

Curriculum time and capacity

Curriculum time and capacity were raised as an implementation consideration across several curriculum areas. Respondents frequently highlighted the relationship between curriculum expectations, available teaching time and

implementation arrangements. Some respondents raised questions about the balance between curriculum breadth and depth.

Respondents highlighted the importance of opportunities for consolidation, reflection and deeper learning, particularly within subjects where additional or revised content was proposed. Curriculum planning and sequencing, and the implications of delivering proposed content within available teaching time, were also identified as areas for consideration.

Resources and infrastructure

Respondents highlighted the availability of resources as an important consideration for implementation. Respondents referred to both physical and digital resources, as well as curriculum guidance and supporting materials.

Across both primary and post-primary settings, respondents indicated that centrally developed support materials could support implementation and reduce the need for individual schools to develop resources independently. Examples included programmes of study, schemes of work, curriculum maps, planning templates and exemplification materials. Respondents also highlighted access to appropriate digital infrastructure, specialist equipment and sustainable funding arrangements.

Some respondents also highlighted equitable access to resources across different school contexts and settings.

Workforce capacity

Workforce capacity was raised less frequently than workload and professional learning but nevertheless featured across some consultation responses. Respondents highlighted issues relating to staffing capacity, subject expertise and professional knowledge in the context of implementing the revised curriculum.

Some respondents referred to wider challenges relating to teacher recruitment, retention and specialist subject expertise, particularly in areas where curriculum change may require new knowledge or skills. Respondents also highlighted release time, staffing support and professional development opportunities as factors affecting the capacity of teachers and school leaders to engage with implementation and curriculum preparation.

Change management / phased implementation / transition

Many respondents highlighted planning and change management as important considerations. Some favoured a phased approach, alongside clear communication and appropriate time for schools to prepare for change.

Respondents also highlighted implementation timelines, the availability of supporting materials, alignment with wider qualification reform, communication with schools and transition arrangements across educational phases. Some respondents sought greater clarity about the sequencing and timing of reform activity to support implementation planning.

Respondents also highlighted curriculum coherence and progression across educational phases including transitions between primary and post-primary education, progression across key stages and alignment between curriculum expectations and qualifications pathways.

Inclusion and equitable access

Respondents raised issues relating to equitable access to the revised curriculum, including differences in school context, geographical location, resource availability and specialist provision.

Comments highlighted access to curriculum opportunities across different settings and the importance of taking account of different learners needs. Some respondents also identified guidance, resources and support relating to special educational needs, language development and wider wellbeing as implementation considerations.

Overall, these responses identified inclusion and equitable access as considerations for implementation planning across different learner groups and school contexts.

School readiness

School readiness was identified as an important implementation consideration across many aspects of Curriculum 2028.

Respondents highlighted the importance of ensuring that schools have sufficient time, resources, professional learning and implementation support to prepare effectively for curriculum change.

Many respondents commented on the value of providing guidance, exemplification materials and supporting resources at an early stage to support planning and preparation.

While views differed regarding the scale of the implementation challenge, there was broad agreement that implementation planning should recognise differences in school contexts, capacity and levels of readiness across the education system.

Respondents emphasised the importance of a phased and well-supported approach to implementation to help ensure that all schools are equipped to deliver the revised curriculum effectively.

Overall conclusion

Analysis of free-text consultation responses and written submissions indicates that implementation considerations formed an important part of the feedback received on Curriculum 2028.

While respondents expressed a range of views regarding individual curriculum proposals, a number of common implementation themes were identified. These included professional learning, practical guidance, curriculum resources, preparation time, workforce capacity, inclusion and equitable access.

Some respondents also identified potential benefits from curriculum reform, including greater curriculum coherence and clearer progression for learners, while emphasising the importance of the arrangements supporting implementation.

Overall, the consultation feedback demonstrates that respondents considered implementation to be an important part of curriculum reform. The issues raised provide evidence to inform subsequent implementation planning, including consideration of professional learning and guidance, resources, workforce capacity, timing and transition, inclusion and school readiness. Continued engagement with schools, practitioners and other stakeholders will also be important as curriculum development and implementation planning progress.

Appendices

Appendix A – Consultation questions

Section 1: Respondent Information

Confidentiality and Contact Details

1. If you would prefer your response to remain confidential, please tick this box.
2. If you would like to be alerted when the results of the consultation are published, please tick this box.
3. Name.
4. Email address.

