

but SACRE members need to note and be aware that it is being discussed in the National RE world currently. 3 schools-based teams of writers will be working on their own syllabus framework and produce example units using the handbook over the next two years. The link to the handbook is here: [Draft Resource - The Religious Education Council of England and Wales.](#)

6. The Religious Education Council, NATRE and RE Today Education Services have carried out a review of the data available on RE and produced a Report Card for the subject which can be accessed here and is attached as appendix 2: [School and government performance on religious education failing record number of students, says landmark data review - The Religious Education Council of England and Wales.](#)

The data came from a variety of sources, including an Ofsted subject report, public surveys, school workforce data, freedom of information requests, and interviews with teachers and students. It is the biggest 'state of RE' report for five years.

The most significant findings are:

- A 50% increase in A-level entries for Religious Studies (RS) since 2003, beating Geography and History
- Higher Attainment 8 scores than average in schools with higher rates of entry for GCSE RS
- 46% of academies without a religious character have reported an increase in time to teach RE

However:

- Almost 500 secondary schools are still reporting zero hours of RE provision in Year 11
- Around 34% of academies are reporting no timetabled RE
- No government money spent on the subject in the last five years

SACRE members are recommended to read the report in full.

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:	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

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

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:

Living Difference IV, the proposed locally agreed syllabus for religious education recommended for adoption at this meeting, has an interest in equalities at its heart. 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. IN the revision of the locally agreed syllabus equalities in relation to race and religion have been taken into account through examining the way religious and other orientations on life are presented in the classroom.