



monmouthshire
sir fynwy

Integrated Impact Assessment document (incorporating Equalities, Future Generations, Welsh Language and Socio Economic Duty)

<p>Name of the Officer Hayley Jones (Curriculum Partner, SACs and RVE)</p> <p>Phone no: 07904 644749 E-mail: hayley.jones@sewaleseas.org.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>This strategy sets out the Monmouthshire Agreed Syllabus for Religion, Values and Ethics for the next 5 years (2022-2027). The overall aim is to set out the syllabus that all maintained schools must have regard to when designing their Religion, Values and Ethics curriculum for pupils aged 3-16.</p>
<p>Name of Service area</p> <p>SACRE</p> <p>https://gov.wales/sites/default/files/publications/2020-07/the-curriculum-and-assessment-bill-impact-assessment.pdf</p>	<p>Date 14th June 2022</p>

1. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<ul style="list-style-type: none"> The agreed Syllabus content is relevant to all age groups in schools and settings differentiation and entitlement so that children of all ages may access learning in Religion Values and Ethics. The Agreed Syllabus will have a positive impact as all will experience the skills and knowledge they need for later life. 	<ul style="list-style-type: none"> None anticipated 	<ul style="list-style-type: none"> N/A
Disability	<ul style="list-style-type: none"> The Monmouthshire Agreed Syllabus references: "Advice onon the Rights of Persons with Disabilities (UNCRPD) can also be found in the legislation summary of the Curriculum for Wales Framework.' 	<ul style="list-style-type: none"> No negative impacts have been identified 	<ul style="list-style-type: none"> N/A

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Gender reassignment	<ul style="list-style-type: none"> • Most schools will offer pluralistic RVE. That will include a range of views on any given topic within RVE. • The Agreed Syllabus promotes respecting different of ways of life and an understanding of all people irrespective of their gender. • A positive impact is expected as it raises awareness about respectful relationships, positive behaviour and acceptance of diversity. It also aims to encourage schools to consider how they provide support and learning to LGBTQI+ and aims to engage learners with issues such as gender and inequality and seek to foster a whole school approach to inclusion and tolerance. 	<ul style="list-style-type: none"> • None anticipated, but this will depend on the quality of teaching and classroom management in each school 	<ul style="list-style-type: none"> • Gender re-assignment is not overtly addressed in the Agreed Syllabus or RVE guidance . All the religious and non-religious belief systems included in the syllabus promote respect for other people’s beliefs, choices and life styles. Qualities such as understanding, compassion and acceptance of difference and personal freedom and choice are supported by the enquiry based learning approach advocated in the Welsh Government guidance.

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Marriage or civil partnership	<ul style="list-style-type: none"> • The Monmouthshire Agreed Syllabus encourages learners to explore the journey of life. In doing so they may learn about <i>“what people experience as part of the journey of life and how these experiences are acknowledged.”</i> • It also encourages learners to explore relationships and responsibility. In doing so they may learn about <i>“How people live together and why developing healthy relationships is important.”</i> • Within this context, pupils will consider human relationships including marriage and civil partnerships, including their own and other peoples’ experiences. 	<ul style="list-style-type: none"> • None anticipated 	<ul style="list-style-type: none"> • N/A
Pregnancy or maternity	<ul style="list-style-type: none"> • No significant impact 	<ul style="list-style-type: none"> • None anticipated 	<ul style="list-style-type: none"> • N/A

