

Title of proposed EIA *

Agreed Syllabus for Religious Education 2022

Please provide the title of your policy or service area.

Reference No

EQUA796

Please do not amend. A reference number will automatically be applied once the form is saved.

EA is in support of *

Amended Policy

Review Frequency *

No preference

Please select how regularly you plan to review the assessment.

Date of first review *

02/12/2021



Based on the review frequency, please enter the date when your first review will take place.

Directorate *

Education and Skills

Division

Education and Early Years

Service Area

Please add if applicable

Responsible Officer(s) *

[Laura Hendry](#) x

This is the person responsible for completing, submitting and reviewing the assessment. If you get the message 'The user does not exist or is not unique'. Please enter the full email address.

Quality Control Officer(s) *

[Laura Hendry](#) x

This is the person responsible for checking the quality of the assessment. If you get the message 'The user does not exist or is not unique'. Please enter their full email address.

Accountable Officer(s) *

[Lisa Fraser](#) x

This is the person responsible for making the final decision on the EIA and the policy, plan, procedure etc. If you get the message 'The user does not exist or is not unique'. Please enter their full email address.

Purpose of proposal *

To approve the Agreed Syllabus for Religious Education 2022.

Data sources

- ☐ Survey(s)
☐ Consultation Results
☐ Interviews
☒ relevant reports/strategies
☐ Statistical Database (please specify)
☐ relevant research
☐ Other (please specify)

What sources of data have been used to produce the screening of this policy/proposal? (Please tick all that apply)

Please include any other sources of data

ASSESS THE IMPACT AGAINST THE PROTECTED CHARACTERISTICS

Protected characteristic: Age *

- ☒ Service Users / Stakeholders
☐ Employees
☐ Wider Community
☐ Not Applicable

Please select those directly impacted or affected.

Age details:

The syllabus will be taught to children in all Birmingham maintained schools. Academies and free schools must teach Religious Education and have the choice about whether to teach Birmingham's Agreed Syllabus.

The syllabus teaches children in an age-appropriate way with resources being available to teachers at all key stages.

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated. Describe who is affected, how they are affected and any additional comments.

Protected characteristic: Disability *

- ☒ Service Users / Stakeholders
- ☐ Employees
- ☐ Wider Community
- ☐ Not Applicable

Please select those directly impacted or affected.

Disability details:

All documents will be posted online in an accessible format.

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated. Describe who is affected, how they are affected and any additional comments.

Protected characteristic: Sex *

- ☐ Service Users / Stakeholders
- ☐ Employees
- ☐ Wider Community
- ☒ Not Applicable

Please select those directly impacted or affected.

Gender details:

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated. Describe who is affected, how they are affected and any additional comments.

Protected characteristics: Gender Reassignment *

- ☐ Service Users / Stakeholders
- ☐ Employees
- ☐ Wider Community
- ☒ Not Applicable

Please select those directly impacted or affected.

Gender reassignment details:

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated. Describe who is affected, how they are affected and any additional comments.

Protected characteristics: Marriage and Civil Partnership *

- ☐ Service Users/ Stakeholders
- ☐ Employees
- ☐ Wider Community
- ☒ Not Applicable

Please select those directly impacted or affected.

Marriage and civil partnership details:

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated.

Protected characteristics: Pregnancy and Maternity *

- ☐ Service Users / Stakeholders
- ☐ Employees
- ☐ Wider Community
- ☒ Not Applicable

Please select those directly impacted or affected.

Pregnancy and maternity details:

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated. Describe who is affected, how they are affected and any additional comments.

Protected characteristics: Race *

- ☐ Service Users / Stakeholders
- ☐ Employees
- ☐ Wider Community
- ☒ Not Applicable

Please select those directly impacted or affected.

Race details:

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated. Describe who is affected, how they are affected and any additional comments.

Protected characteristics: Religion or Beliefs *

- ☒ Service Users / Stakeholders
☐ Employees
☐ Wider Community
☐ Not Applicable

Please select those directly impacted or affected.

Religion or beliefs details:

The 2022 Agreed Syllabus continues in the same direction as the 2007 syllabus with learning taking place through 24 dispositions.

The development of character is driven through the acquisition of knowledge of Religious Traditions and Non-Religious Worldviews in order to understand what it is to live well and to understand others around you.

The Birmingham Agreed Syllabus Conference has added two learning dimensions, so that pupils move from their own experience (Learning from Experience) to Learning About Religious Traditions and Non-Religious Worldviews, to Learning from Faith.

QC advice has been taken to ensure the draft syllabus takes account of the the principle (amongst others) that the state must accord equal respect to different religious convictions, and to non-religious beliefs set out in the case of R (on the application of Fox) v the Secretary of State for Education [2015] EWHC 3404 (Admin).

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated. Describe who is affected, how they are affected and any additional comments.

Protected characteristics: Sexual Orientation *

- ☐ Service Users / Stakeholders
☐ Employees
☐ Wider Community
☒ Not Applicable

Please select those directly impacted or affected.

Sexual orientation details:

For the selected characteristics, please add further details. Describe the potential positive and negative impact of the policy or service and how any negative impacts will be mitigated. Describe who is affected, how they are affected and any additional comments.

Socio-economic impacts

None.

Please indicate any actions arising from completing this screening exercise.

None.

Please indicate whether a full impact assessment is recommended

NO ▼

If yes, please continue to complete the remaining questions. If no, please go to the quality control section below.

What data has been collected to facilitate the assessment of this policy/proposal?

Draft syllabus.
Legal advice provided to the Agreed Syllabus Conference.

What are the main findings from the analysis of the data?

Consultation analysis

Who was consulted, what are the results of the consultation exercise?

Adverse impact on any people with protected characteristics.

No adverse impact.

Based on the analysis of the data does the policy/proposal have any adverse impact?

Could the policy/proposal be modified to reduce or eliminate any adverse impact?

Can the policy/proposal be modified to reduce or eliminate any adverse impact? on any particular group(s)?

How will the effect(s) of this policy/proposal on equality be monitored?

What data is required in the future?

Please describe the data needed to ensure effective monitoring of this policy/proposal?

Are there any adverse impacts on any particular group(s)?

Are there any adverse impacts on any particular groups?

☐

If yes, please explain your reasons for going ahead.

Initial equality impact assessment of your proposal

Please give details on any initial assessment carried out. For a full assessment please complete the rest of the form. AS OF 29/11/2018 YOU ARE NO LONGER REQUIRED TO COMPLETE THIS BOX.

Consulted People or Groups

AS OF 29/11/2018 YOU ARE NO LONGER REQUIRED TO COMPLETE THIS BOX

Informed People or Groups

AS OF 29/11/2018 YOU ARE NO LONGER REQUIRED TO COMPLETE THIS BOX

Summary and evidence of findings from your EIA *

The new agreed syllabus ensures that Birmingham maintained schools are teaching Religious Education in accordance with the relevant legislation and case law. It reflects the fact that the religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.

Please add any documents including any consultation or engagement findings. Attach any source data using the attachment button above. Please

include how you will mitigate against any negative impacts.

☐

Please tick this box and 'Save' the document once you have finished. Your nominated Quality Control Officer will be notified to review the assessment and decide whether it can proceed for approval or reject it.

Please untick 'Submit to quality control officer box' before saving.

Proceed for final approval ▾

IMPORTANT: Quality Control Officer - Please untick the above box 'Submit to the Quality Control Officer for reviewing?' before providing your decision.

☒

Quality Control Officers only - Please tick the box when you are happy for the assessment to be submitted for approval.

Approve ▾

IMPORTANT: Accountable Officer - Please untick the above box 'Submit draft to Accountable Officer' before providing your final decision.

07/12/2021 

☒

Save

Cancel

QUALITY CONTROL SECTION

Submit to the Quality Control Officer for reviewing?

Quality Control Officer comments

Decision by Quality Control Officer

Submit draft to Accountable Officer?

Decision by Accountable Officer

Date approved / rejected by the Accountable Officer

Reasons for approval or rejection

Please print and save a PDF copy for your records

Version: 58.0

Created at 03/12/2021 03:10 PM by ☐ Laura Hendry

Last modified at 15/12/2021 02:53 PM by Workflow on behalf of ☐ Lisa Fraser