

Equality Impact Assessment
Corporate Assessment Template



Policy/Strategy/Project/Procedure/Service/Function Title: Sex and Relationships Education
New/Existing/Updating/Amending: New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Angela Bourge	Job Title: Operational Manager – Strategy, Performance & Resources
Service Team: Families First	Service Area: Social Services
Assessment Date: 10/11/16	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

Families First is a Welsh Government-funded initiative which aims to support families, particularly those living in poverty.

The Sex and Relationships education service within Families First works in schools across Cardiff offering support to staff and pupils in delivery of high quality sex and relationship advice. This assessment considers the impact of ceasing funding to the SRE service in March 2017 in line with the direction of travel outlined by Welsh Government.

The early indications outlined within the Cabinet Secretary’s decision paper highlights that certain elements of the programme will no longer be supported by the Families First Grant, namely;

- Debt/benefit advice/income maximisation/financial literacy
- Worklessness/employability/training
- Some health services, e.g. sexual health, substance misuse.
- Childcare services (except crèche facilities)

Due to this indication regarding the future of the programme, the proposal is to cease funding for those projects and/or programmes that fall under the categories that Welsh Government have indicated will no longer be supported in the future. Welsh Government have highlighted that health related projects must have a clear link to parenting or the prevention of Adverse Childhood Experiences if they are to remain within the Families First portfolio.

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Equality Impact Assessment Corporate Assessment Template

2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

The Healthy Lifestyles package currently offers a project entitled Sex and Relationships Education which supports the delivery of sex and relationships education in primary and secondary schools, colleges and training providers.

During 2015/16, 13 schools, colleges and training providers in Cardiff received training, with 1404 children and young people attending lessons. Of these 1191 individuals felt their knowledge had increased in relation to Sex and Relationship Education, and 1187 felt more confident in accessing sexual health provision.

Whilst SRE is seen as a key priority for young people it is not felt that the remit of the programme fits with Families First grant funding. The Education Act 2002 requires secondary school to provide sex education as part of the 'basic curriculum'. Whilst the programme has delivered successes, it is not seen as appropriate that such programmes should rely on grant funding rather than be built into school processes. Although this project has provided added value, Families First funding should not be used for anything which is a statutory requirement.

Public Health Wales Healthy Schools programme contains 7 key topics, one of which is relationships. This service offers schools a Toolkit and lesson plans to purchase or loan. The role of the SRE service has been to provide mentoring and support for this programme.

Cardiff Council's Healthy Schools coordinator has highlighted that between April 2015 – March 2016:

- 18 Schools borrowed Healthy Schools SRE resources:
- 11 schools borrowed the toolkit
- 7 Schools purchased the toolkit

The SRE service has provided additional information or support to supplement this, should schools need it. The schools wishing to have this additional support will no longer receive it via this route and as such it will need to be picked up in other ways. For instance, some schools already purchase external support for SRE from other providers.

It is proposed that the Sexual Health Outreach Team (Shot) and C-Card scheme will continue to operate from within Families First, embedded within the provision of Youth Support. If approved, these schemes will continue to be available for young people who need additional support or advice in relation to sex and relationships.

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**Equality Impact Assessment
Corporate Assessment Template**

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	Negative		
18 - 65 years	Negative		
Over 65 years			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The loss of SRE education within the current settings would impact on those currently receiving the service, young people under the age of 25 in education and training settings.

Healthy Schools feel that the loss of this service would have a negative impact in terms of the quality and consistency of what is delivered by schools in relation to this subject area leading to lack of confidence in teachers as well as a lower standard of delivery to young people in schools.

What action(s) can you take to address the differential impact?

Meetings and engagement have been held with both Public Health Wales and Healthy Schools coordinators. Whilst the service is currently delivered through Families First Funding this is not the case across the city or across Wales. As such, the central team will work with existing providers to identify how to ensure that those schools that had previously used this service will be able to access ongoing support.

Much of this work would be picked up as part of Healthy Schools and the general duties relating to SRE/PSE education within schools: ensuring quality delivery of SRE is the responsibility of schools and inspected by Estyn. Schools and training providers will also be able to refer into the SHOT/C-Card scheme where necessary.

3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment			X
Physical Impairment			X
Visual Impairment			X
Learning Disability			X

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**Equality Impact Assessment
Corporate Assessment Template**

Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact relating to these characteristics.

What action(s) can you take to address the differential impact?

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact on transgender people.

What action(s) can you take to address the differential impact?

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact on marriage and civil partnership

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Equality Impact Assessment Corporate Assessment Template

What action(s) can you take to address the differential impact?

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			x
Maternity			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact on pregnancy and maternity

What action(s) can you take to address the differential impact?

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White			x
Mixed / Multiple Ethnic Groups			x
Asian / Asian British			x
Black / African / Caribbean / Black British			x
Other Ethnic Groups			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact on race

What action(s) can you take to address the differential impact?

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist			X
Christian			X
Hindu			X
Humanist			X
Jewish			X
Muslim			X
Sikh			X
Other			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact on religion

What action(s) can you take to address the differential impact?

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men			X
Women			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact on sex

What action(s) can you take to address the differential impact?

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

	Yes	No	N/A
Bisexual			x
Gay Men			x
Gay Women/Lesbians			x
Heterosexual/Straight			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact on sexual orientation.

What action(s) can you take to address the differential impact?

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3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is not expected to be a differential impact on Welsh Language

What action(s) can you take to address the differential impact?

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4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Consultation has been held with the Lead Provider for the Healthy Lifestyles package who has shared this information with key partners in Health. The proposal has been shared with the Steering Group for Early Years and Healthy Lifestyles for comment.

Partners in Education have been made aware of the consideration to remove this funding and have been given an opportunity to comment.

Stakeholder Engagement sessions have been held advising of the change in focus for the Families First programme, away from Health focussed projects.

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Much of this work would be picked up as part of Healthy Schools and general SRE/PSE education, with the ability for providers to refer into the SHOT/C-Card scheme where necessary.
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	<p>The 2002 Education Act highlights that high quality Sex and Relationship Education should be delivered as part of a standard curriculum within schools. The responsibility for delivery in this area is a priority for Education and Public Health.</p> <p>Much of the work that would be included within the SRE package will be expected to be picked up via Healthy Schools and general SRE/PSE education. The continuation of the Sexual Health Outreach Team (SHOT) and C-Card also ensures provision is available for those most at risk.</p>

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Dr Ceri George	Date: 10-11-16
Designation: Improvement Project Manager – Prevention and Partnerships	
Approved By: Angela Bourge	

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

Designation: Operational Manager – Strategy, Performance & Resources	
Service Area: Social Services	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate’s Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk