

Equalities Impact Assessment Record

Date of EIA 25th April 2006
 Directorate Education, Children's Services and Libraries

Function or policy to be screened / assessed	Agreed Syllabus for Religious Education
Is it a policy or function	<input checked="" type="checkbox"/> Policy/Procedure <input type="checkbox"/> Function
Is it a new or existing policy or function?	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing
Who is responsible for the policy or function?	The person / section / team responsible for this policy / function is: Allison Fletcher , Assistant Director of Education, Children's Services and Libraries
Who implements the policy or function?	The policy or function is delivered by (tick all that apply): <input checked="" type="checkbox"/> Council staff <input checked="" type="checkbox"/> Statutory partner
Aim / objective / purpose of the policy or function	The aim / objective / purpose of the policy / function is to: <ul style="list-style-type: none"> • Establish an entitlement for all pupils to study Religious Education. • To promote the values of truth, justice, respect for all through Religious Education. It places emphasis on : Pupils' valuing themselves and others; the role of the family and community in religious belief and activity; the celebration of diversity in society through understanding similarities and differences. • Establish standards for learning and attainment for all pupils. • To ensure that all pupils' voices are heard and the religious education curriculum is broad and balanced; Christianity and the other principal religions should be studied and it is recommended for all pupils to study secular philosophies such as humanism.
Summary of information / evidence used in this assessment (Include any consultation undertaken)	The following information / evidence was used in this assessment: Consultation with members of faith communities in Agreed Syllabus Conference meetings and local faith organisations across Berkshire unitary authorities.
Who is the function, policy or procedure designed to target? Or Who are intended to be the main beneficiaries of the function or policy?	The policy / function is designed specifically to benefit the following people: Young People in Bracknell-Forest schools
Which of the following equalities groups might be impacted by the policy or function?	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Age <input checked="" type="checkbox"/> Religion or Belief <input checked="" type="checkbox"/> Sexual Orientation
Which groups might be affected adversely ?	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Age <input checked="" type="checkbox"/> Religion or Belief <input checked="" type="checkbox"/> Sexual Orientation
How is this policy or function communicated to target beneficiaries?	The policy / function is generally communicated to target beneficiaries using the following channels: Network meetings, Training events
On what grounds can adverse or differential impact be justified?	Adverse or differential impact can be justified for the following reasons: The aim of Religious Education is to make a significant contribution to inclusion, particularly in its focus on promoting respect for all. The framework enables all pupils to consider the impact of people's beliefs on their own actions and lifestyle. As this syllabus is founded on challenging stereotypical view and appreciating differences in others it sets out to eliminate any adverse affects a particular group might be experiencing.
What consultation will be necessary to support or confirm your conclusions?	<i>If evidence cannot be found to suggest how a function or policy can be amended, additional research and consultation must be considered.</i> Extensive consultation with faith groups about content of each religion has been done in preparing the syllabus.

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What changes are proposed to the policy or function to reduce or remove adverse or differential impact?	The objectives of the policy / function can still be met if the following actions are taken to remove or reduce the adverse or differential impact: None needed
What monitoring arrangements have been put in place?	To monitor the effect of the recommended changes, the following factors or aspects of delivery will be monitored over time: None needed
When will this EIA be reviewed?	This EIA will be revisited and reviewed on: 2010
Which strategies or plans does this function or service support?	The following strategies and plans are dependent on this policy or function: Children and Young Peoples Plan 2006-2009.
What are the main policies or procedures that underpin this function or policy?	This policy / procedure is dependent on the following policies / procedures / strategies / plans: Education Act 1996, Chapter III
Date when the actions in this EIA must be referenced back to policy, plans, strategies, policies or procedures to which it is connected	Date: N/A Responsibility: Check date: Responsibility:
Date to be submitted to Web Team for publication on EIA pages	9 th May 2006