About You

5. Please tick the box that best describes you as a respondent.
6. If you are responding on behalf of an organisation (including school, stakeholder organisation or interest group etc), please give its name.
7. If you are from a school, please provide the school name and the reference number (if known).
8. If you selected a school, please select the description that best matches the school or setting you work in.

Section 2: Curriculum Aim, Objectives and Capabilities

Curriculum Aim

1. To what extent do you agree the proposed aim of the new curriculum is effective and relevant?

Curriculum Objectives

2. To what extent do you agree the proposed objectives of the new curriculum are effective and relevant?

Curriculum Capabilities

3. To what extent do you agree that the nine capabilities reflect the key qualities and attributes that education in Northern Ireland should aim to develop?

Section 3: Subject areas

Art & Design

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?

3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

Digital technology

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

English & drama

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Would you prefer Key Stage 2 English to be broken down by year group?
6. Do you have any other comments regarding this subject framework?

Geography

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

History

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

Home economics

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Do you have any other comments regarding this subject framework?

Language & Cultural Awareness (LCA)

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. What timescale would be appropriate for the introduction of LCA?
5. What conditions or supports would be required for the LCA framework to be fully embedded?
6. Which aspects of the Language and Cultural Awareness curriculum have potential to offer coherence with other subject areas?
7. Which elements of the curriculum are most likely to support successful transition into Key Stage 3 language learning?
8. Does any part of the content extend beyond feasibility for operationalising in a Key Stage 2 classroom?
9. Do you have any other comments regarding this subject framework?

Mathematics

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

Modern Languages

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Which format for the vocabulary list is most useful?
5. Are there any additional vocabulary items that you consider essential for pupils' likely communicative needs at Key Stage 3?
6. In the grammar section of the language content, which specific grammar features seem most appropriate, and which seem better suited to Key Stage 4? Please name the specific grammar feature and language (French, German, Irish, or Spanish).
7. Do you have any other comments regarding this subject framework?

Music

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

Physical Education (PE)

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

PSCC

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

Science

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?
4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

Technology & design

1. To what extent does the vision statement clearly capture the purpose, identity and distinctive contribution of the subject area?
2. To what extent do the organising categories for content appropriately reflect the key dimensions of learning within the subject?
3. How well does the subject framework cover the most important content that pupils should learn in this subject?

4. Is content appropriately sequenced across the Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3?
5. Do you have any other comments regarding this subject framework?

Section 4: Key Stage Questions

Foundation Stage

1. How well does the content across the Foundation Stage frameworks reflect the key knowledge, skills and experiences that children require at this key stage?
2. Is the content clear and understandable?
3. What do you see as the strengths of the proposed Foundation Stage curriculum, and where are the areas for development?

Key Stage 1

1. How well does the content across the Key Stage 1 frameworks reflect the key knowledge, skills and experiences that children require at this key stage?
2. How well does the content within the Key Stage 1 framework build logically from the Foundation Stage content?
3. Is the content clear and understandable?
4. What do you see as the strengths of the proposed Key Stage 1 curriculum, and where are the areas for development?
5. Please provide any other comments on the Key Stage 1 curriculum.

Key Stage 2

1. How well does the content across the Key Stage 2 frameworks reflect the key knowledge, skills and experiences that children require at this key stage?
2. How well does the content within the Key Stage 2 framework build logically from Foundation Stage and Key Stage 1?
3. Is the content clear and understandable?
4. Would you prefer Key Stage 2 English to be broken down by year group?
5. What do you see as the strengths of the proposed Key Stage 2 curriculum, and where are the areas for development?
6. Please provide any other comments on the Key Stage 2 curriculum.

Key Stage 3

1. How well does the content across the Key Stage 3 frameworks reflect the key knowledge, skills and experiences that children require at this key stage?

2. How well does the content within the Key Stage 3 frameworks build logically from previous key stages?
3. Is the content clear and understandable?
4. What do you see as the strengths of the proposed Key Stage 3 curriculum, and where are the areas for development?
5. Please provide any other comments on the Key Stage 3 curriculum.

Section 5: Curriculum as a whole

1. How well does the curriculum, taken as a whole, set out a clear and coherent learning entitlement for pupils?
2. How clear and understandable is the curriculum as a whole?
3. How well does the curriculum ensure coherent progression across Foundation Stage to Key Stage 3?
4. What do you see as the main strengths of the curriculum as a whole, and where are the areas for development?
5. Please provide any other comments on the curriculum as a whole.