<p>Race</p>	<ul style="list-style-type: none"> • Race and religion are topics that inevitably will arise in RVE lessons. The Agreed Syllabus enables these to be addressed using factual information and promotes a respectful approach to the subject. Students are encouraged to ask the 'big questions'. • The Curriculum for Wales legal summary states: <i>"The change of name reflects the expanded scope of religious education (RVE) and ensures the legislation itself is clear that RVE includes non-religious philosophical views. Provision in the Act is linked to the term "philosophical convictions" within the meaning of Article 2 Protocol 1 of the European Convention on Human Rights (A2P1). In other words the RVE provided in accordance with the Act must be compatible with A2P1 in that it must include teaching on philosophical convictions within the meaning of A2P1."</i> • The name change and broader scope will allow schools to explore beliefs of people held in Monmouthshire including those held by ethnic minority groups. <p>RVE has the potential to allow children from all backgrounds including those from ethnic minorities to explore their own morality, the consequences of choices both good and bad and impact belief has on others.</p>	<ul style="list-style-type: none"> • Related to the area of RVE in the Curriculum for Wales, but not as a direct result of the Agreed Syllabus, the parental right to withdraw children has been removed. During the consultation, Head Teachers demonstrated concern this may have, and some ethnic minority families may require more support to aid their understanding as to why the right of withdrawal has been removed. SACRE will support Head Teachers and schools with how they might engage families with their concerns. 	<ul style="list-style-type: none"> • SACRE will need to ensure it continues to seek representation from ethnic minority groups as schools may seek advice on the various religious and non-philosophical beliefs held by the residents of Monmouthshire.
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<p>Religion or Belief</p>	<ul style="list-style-type: none"> • The syllabus is more inclusive in that it covers the main world faiths plus non-religious worldviews. It also promotes learning through respectful discussion and enquiry (Also included in the section of Race): • The Curriculum for Wales legal summary states: <i>“The change of name reflects the expanded scope of religious education (RVE) and ensures the legislation itself is clear that RVE includes non-religious philosophical views. Provision in the Act is linked to the term “philosophical convictions” within the meaning of Article 2 Protocol 1 of the European Convention on Human Rights (A2P1). In other words the RVE provided in accordance with the Act must be compatible with A2P1 in that it must include teaching on philosophical convictions within the meaning of A2P1.”</i> • The name change and broader scope will allow schools to explore religious and non-religious philosophical beliefs of people held in Monmouthshire. Schools are encouraged to engage with people with various religious and non-religious philosophical beliefs both with visitors in schools and visits to places of interest. 	<ul style="list-style-type: none"> • None anticipated but this will depend on the quality of teaching and classroom management in each school 	<ul style="list-style-type: none"> • Changes to syllabus and SAC reflect the diversity of faith and non-religious belief groups in Monmouthshire.
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Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sex	<ul style="list-style-type: none"> The syllabus does not make any distinction between what can be taught to boys and girls 	<ul style="list-style-type: none"> None anticipated 	<ul style="list-style-type: none"> The syllabus does not present gender stereotypes
Sexual Orientation	<ul style="list-style-type: none"> The agreed syllabus encourages the exploration of concepts such as religion, lived religion, worldviews, secularity, spirituality, life stance, identity and culture, self, tolerance, freedom, prejudice and discrimination. Schools should provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action. It is important to note that teachers would choose topics that are appropriate to the age and the stages of child development. These changes will have a positive effect on not only learners who are LGBT, but also in all learners developing understanding, respect, and acceptance of the sexual orientation of others. Ensuring agreed syllabus for RVE is available for all learners, including those at schools of a religious character, ensures learners have the opportunity to have an objective view 	<ul style="list-style-type: none"> None anticipated but this will depend on the quality of teaching and classroom management in each school 	<ul style="list-style-type: none"> Opportunities for discussions with peers, older pupils as well as teachers having guidance on how to manage these, should the question arise.

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	of sexuality which may not necessarily be supported by religion. It would allow learners greater opportunity to explore issues around sexual orientation, and LGBT matters in a more objective manner.		

2. The Socio-economic Duty and Social Justice

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions This duty aligns with our commitment as an authority to Social Justice.

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Socio-economic Duty and Social Justice	The teaching of ethics should provide a rich contexts for exploring the concepts of social justice and equality	None identified	No additional actions proposed

3. Policy making and the Welsh language.

How does your proposal impact on the following aspects of the Council's Welsh Language Standards:	Describe the positive impacts of this proposal	Describe the negative impacts of this proposal	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts
<p>Policy Making</p> <p>Effects on the use of the Welsh language,</p> <p>Promoting Welsh language</p> <p>Treating the Welsh language no less favourably</p>	<ul style="list-style-type: none"> The policy will apply equally to Welsh-medium and bilingual settings within the maintained education system as to English medium ones. Neither Positive nor Negative. <p>The Wavehill™ analysis on the consultations on the guidance– the basis of the Monmouthshire Agreed Syllabus reviewed the responses regarding questions about the Welsh Language (See Section 2.12)</p> <p>https://gov.wales/sites/default/files/consultations/2022-04/rve-summary-of-responses.pdf</p> <p><i>The report concluded that the guidance would have either positive or no discernible impact on the opportunities for practitioners and learners to use Welsh. They did state however that “the availability and timing of Welsh language materials and guidance were also considered to be important.”</i></p>	None identified	N/A



Operational Recruitment & Training of workforce	None identified	None identified	N/A
Service delivery Use of Welsh language in service delivery Promoting use of the language	All relevant policies, guidance documentation and the Agreed Syllabus will be available in Welsh and English.	None identified	N/A



4. Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!


Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	A broad and balanced curriculum offers learners a breadth of skills which can be transferred to different workplace settings having a positive impact on career development and prospects.	N/A
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	The policy teaching of ethics should provide a rich contexts for exploring the concepts of morality, justice, responsibilities, authority, humanity, rights, values and social action which can have a positive impact on how learners engage on the important subject of climate change	N/A

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	The teaching of RVE can have a positive impact on mental well-being.	N/A
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	The intercultural references – included in the Agreed Syllabus and relevant guidance support the development of A Wales of Cohesive Communities.	N/A
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	It will support the goal to create a Globally Responsible Wales by reflecting on global issues starting from a local context.	N/A
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	N/A	N/A
A more equal Wales People can fulfil their potential no matter what their background or circumstances	The proposal meets its' statutory duties by creating a More Equal Wales through ensuring that people in Wales have a right to education so that everyone, particularly children, can reach their full potential.	N/A

5. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p data-bbox="147 469 277 501">Long Term</p> <p data-bbox="327 253 517 480">Balancing short term need with long term and planning for the future</p>	<p data-bbox="544 253 1279 440">This is a 5 year syllabus that has been developed taking into the Welsh Governments commitment to ensure that every child has the knowledge, skills and experiences they'll need to make the most of life through the implementation of the new Curriculum for Wales, 2022.</p>	<p data-bbox="1352 253 1406 280">N/A</p>
 <p data-bbox="125 732 293 764">Collaboration</p> <p data-bbox="327 517 510 743">Working together with other partners to deliver objectives</p>	<p data-bbox="544 517 1279 624">Other local authority colleagues, internal officers, elected members, EAS and SACRE will be key partners in the delivery of this syllabus.</p>	<p data-bbox="1352 517 1406 544">N/A</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Involving those with an interest and seeking their views</p> <p>Involvement</p>	<p>Consultation has taken place with the following partners and key stakeholders:</p> <ul style="list-style-type: none"> • Elected Members • Local Authority Officers • Head Teachers • Secondary Teachers • Primary Teachers • Faith and non-religious philosophical belief representatives • Diocese representatives • <p>The Monmouthshire Agreed Syllabus is based on the Religion, Values and Ethics guidance which has had public consultation.</p> <p>The Wavehill™ analysis of such consultations have also been used to inform the judgements.</p> <p>The Curriculum and Assessment (Wales) Act 2021 has informed the judgements.</p>	N/A
 <p>Putting resources into preventing problems occurring or getting worse</p> <p>Prevention</p>	<p>The provision of high quality RVE from an early age supports children and young people to stay safe, to respect each other and to build healthy relationships. This will benefit their mental, physical and emotional well-being and therefore have important implications for their successful progression through adult life.</p>	N/A

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>Curriculum design draws together different disciplines, including RVE, to provide learners with a coherent and holistic learning experience which integrates learning which will impact across all of the well-being goals</p>	<p>N/A</p>

6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Equality and Future Generations Evaluation (includes social justice, safeguarding and cooperate parenting)	The Integrated Impact Assessment has highlighted a number of positive impact on the teaching of religion, values and ethics on both the well-being goals and groups with the protected characteristics. This includes encouraging learners to think critically about their own values and about how they might make important decisions that could have a positive impact on well-being while developing empathy towards others. Work carried out at a national level had already been subject to an extensive integrated impact assessments and no further changes are suggested as a result of the Monmouthshire Assessment.	None identified	N/A

7. What evidence and data has informed the development of your proposal?

Curriculum and Assessment (Wales) Act 2021
 Curriculum for Wales: Religion, Values and Ethics Guidance
 - *Equalities dashboard link.* [Equality data dashboard for EQIA's 2020.xlsx](#)

8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The Integrated Impact Assessment has highlighted a number of positive impact on the teaching of religion, values and ethics on both the well-being goals and groups with the protected characteristics. This includes encouraging learners to think critically about their own values and about how they might make important decisions that could have a positive impact on well-being while developing empathy towards others.

9. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible
No additional actions have been identified		

10. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	Council		