

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

### Appendix 4

**Policy/Strategy/Project/Procedure/Service/Function Title:** Cardiff Standing Advisory Council for Religious Education (SACRE)

**New/Existing/Updating/Amending:** Updating

**Who is responsible for developing and implementing the Policy/Strategy/Project /Procedure/Service/Function?**

Name:	Job Title: N/A
Service Team: Consortium leading	Service Area: Education
Assessment Date: 18/11/22	

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

1. To present the existing Cardiff Agreed Syllabus for Religious Education to cabinet for re-adoption for pupils of Religious Education, during the period of Religion, Values and Ethics curriculum rollout,
2. To present the new Cardiff Agreed Syllabus for Religion, Values and Ethics (RVE) to cabinet for adoption and have agreement that schools can start to deliver this agreed syllabus,
3. To agree the revised Terms of Reference for SACRE (Standing Advisory Council for Religious Education) /SAC (Standing Advisory Council)

**2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

1. The introduction of the Curriculum and Assessment (Wales) Act 2021 (the Act) established the Curriculum for Wales in law and replaced the previous curriculum (which includes, for example, the national and local curricula set out in Part 7 of the Education Act 2002).
2. The Curriculum and Assessment (Wales) Act 2021 Act sets out 'Religion, Values and Ethics' (RVE) as one of the mandatory subjects which spans the 3 to 16 learning continuum. The subject of RVE forms part of the Humanities Area of Learning and Experience within the Curriculum for Wales. Subject specific Guidance on RVE contained within the Humanities Area of the Curriculum for Wales, is statutory and is published under section 71 of the Act. The guidance is designed to assist those responsible under the Act for designing the RVE

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syllabus as part of the school curriculum.

3. The 2021 Act states that Local Authority Standing Advisory Councils for RVE (SACs) and agreed syllabus conferences (ASCs), are still responsible for creation of a locally agreed syllabus. Under the previous curriculum, the Local Authority's SACRE and ASC committees held these responsibilities.
4. Cardiff Council convened Agreed Syllabus Conferences in January, March, and June 2022. The current curriculum was first adopted in 2008. In June 2013 the Agreed Syllabus Conference endorsed the re-adoption of the Cardiff Agreed Syllabus, with an understanding that the syllabus would be reviewed once further information is received in relation to the National Curriculum review.
5. The current Cardiff agreed syllabus for Religious Education was considered suitable for recommendation to be readopted by the local authority.
6. This was in accordance with the legal requirement for a local authority to review and reconsider their agreed syllabus for Religious Education within five years of its adoption or readoption.
7. The Agreed Syllabus Conference are recommending that the Cardiff Agreed Syllabus for Religious Education is readopted for those learners who are not following the Religion, Values and Ethics curriculum, until the implementation of the Curriculum for Wales is completed.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	Yes		
18 - 65 years		No	
Over 65 years		No	

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The new Agreed Syllabus for Religion, Values and Ethics is potentially a great opportunity to promote equality across all protected characteristics and have positive impact.

The vision is for all children and young people in Cardiff to experience high quality RVE education and develop the knowledge, skills and attributes that enable them to become personally successful, with the skills for lifelong learning and globally engaged citizens, in line with the vision of the Cardiff 2030 child friendly city. The [four purposes](#) are the shared vision and aspiration for every child and young person within

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the Curriculum for Wales Act 2021.

In fulfilling these, we set high expectations for all, promote individual well-being, tackle ignorance and misinformation, and encourage critical and civic engagement. A school's RVE curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what RVE we teach, but how we teach it, and crucially, why we teach it.

Cardiff schools and settings have this new opportunity to re-engage with rich Religion, Values and Ethics (RVE) for all learners. RVE undoubtedly offers:

- a unique and vital element in the education of all learners;
- a chance to encourage all learners to know and understand their communities and the world around them;
- the means to develop an understanding of religious and non-religious philosophical convictions within a pluralistic society;
- the opportunity to become informed and respectful instigators of social change and justice.

