### HAMPSHIRE COUNTY COUNCIL

## Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	26 <sup>th</sup> June 2018
Title:	SACRE Membership report
Report From:	Director of Children's Services

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### 1. Recommendation

1.1. That SACRE notes the report

## 2. Summary

2.1. The purpose of this report is to ensure all groups are well represented on SACRE

### 3. Contextual information

- 3.1. SACRE welcomes Danny Habel the new Jewish representative, as ratified by Hampshire County Council.
- 3.2. SACRE notes the resignation of James Dye, one of the Teachers' Liaison Panel representatives, and thanks him for his valuable service to SACRE. A replacement is being sought from the Panel.
- 3.3. SACRE is informed that two additional County Councillor substitutes have been appointed, Councillor Roy Perry for the Conservatives and Councillor Mike Thornton for the Liberal Democrats.

### 4. SACRE Members Training

A training session on the Hampshire Agreed Syllabus for religious education Living Difference III will take place in the autumn term for those new to SACRE or wishing for an update on Living Difference III.

# **CORPORATE OR LEGAL INFORMATION:**

# Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	yes
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

### **IMPACT ASSESSMENTS:**

## 1. Equality Duty

- 1.1. 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 under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

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

### 1.2. Equalities Impact Assessment:

As a consequence of nomination of a new member of Group A representative onto SACRE, impact on equality is implied in this report.

### 2. Impact on Crime and Disorder:

- 2.1. It is intended that children and young people as well as their families will be better informed and more reflective people as a consequence of good religious education (RE) in all Hampshire Schools
- 2.2. SACRE meets its responsibilities to monitor the effectiveness of the Agreed Syllabus and for religious education to be taught according to the Hampshire Schools according to the Hampshire Agreed Syllabus Living Difference III
- 2.3. The above is intended to reduce hate crime especially in relation to religious hate crime as well as contributing to preventing children and young people being drawn into extremist positions in relation to religion

### 3. Climate Change:

a) How does what is being proposed impact on our carbon footprint / energy consumption?

It is intended that good quality religious education, taught in accordance with the Hampshire Agreed Syllabus *Living Difference III*, will contribute to the emergence of more thoughtful and reflective young people into the world. We hope they will be better able to consider their impact on the world and discern how to live their lives so as not to do harm to themselves and their communities.

b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

No necessity for consideration of the need to adapt to climate change, and be resilient to its longer term impacts as a result of this report has been identified