

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	1 March 2022
Title:	Living Difference IV Update
Report From:	Director of Children's Services

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Purpose of this Report

1. The purpose of this report is to update SACRE regarding developments in relation to the Living Difference IV.

Recommendation(s)

2. That SACRE notes the report.

Executive Summary

3. This report seeks to inform SACRE of events that have taken place regarding the launch of Living Difference IV and adjustments being made.

Contextual information

4. Two full day, virtual launch conferences have taken place on 30 November 2021 with 179 delegates and 12 January 2022 with 164 delegates. A further half day virtual event for those who were unable to attend either of the larger events is scheduled for 8 March 2022. Further training is available to teachers through network meetings and other events.
5. A small adjustment needs to be made on page 3 of the syllabus, which currently says

“This Agreed Syllabus is the basis on which Standing Advisory Councils for Religious Education (SACREs) in Hampshire, the Isle of Wight, Portsmouth and Southampton and the Office for Standards in Education (Ofsted) will determine the effectiveness of religious education.”

Advice has been taken from the Hampshire Legal Team, and the words ‘*and the Office for Standards in Education (Ofsted)*’ will be removed from the third line of the third paragraph. Whilst this wording was used in Living Difference III and is not strictly inaccurate, we do not want schools to be of the view that they do not also need to take into account the latest Ofsted Handbook at the time, were they to receive an Ofsted Inspection. This adjustment will be made and the updated version of Living Difference IV circulated with the addendum noted. This does not impact the syllabus in any other way.

Consultation and Equalities

6. There is no adverse impact on equalities and no consultation is required.

Climate Change Impact Assessment

7. Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience impacts of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council’s climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does.
8. **Climate Change Adaptation and Mitigation.**
The carbon mitigation tool and climate change adaptation tools were not applicable on this occasion because the decision relates to a programme that is strategic/administrative in nature.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	no
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

A high-quality religious education taught according to Living Difference IV seeks to contribute to the elimination of discrimination, harassment and victimisation especially and directly with regard to the protected characteristics of race and religion. Further through experiencing a high-quality religious education taught according to Living Difference IV there is the intention to mitigate xenophobia of all kinds thus fostering good relations.