



Equality Impact Assessment

EIA-577901158 - Agreed Syllabus - Religious Education

Details

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| Title | Agreed Syllabus - Religious Education |
| Author | Martin Ledgard (Senior Adviser Education Improvement) |
| Head of service | Rachael Sugars (Head of Service Education Improvement and Standards) |
| Cabinet member | Kindy Sandhu (Education and Skills) |

Context and background

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| EIA carried out on | Review of service, Commissioning |
| Background | <p>SACRE has a statutory duty to review the Agreed Syllabus every 5 years, this EIA is with respect to the current renewal process. It was decided that the previous syllabus was no longer fit for purpose for Coventry, as it was based on the 'world religions paradigm' rather than reflecting the shift in Religious Education to a worldviews approach.</p> <p>A worldview is the way someone understands, experiences and responds to the world. It can include ideas about god, nature, ethics and reality, and include both religious and non-religious ideas. Through the Agreed Syllabus, pupils will be taught the academic skills needed to develop their worldview, learn about other worldviews, and navigate the diverse nature of belief in their community and wider.</p> |

All children in maintained schools in Coventry are directly impacted, it could also be followed by children in academies and independent schools.

Staff delivering lessons based on the syllabus and leaders in schools will also be directly impacted.

The syllabus will indirectly impact on the families of children in Coventry schools, and potentially the general population, particularly faith communities.

Stakeholders

The syllabus has been developed with the overview of SACRE by a range of partners including Coventry and Warwickshire Primary, Secondary and Special schools, faith communities in Coventry and Warwickshire, Céline Benoit (Senior Lecturer and Associate Dean for Public Engagement at Aston University), Tim Hutchings (Assistant Professor of Religious Ethics at University of Nottingham), Farmington Institute and the Religion and Education Council.

Responsibility Martin Ledgard

Consideration of impact

Baseline data and information

In 2021, 29.6% of Coventry residents reported having "No religion", up from 23.0% in 2011. The rise of 6.6 percentage points was the largest increase of all broad religious groups in Coventry.

43.9% of people in Coventry described themselves as Christian (down from 53.7%), while 10.4% described themselves as Muslim (up from 7.5% the decade before).

Protected groups

Positive impact - The worldviews approach in the new Agreed Syllabus will have a positive impact on children, the effectiveness of implementation will be reviewed over time.

This approach means that religious and non-religious pupils are equally worthy of study. No pupil needs to get the impression that their view on a subject is not welcome or important because it is not drawn from a traditionally religious perspective. When pupils engage with worldviews, they may discover that their own worldview shares ways of seeing with other established worldviews. This gives children the freedom to interact on a completely different level. It is no longer a case of either believing or not believing; pupils can engage in a much more nuanced way, sharing and adapting their beliefs and values as they travel through the curriculum.

Age 0-18

An Agreed Syllabus based on worldviews highlights the diversity within and across religions, and to do this pupils have to interact with individuals. The curriculum is no longer asking our non-religious pupils to engage with 'religion'. They will be introduced to individuals who may subscribe to a particular worldview, but real individuals with unique thoughts and feelings that our pupils will be able to relate to.

When pupils find a topic relatable, they are much more likely to engage with it positively, and therefore by having a people-focused curriculum rather than a religion-focused curriculum, non-religious pupils are much more likely to connect with the teaching.

Age 19-64

Positive impact - The long term positive impact is an ambition for the population to have a broader understanding and respect for the religious/non-religious worldviews of others.

Age 65+

Positive impact - The long term positive impact is an ambition for the population to have a broader understanding and respect for the religious/non-religious worldviews of others.

Disability

No impact - Disability is not covered directly within the Agreed Syllabus.

Gender reassignment

No impact - Gender reassignment is not covered directly within the Agreed Syllabus.

Marriage and civil partnership

Positive impact - The syllabus will encourage children to reflect on the meaning of marriage/civil partnerships in different traditions and families.

Pregnancy and maternity

Positive impact - The syllabus will encourage children to reflect on the meaning of family in different traditions.

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| Race | Positive impact - The syllabus will encourage children to reflect on their own worldviews and those of others from different backgrounds of all kinds. |
| Religion and belief | Positive impact - The syllabus will encourage children to reflect on their own worldviews and those of others from different backgrounds of all kinds, especially relating to belief. This also includes non-religious worldviews. |
| Sex | No impact - Sex is not covered directly within the Agreed Syllabus. |
| Sexual orientation | No impact - Sexual orientation is not covered directly within the Agreed Syllabus. |

Health inequalities

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| Reduce health inequalities | The syllabus links to the following principle: Tackle racism, discrimination and their outcomes |
| Information | The worldviews approach has been carefully selected and is an evidence based approach to a Religious Education curriculum. |
| Groups of people | The city of Coventry is diverse, there are many minority groups both in terms of race and religion who we hope would see benefit from the implementation of the worldviews approach over time. |
| Improvements | Effective implementation of the Agreed Syllabus in Coventry schools (which will be monitored by SACRE). |

Digital inequalities

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| Impact | We know that all schools have the internet access required to access the Agreed Syllabus. |
| Opportunities | Should schools need to deliver any aspects of the syllabus remotely, they have policies in place to enable provision for any families who would not have digital access. |

Next steps

Inequality

Action

Owner Timescale

**Monitor and
evaluation**

Considering the impact of the Agreed Syllabus will be carried out by SACRE through visits, surveys and data analysis.

Impact on Council staff

**Will there be an
impact?**

No

Completion statement

**Potential equality
impact**

Positive impact has been identified for one or more protected groups