

Draft relationships and sexuality education guidance 2018

Consultation response form

Organisation (if applicable): **Office of the Police and
Crime Commissioner for Gwent.**

Responses should be returned by 1st April 2019 to

Health and Well-being AoLE Team
Arts, Humanities and Well-being Branch
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: RSEGuidance@gov.wales

Question 1 – We have changed the name of Sex and Relationships Education (SRE) to Relationships and Sexuality Education (RSE). Does the introduction in the new guidance fully explain the scope and context of RSE?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

The supplementary documents which accompany this consultation provides sufficient detail surrounding the rationale for the proposed change of name from Sex and Relationships Education (SRE), to Relationships and Sexuality Education (SRE). It is clear that the rationale for this change is to align with the World Health Organisation meaning of sexuality, and provides context in relation how RSE explores the interconnectivity of the contextual influences on building and maintaining positive relationships.

Question 2 – This guidance has been structured around a ‘whole school approach’. Is it clear what a ‘whole school approach’ is? Does this guidance support you to deliver this?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

The guidance document outlines in depth the principles of a whole school approach and it’s relevance in the context of RSE. The guidance document also provides practical links to relevant policies, as well as internal and external resources to support whole school approach models. However, further guidance from Welsh Government on regional practice for embedding this approach would be welcomed, particularly where regional whole school approach partnerships are being developed to address these changes, and to develop a whole school approach to consider appropriate delivery of relationships and sexuality education.

Question 3 – The draft guidance should be read alongside the signposting section and annexes A, B and C. Are the annexes and signposting links useful and informative?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

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The links outlined in annexes A, B and C are particularly useful in supporting a whole school approach model. Many of the services outlined in the signposting section are of particular relevance, however we would suggest that Welsh Government encourages ongoing work at a local and regional level to ensure signposting to external services are accessible and adequate. Many services are in high demand which limits availability and therefore places young people on a waiting list based system.

Question 4 – The draft guidance should be read alongside the signposting section and annexes A, B and C. Is it clear that the signposting section and annexes must be considered and is this helpful and practical?

Yes	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

The annex sections are comprehensive and supplement the principles of the guidance document, however directing readers to the annex sections as a useful point of reference could be promoted more explicitly within the main body guidance. The annex sections are practical, however as previously mentioned, more is needed to be done at a local and regional level in regard to signposting. It is recognised that some services outlined in the annex section, such as CAMHS, for example, have both limiting criteria, and are often at capacity. Professionals may need further guidance on additional signposting beyond this.

Question 5 – Do you think each section of the draft guidance is clear and explains what is required of teachers and schools?

Yes	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

Yes, the guidance document is explicit in respect of what is required of teachers and schools, whilst leaving the practical elements of RSE delivery open to consideration at the school's own discretion. The case studies within the annex section also offers a practical solution in many cases, with examples of best practice from other schools and education providers.

Question 6 – Thinking about each of the sections, do you feel there are:

- any gaps in information? And if so, what do you feel should be added that would be useful and helpful in your delivery of RSE?

- any parts that are particularly helpful?

The guidance document would benefit from data both qualitatively and quantitatively. Although this is an area of research in which outcomes would be difficult to demonstrate due to the long term wellbeing objectives, it would be useful to demonstrate why such programmes are needed. It is understood that improving young people’s wellbeing in an education setting is crucial for their long term development, information to this effect would be an incentive for schools to develop effective RSE’s. As mentioned, the annex sections are particularly useful when providing practical examples and best practice across other schools and education providers.

Question 7 – Do you agree with the approach outlined in the section ‘engaging with parents/carers/community’ on how schools should plan and develop their RSE policies?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments (no more than 250 words)

This needs to be a stand alone section. Engagement with parents and carers is mentioned under different sections however does not have a stand alone section as suggested in this question. If the parents/carers have the right to withdraw then they will also have the right to be consulted. The way in which this is carried out is a fundamental factor in this engagement process, nonetheless in this context parents and carers should have an active role in RSE development, given that in most circumstances, parents and carers will be having similar discussion with their children outside of the school environment. Further, students will often be observing their parents relationships as a baseline for what is acceptable and what is not acceptable.

Question 8 – Do you feel the guidance gives you the information you need to engage meaningfully with your learners to plan your RSE provision?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

This guidance is useful in respect of being almost a toolkit for schools in their process of planning RSE, however this might benefit from being a live and open document where best practice can inform its delivery in line with the new curriculum.

Question 9 – What kind of training, support or resources would you like to see to help support the successful implementation of the guidance?

Regional support and guidance through formally recognised partnerships would be useful in the implementation of this guidance. A consistent approach to implementing the guidance, in addition to the effective coordination of relevant stakeholders will be the preferred method of implementation in Gwent. Regional structures already exist in Gwent, therefore the use of these existing partnership working practices may promote effective and consistent implementation.

Question 10 – If you are not a specialist delivering SRE/RSE in your school, is this guidance sufficient to help you plan and deliver it for your learners?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

NA

Question 11 – We would like to know your views on the effects that the updated relationships and sexuality guidance would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

NA

Question 12 – Please also explain how you believe the proposed relationships and sexuality guidance could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the

Welsh language and on treating the Welsh language no less favourably than the English language

- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

NA

Question 13 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Overall, we are supportive of a whole school approach model to RSE in schools, and we agree with the proposed changes and additions to the guidance. It is worth noting that even though the guidance is sectioned, it would be useful for the headings and sub headings to be referenced or numbered. Within some parts of the document it is difficult to distinguish if some sub headings belong to a previous heading, or whether they are part of a separate section.

There is no information regarding the financial elements of an RSE programme and a whole school approach. Within the annex section, the UNICEF Rights Respecting School scheme is recognised as best practice within a case study, and even though this is a good example of a whole school approach, there is associated cost, this needs to be explicitly outlined.

Further, Estyn's position on this approach also needs to be outlined in the context of their inspection framework.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: