

Equality and Safety Impact Assessment

The **Public Sector Equality Duty** (Section 149 of the Equality Act) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people carrying out their activities.

The Equality Duty supports good decision making – it encourages public bodies to be more efficient and effective by understanding how different people will be affected by their activities, so that their policies and services are appropriate and accessible to all and meet different people’s needs. The Council’s Equality and Safety Impact Assessment (ESIA) includes an assessment of the community safety impact assessment to comply with Section 17 of the Crime and Disorder Act and will enable the Council to better understand the potential impact of proposals and consider mitigating action.

Name or Brief Description of Proposal	Living Difference IV – Southampton Locally Agreed Syllabus for RE 2021-2026
Brief Service Profile (including number of customers)	
<p>All pupils in maintained schools across Southampton Local Authority and pupils in schools who choose through their curriculum freedoms to follow the syllabus are impacted.</p> <p>Parents who choose to send their child to a maintained school in Southampton Local Authority are impacted, and also parents of children who attend a school which may have curriculum freedoms afforded by academy or free school status, but who choose to follow the syllabus are also impacted.</p>	
Summary of Impact and Issues	
<p>The impact of the syllabus is intended to be positive.</p> <p>Negative impact can be direct through poor teaching or no teaching of RE which can be upon religion or belief, marriage or civil partnership, disability, community safety or health and wellbeing.</p> <p>All of these risks are linked to poor communication of syllabus and curriculum content, poor teaching and poor subject knowledge, poor communication of the parental Right to Withdraw from RE.</p> <p>They can all be mitigated by clear communication of curriculum content, engagement with parents around any concepts to be studied that some parents may find more challenging for their child/ren or family. Also clear communication of the Right to Withdraw can mitigate or open dialogue between the school and a parent in order to check the parents understanding of the curriculum intention and implementation methodology through the cycle of enquiry approach.</p>	

Potential Positive Impacts	
Fostering of stronger positive relations between people of different religion – faith or belief, or no religion can be achieved where RE is well-planned for and taught well. Discrimination can be reduced by enabling greater understanding of the different ways people choose to live their lives, and by bringing children to attend to what they know from their own, families and community experiences and engaging in dialogue to recognise similarities as well as respect differences.	
Responsible Service Manager	Alison Philpott
Date	3/12/21
Approved by Senior Manager	Derek Wiles
Date	

Potential Impact

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
Age	none	
Disability	Learning may not be tailored appropriately if disability needs impact on understanding developmentally	Teachers should apply the same consideration in their planning in RE as they must for other subjects so as learning is appropriate to any needs linked to disability related needs
Gender Reassignment	none	
Marriage and Civil Partnership	The golden thread concept of Love may mean schools might include marriage and civil partnership within a communicate or inquiry step of the cycle of enquiry approach to learning which may not be a requirement of statutory relationships education at a particular phase	Schools have a statutory duty to deliver Relationships Education and therefore this linked learning should be aligned to the statutory content that must be taught in Relationships education (RSE). Awareness of connected curriculum themes should be included when planning the long-term map of the curriculum and should align and be included in the RSE policy which has to be developed through consultation with parents.
Pregnancy and Maternity	None	

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
Race	If there is not clear understanding of the difference between race and religion or belief misconceptions can be present	By ensuring through training linked to the syllabus of the differences between race and religion this risk is mitigated.
Religion or Belief	Religious education is the only subject where a range of religions and beliefs are explicitly taught about and explored. It is a statutory subject taught through a locally agreed syllabus. This can be positive I that all are included in terms of there is no restriction on the number of faiths that can be included, as well as belief systems or worldviews	The Syllabus and its appendices provide the framework through which schools who must follow the locally agreed syllabus (maintained schools) and those who choose to follow (academy or free schools) can make their curriculum for teaching Religious Education in line with statutory duties set out within the Education Act and The Equality Duty 2010. The available associated resources and CPD for teachers provides further support to ensure that the syllabus, through the cycle of enquiry approach is delivered effectively. As with other subjects it is head teacher's responsibility to ensure the Quality of Education across their school is effective and that the requirements of The Equality Act 2010 are met.
Sex	none	
Sexual Orientation	none	
Community Safety	There are risks linked to complaints and more extreme measures such as protests if the syllabus, content to be taught, and enquiry approach used are not well-communicated to parents	All schools ensuring that clear curriculum information is available and well communicated with opportunities for parents to discuss any concerns. Ensuring that the Right to withdraw fully or partially is also well-communicated.
Poverty	none	
Health & Wellbeing	By ensuring that the quality of teaching and overall planning for Religious Education is of at least good quality there can be a positive impact upon all children. If this is less than good then	By providing supporting CPD for RE leaders in a train the trainer approach at Primary level and signposting additional training and support for Secondary Specialists the chance of poor

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	misconceptions can occur and pupil well-being could be negatively effected	subject knowledge or poor planning impacting upon RE is mitigated.
Other Significant Impacts	If RE is not taught a school would be judged Inadequate by Ofsted which is a risk to reputation and also community confidence in the education provided by a school	Offering monitoring visits to all schools – those who follow the locally agreed syllabus and also those who do not have to, but can choose their own syllabus mitigates the risk of any school being found to not meet the statutory requirements of the National Curriculum or their funding agreement at Inspection.

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