

## Equalities Screening Record Form

<b>Date of Screening: 24 May 2012</b>	<b>Directorate: CYPL</b>	<b>Section: Learning &amp; Achievement</b>
<b>1. Activity to be assessed</b>	Revised Agreed Syllabus for RE	
<b>2. What is the activity?</b>	<input checked="" type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change	
<b>3. Is it a new or existing activity?</b>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
<b>4. Officer responsible for the screening</b>	Martin Surrell	
<b>5. Who are the members of the EIA team?</b>	Martin Surrell & Bob Welch	
<b>6. What is the purpose of the activity?</b>	It is a statutory requirement to review the Locally Agreed Syllabus for RE every 5 years and to publish the revised version for use in schools. The review has taken place and this screening therefore relates to the resulting revised version of the Syllabus.	
<b>7. Who is the activity designed to benefit/target?</b>	Pupils at all Key Stages of their education.	
<b>Protected Characteristics</b>	<b>Yes</b>	<b>Is there an impact?</b> It is anticipated that there will be a positive impact on the education of all pupils as a result of this activity. The revised Agreed Syllabus will; <ul style="list-style-type: none"> <li>▪ Establish an entitlement for all pupils to study RE</li> <li>▪ Promote the values of truth, justice, tolerance and respect for all through emphasis on; pupils valuing themselves and others, the role of family and community in religious belief and activity, the celebration of diversity in society</li> <li>▪ Establish standards or learning and attainment for all pupils</li> <li>▪ Ensure all pupils' voices are heard and the RE curriculum is broad and balanced</li> </ul>
		<b>What evidence do you have to support this?</b> Consultation with school teacher representative and members of faith communities in Agreed Syllabus Conference meetings – meetings were convened for teachers of each Key Stage across Berkshire to enable them to contribute feedback on the existing syllabus and ideas for the new one. These working groups were then engaged in the writing process for the new syllabus. Each meeting was managed by a consultant with extensive specialist knowledge in RE. Faith representatives were invited to a day-long 'drop in' conference to contribute their ideas and to comment on the faith related content of the syllabus. Feedback was also obtained from teachers in local RE subject leaders' meetings and through the monitoring of the quality of RE in Bracknell Forest schools through a sample of schools completing the NASACRE self-evaluation audit tool. This work suggested a high level of satisfaction with the faith-related content of the existing syllabus, together with a wish for further support in identifying key questions to ask in order to promote tolerance and understanding and tackle discrimination.

<b>8. Disability Equality</b>		N	There should be a neutral impact and may be a positive impact. No evidence of differential impact at this time.	The syllabus promotes the values of truth, justice, tolerance and respect for all and the celebration of diversity in society. This is likely to extend beyond religious and faith issues and teachers may take advantage of opportunities to promote disability equality.
<b>9. Racial equality</b>	Y		Positive impact expected.	The syllabus promotes the values of truth, justice, tolerance and respect for all through emphasis on; pupils valuing themselves and others, the role of family and community in religious belief and activity, the celebration of diversity in society. Issues of racial inequality will be addressed and it is expected that young people will develop an enhanced appreciation of racial tolerance.
<b>10. Gender equality</b>		N	There should be a neutral impact and may be a positive impact. No evidence of differential impact at this time.	The syllabus promotes the values of truth, justice, tolerance and respect for all and the celebration of diversity in society. This is likely to extend beyond religious and faith issues and teachers may take advantage of opportunities to promote gender equality.
<b>11. Sexual orientation equality</b>		N	There should be a neutral impact and may be a positive impact. No evidence of differential impact at this time.	The syllabus promotes the values of truth, justice, tolerance and respect for all and the celebration of diversity in society. This is likely to extend beyond religious and faith issues and teachers may take advantage of opportunities to promote sexual orientation equality.
<b>12. Gender re-assignment</b>		N	There should be a neutral impact. No evidence of differential impact at this time.	The syllabus promotes the values of truth, justice, tolerance and respect for all and the celebration of diversity in society. This is likely to extend beyond religious and faith issues and teachers may take advantage of opportunities to promote gender re-assignment equality.
<b>13. Age equality</b>		N	There should be a neutral impact and may be a positive impact. No evidence of differential impact at this time.	The syllabus promotes the values of truth, justice, tolerance and respect for all and the celebration of diversity in society. This is likely to extend beyond religious and faith issues and teachers may take advantage of opportunities to promote age equality.
<b>14. Religion and belief equality</b>	Y		Positive impact expected.	The syllabus promotes the values of truth, justice, tolerance and respect for all through emphasis on; pupils valuing themselves and others, the role of family and community in religious belief and activity,

			the celebration of diversity in society. A key principle of the syllabus is to promote religious and belief equality (including the opinions of those young people who express no religious beliefs).
<b>15. Pregnancy and maternity equality</b>		N	There should be a neutral impact. No evidence of differential impact at this time.
<b>16. Marriage and civil partnership equality</b>	Y		Positive impact expected.
<b>17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.</b>	Through the celebration of diversity in society, the Agreed Syllabus will contribute to the development of greater awareness of local issues and help promote good community relation.		
<b>18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</b>	None identified		
<b>19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</b>	The positive impact on religion and belief equality is likely to be greater than the other impacts identified since one of the purposes of the Agreed Syllabus is to promote greater understanding of faith related issues. It is difficult to identify whether this impact will be felt more profoundly by some pupils but this is not the intention.		
<b>20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</b>			
<b>21. What further information or data is required to better understand the impact? Where and how can that information be obtained?</b>		N	The impact of the Agreed Syllabus will be monitored annually through sampling a group of schools. Termly meetings of RE Coordinators in Primary Schools are held at which any immediate impact issues can be raised and discussed.

<b>22. On the basis of sections 7 – 17 above is a full impact assessment required?</b>		N	The Agreed Syllabus for RE is intended to promote the values of truth, justice, tolerance and respect for all. As such, it is anticipated that it will have a positive impact on pupils. Since this is planned for there are no significant negative impacts anticipated, a full impact assessment is not necessary.
<b>23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data?</b> Please complete the action plan in full, adding more rows as needed.			
<b>Action</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Milestone/Success Criteria</b>
Obtain feedback from primary RE Coordinators	Termly	Martin Surrell	Feedback received and passed on to Bracknell Forest SACRE.
Annual monitoring of the quality of RE in Bracknell Forest schools by Bracknell Forest Standing Advisory Council on Religious Education – detailed sampling of the impact of the Agreed Syllabus.	March 2013	Martin Surrell	As above.
<b>24. Which service, business or work plan will these actions be included in?</b>	Standing Advisory Council on Religious Education development plan.		
<b>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</b>	These have been integrated into the process of reviewing the previous Agreed Syllabus and in designing and writing the new one. Extensive consultation has taken place with school teachers and faith organisations to ensure the best practice nationally is included in the Syllabus and to ensure that opportunities to enhance equality are signposted.		
<b>26. Chief Officers signature.</b>	Signature: <i>Bob Welch</i>		Date: 24/5/12

When complete please send to [abby.thomas@bracknell-forest.gov.uk](mailto:abby.thomas@bracknell-forest.gov.uk) for publication on the Council's website.