### What action(s) can you take to address the differential impact?

Good communication within the wider community beyond the school and with church leaders of all religions and representatives on SACRE with no religion will be positive so that the benefits can be promoted and understood by all.

### 3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		No	
Physical Impairment		No	
Visual Impairment		No	
Learning Disability		No	
Long-Standing Illness or Health Condition		No	
Mental Health		No	
Substance Misuse		No	
Other		No	

**Please give details/consequences of the differential impact, and provide supporting**

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<b>evidence, if any.</b>
<b>We do not believe this will impact on this protected characteristic group</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>No action required</b>

**3.3 Gender Reassignment**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		No	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>We do not believe this will impact on this protected characteristic group</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>No action required</b>

**3.4. Marriage and Civil Partnership**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Marriage			N/A N/A
Civil Partnership			

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<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>We do not believe this will impact on this protected characteristic group</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>No action required</b>

**3.5 Pregnancy and Maternity**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			N/A
Maternity			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>We do not believe this will impact on this protected characteristic group</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>No action required</b>

**3.6 Race**

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White	Yes		
Mixed / Multiple Ethnic Groups	Yes		
Asian / Asian British	Yes		

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Black / African / Caribbean / Black British	Yes		
Other Ethnic Groups	Yes		

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Cardiff is a city with a diverse population – over 30% Minority ethnic and 23% plus have English as an additional language. The RVE curriculum has the potential to promote respect and understanding between different religious and cultural groups.

**What action(s) can you take to address the differential impact?**

Good communication within the wider community beyond the school and with church leaders of all religions and representatives on SACRE with no religion will be positive so that the benefits can be promoted and understood by all.

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Buddhist	Yes		
Christian	Yes		
Hindu	Yes		
Humanist	Yes		
Jewish	Yes		
Muslim	Yes		
Sikh	Yes		
Other	Yes		

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Potentially increase positive understanding of each other's faiths and values and ultimately promote cohesion, understanding and respect

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<b>What action(s) can you take to address the differential impact?</b>
Good communication re changes with all religious groups

**3.8 Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		No	
Women		No	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
We do not believe this will impact on this protected characteristic group
<b>What action(s) can you take to address the differential impact?</b>
No action required

**3.9 Sexual Orientation**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		No	
Gay Men		No	
Gay Women/Lesbians		No	
Heterosexual/Straight		No	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
There could be positive impact potentially that will be monitored over time.

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With teaching this area of the curriculum well, promoting understanding of different relationships within communities and wider world could have positive impact.

**What action(s) can you take to address the differential impact?**

**3.10 Socio-economic Duty**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the Socio-economic Duty?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
		No	

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

**We do not believe this will impact on this protected characteristic group**

**What action(s) can you take to address the differential impact?**

**No action required**

**3.11 Welsh Language**

Will this Policy/ Strategy/Project/Procedure/Service/Function have a **differential impact (positive/negative)** on the Welsh Language?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
		No	



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**Please give details/ consequences of the differential impact, and provide supporting evidence, if any.**

RVE will be delivered in both Welsh and English medium schools

**What action(s) can you take to address the differential impact?**

#### 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Religious representatives have been fully consulted through the Agreed Syllabus Conferences over several months and representatives from the teaching community.

#### 5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	Good communication within the wider community beyond the school and with church leaders of all religions and no

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	religion will be positive so that the benefits can be promoted and understood by all.
Religion/Belief	Good communication re changes with all religious/ non religious groups
Sex	
Sexual Orientation	
Socio-economic Duty	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	

#### 6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

#### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Gill James	Date:
Designation: Achievement Leader Education	8/12/22
Approved By:  MIKE TATE	8/12/22
Designation: Assistant Director, Education & Lifelong Learning	
Service Area: Education	

7.1 On completion of this Assessment, please ensure that the form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council- [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk).

For further information or assistance, please contact the Equality Team- [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk)