

Impact Assessment - First Stage

It is essential that all initiatives undergo a first stage impact assessment to identify relevance to equalities and the Welsh language as well as an evaluation of how the proposal has taken into account the sustainable development principle (the five ways of working); an incorrect assessment could ultimately be open to legal challenge.

The first stage is to carry out a short assessment to help determine the need to undertake a more in-depth analysis (the second stage).

Relevance will depend not only on the number of people/service users affected, but also the significance of the effect on them.

When completing the first step you must have regard to the following:

- Does the initiative relate to an area where important equality issues have been, or are likely to be, raised? (For example, funding for services to assist people who are victims of rape/sexual violence or individuals with particular care need; disabled people's access to public transport; the gender pay gap; racist or homophobic bullying in schools)
- Is there a significant potential for reducing inequalities, or improving outcomes? (For example, increasing recruitment opportunities for disabled people).
- Does the initiative relate to instances where opportunities to use the Welsh language are likely to be affected or where the language is likely to be treated less favourably? (For example, increase the number of Welsh speakers moving from/to a certain area; closing specific Welsh language services or put those services at risk services;
- Does the initiative relate to the improvement of economic, social, environmental and cultural well-being? To what extent does the initiative prevent things getting worse? (For example, funding for services to assist in cultural well-being; changes in policies that promote independence and/or assist carers)

1. Provide a description and summary of the initiative.

Identify which service area and directorate has responsibility for the initiative.

2. Identify who will be affected by the initiative.

If you answer **Yes** to service users, staff or wider community continue with the first stage of the assessment

If you answer **No** to service users, staff or wider community or **Yes** to 'Internal administrative process only', go to **Question 5 – sustainable development principle**.

3. Using relevant and appropriate information and data that is available to you think about what impact there could be on people who share protected characteristics; whether they are service users, staff or the wider community.

Some things to consider include:

- transport issues
- accessibility
- customer service
- cultural sensitivity
- financial implications
- loss of jobs

Definitions of impacts (either positive or negative):

- High – likely to be highly affected by the initiative
- Medium - likely to be affected in some way
- Low - likely to be affected by the initiative in a small way
- Don't know - the potential impact is unknown

You **must** provide reasons, and indicate what evidence you used, in coming to your decision.

4. Using relevant and appropriate information and data that is available, think about what impact there could be on opportunities to use the Welsh language and in treating the language no less favourably than English.

Definitions of impacts are the same as in **Question 3**.

The classification 'Don't Know' should be categorised as 'High Impact' in both questions 3 & 4.

5. Consider how the initiative has embraced the sustainable development principle in accordance with the Section 7c of the Well-being of Future Generations Act 2015.

Give details of the initiative in relation to the 5 ways of working:

- **Long term** - how the initiative supports the long term well-being of people
- **Integration** - how the initiative impacts upon our wellbeing objectives
- **Involvement** - how people have been involved in developing the initiative
- **Collaboration** - how we have worked with other services/organisations to find shared sustainable solutions;
- **Prevention** - how the initiative will prevent problems occurring or getting worse

6. The most appropriate statement must be selected (and the relevant box ticked) based on the first stage of the assessment and an explanation of how you have arrived at this decision must be given.

In addition a summary of the how the initiative has embraced the sustainable development principle must also be included.

Where the first stage of the assessment indicates that a more in-depth analysis is required the second stage of the assessment will need to be completed and this will need to be started immediately.

A first stage assessment must be included as a background paper for all Cabinet/Cabinet Board/ Scrutiny Committee Reports.

Where the first stage assessment is completed by an accountable manager it must be signed off by a Head of Service/Director.

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: Agreed Syllabus for Religion, Values and Ethics
Service Area: Education Development
Directorate: Education Leisure Lifelong Learning

2. Does the initiative affect:

	Yes	No
Service users	X	
Staff	X	
Wider community	X	
Internal administrative process only		X

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their age.
Disability		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has

					been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their disability.
Gender Reassignment		X			This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of gender reassignment.
Marriage/Civil Partnership		X			This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their marriage/civil partnership.
Pregnancy/Maternity		X			This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of pregnancy/maternity.

Race		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their race.
Religion/Belief					X (L)	This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their religion. We acknowledge that we do not know if individual parents might raise concerns but historic evidence tells us that very few if any pupils were/are withdrawn from RVE in LA schools.
Sex		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their sex.
Sexual orientation		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory

						SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their sexual orientation.
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4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		X				
Treating the Welsh language no less favourably than English		X				

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		X				

To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		X				
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6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	X		This is mandatory. Parents do not have the right to withdraw their children from RVE lessons. It provides children with the opportunity to understand different views and opinions. This proximity is likely to promote tolerance and understanding and is likely to support their well-being.
Integration - how the initiative impacts upon our wellbeing objectives	X		It supports schools to promote diversity and the best start in life.
Involvement - how people have been involved in developing the initiative	X		Schools involved indecision making. Teachers and school leaders are represented on SACRE, as are elected Members and representatives of local faith and belief groups.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	X		Teachers and school leaders are represented on SACRE, as are elected Members and representatives of local faith and belief groups.

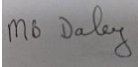
Prevention - how the initiative will prevent problems occurring or getting worse	X		This agreed syllabus is designed to promote inclusion, diversity, tolerance and understanding.
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7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	
Reasons for this conclusion	
<p>This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. It is mandatory that every LA develops an agreed syllabus.</p>	

A full impact assessment (second stage) is required	
Reasons for this conclusion	

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	Name	Position	Signature	Date
Completed by	MB Daley	Lead Education Support Officer		17-1-23
Signed off by	CDMillis	Head of Service/Director	<i>CDMillis</i>	170123