Section 6: Final section

1. Would you like to respond to a further key stage or subject area?
2. Please provide any final comments, should you wish.

Appendix B – Organisational Responses

There were 300 written responses, 177 submitted by individuals, and a further 123 submitted from 110 organisations.

Organisations that submitted written responses are listed below.

Organisation	Organisation	Organisation
Action Renewables	Family Education Trust	Public Health Agency
All Party Group on Reducing Harm Related to Gambling	Fellows of the Primary Science Teaching Trust	Queen's University Belfast (QUB)
All Party Groups (APG)	Fermanagh Learning Community	Regenerative Economics for Secondary Schools
Altram	Gael Linn	Royal College of Speech and Language Therapists
AMMA Creative Learning Centre	Governing Bodies Association Northern Ireland (GBA NI)	Sinn Féin
An Gréasán do Mhúinteoirí Gaeilge	Habitat for Humanity Ireland	Society for French Studies
Anxiety Based School Avoidance Parent Support Group	Healing Through Remembering	Software NI
Arts Council of Northern Ireland	Health and Social Care Northern Ireland (HSCNI)	South East Fermanagh Foundation (SEFF)
Association of School and College Leaders (ASCL)	History Teachers' Association of Northern Ireland (HTANI)	South Tyrone Empowerment Programme (STEP)
BCS Northern Ireland Computing Education Committee	Humanists NI	St Mary's University Belfast

Belfast City Youth Council	Innovation Forum	Stranmillis University College
British Association of Teachers of Deaf Children and Young People (BATOD)	Institute of Directors (IoD)	Taking In Mind
Centre for Global Education	Integrated Education Fund	The Dollywood Foundation UK
Children in Crossfire	Into Film	The Executive Office Roma Thematic Group
Cinemagic	Irish Development Education Association	The National Deaf Children's Society (NDCS) and the Royal National Institute of Blind People (RNIB)
Coalition for Marriage	Irish National Teachers' Organisation (INTO)	The North West Migrants Forum
Coalition of Aid and Development Agencies	Mental Health Foundation	The Royal College of Speech and Language Therapists Northern Ireland
Comhairle na Gaelscolaíochta (CnaG)	Music Teachers of Fermanagh	The Royal National Institute for Deaf People (RNIB) and BATOD
Commission for Victims and Survivors	National Association of Schoolmasters Union of Women Teachers NI	The Royal Society
Commissioner for Victims of Crime	National Education Union (NEU)	The Social Democratic and Labour Party (SDLP)
Committee of the Northern Ireland District of the National Education Union	National Museums NI	Tools for Solidarity

Connect Public Affairs	National Society for the Prevention of Cruelty to Children (NSPCC)	Transferor Representatives' Council
Consultants to Government and Industry Scotland and Northern Ireland	Nerve Centre	Traveller Thematic Group
Controlled Schools Support Council (CSSC)	NI Chamber	Trócaire
Cookstown and Dungannon ALC	Northern Ireland Chest Heart and Stroke	Ulster Farmers' Union (UFU)
Council for Catholic Maintained Schools (CCMS)	Northern Ireland Companion Animal Welfare Group	Ulster Human Rights Watch
Craigavon Traveller Support Committee	Northern Ireland Council for Integrated Education (NICIE)	Ulster Teachers' Union (UTU)
Cruse	Northern Ireland Forest School Association (NIFSA)	Ulster University (UU)
Cyberspark	Northern Ireland Human Rights Commission	Ulster Wildlife
Dean Maguirc College	Northern Ireland Marine Task Force	University College London (UCL)
Department for the Economy	Northern Ireland Screen	University of Cambridge
Dogs Trust	Nottingham Trent University	Ulster Society for the Prevention of Cruelty to Animals (USPCA)

Dungannon and Cookstown ALC – Geography Teachers	Office of the Commissioner for the Ulster Scots and the Ulster British Tradition	Volunteer Now
Education for Sustainable Development	Office of the Mental Health Champion for Northern Ireland	Women's Aid
Educational Authority NI STEM Health and Safety	Omagh Traveller Health Group	Women's Resource and Development Agency
Electoral Commission and Youth Forum	Peace Summit Partnership	Workplus NI
Endometriosis UK	Pocket Money Adventures	YMCA Belfast
Equality Commission for NI	Presbyterian Church in Ireland	