






Policy Directive and Guidelines

SEXUAL AND RELATIONSHIP EDUCATION

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Contact:	Director of Strategy, Policy & Quality Assurance		
 :	educationsportandculture@gov.gg		
 :	Sir Charles Frossard House La Charroterie St Peter Port GY1 1FH		
 :	+44 (0)1481 733000 www.gov.gg/education		
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1.0 Introduction

1.1 Policy Statement

The Committee for Education, Sport & Culture developed its policy on Sexual Health and Relationship Education (SRE) in response to the Conception, Unplanned Pregnancy and Abortion debate in 1997 which legalised abortion before 12 weeks, and in support of the States' Sexual Health Strategy. The policy defines SRE and describes how the content and organisation of SRE taught outside science in the Bailiwick Curriculum will be managed.

All young people within the Bailiwick's State Education system, including those in special schools, will receive a well-developed programme of Sex and Relationship Education, with the support of SHARE nurses, to provide them with the necessary skills, attitudes and knowledge to make healthy, safe and informed decisions about their relationships, sexual behaviour and health. The same SRE programme is also offered to all Grant-Aided Colleges.

1.2 Policy Objectives

- To define SRE
- To outline what to teach and when, ensuring continuity between key stages
- To define what aspects of SRE are compulsory
- To define parent/carers' right to withdraw a young person from a SRE programme
- To establish the role of school Personal Social, Health, Citizenship and Education (PSHCE) Co-ordinators in SRE
- To establish the role of the Sexual Health and Relationship Education Service (SHARE)
- To establish the role of the PSHCE Advisor in SRE
- To establish the role of the school nurses and one to one services in education settings
- To define boundaries of confidentiality and best practice when working with under age young people
- To establish the process to monitor, evaluate and review a relevant sexual health and relationship education programme
- To provide SRE policy support for all Bailiwick schools including instruction on publication
- To provide guidance on managing SRE questions and complaints

1.3 Application

This policy impacts all phases in all Bailiwick teaching establishments to varying degrees. Throughout this policy directive, 'Headteacher' refers to Heads of Service and the College of Further Education Principal, and 'school' refers to any education establishment.

1.4 Accountabilities

Headteachers have a duty to ensure that SRE teaching complies with this policy and is accessible to all children and young people, regardless of their sexual orientation or gender identity. Inclusive SRE will foster good relations between learners, tackle all types of prejudice – including homophobia, biphobia and transphobia – and promote understanding and respect.

Headteachers must ensure the services available from the school nurses are identified in their prospectus/on their website.

The Lifelong Learning Manager is accountable for this policy and its review by SHARE.

1.5 Responsibilities

In school the PSHCE co-ordinator is responsible for ensuring delivery of SRE within the PSHCE curriculum in compliance with this policy and additionally for ensuring that relevant and current information on SRE is published in the school's prospectus / on the website. The school prospectus must provide links to this policy and clearly explain the rights of parents/carers and the learners with regards SRE in schools. The school PSHCE co-ordinator is also responsible for managing complaints.

Education Services' PSHCE Advisor is responsible to the Lifelong Learning Manager for the quality assurance of PSHCE lessons delivered by Support Agencies.

SHARE staff are responsible for delivering and providing engaging and current SRE material and the timely review of this policy.

1.6 Associated Documents

[Bailiwick of Guernsey Curriculum](#)

[Drug, Alcohol and Tobacco Education Policy](#)

[Pregnancy and School Age Parents](#)

[External Providers and Support Agencies Policy](#)

[SHARE website on gov.gg](#)

[Human Development and Reproduction in the Primary Curriculum with the Association of Science: PSHCE Resources](#)

2.0 The Definition of SRE

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is an integral element of a developmental personal, social, health and citizenship education programme (PSHCE). Learning in SRE should be linked to the curriculum in relevant subjects.

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being; to raise self-esteem and promote responsibility for their actions.

Good quality SRE promotes the core values of respect, equality love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others.

3.0 SRE Curriculum

Every school must offer a curriculum which is both balanced and broad, and that:

- Promotes the spiritual, moral, cultural, mental and physical development of learners at the school and of society
- Prepares learners at the school for the opportunities, responsibilities and experiences of later life

3.1 Foundation Stage

- How we grow
- Naming parts of the body
- Me, my family and friends
- Managing own personal hygiene
- Self-confidence and self-awareness
- Managing feelings and behaviour

3.2 Key Stage 1

- The process of growing from young to old
- Begin to understand how to keep healthy
- Different types of families
- How our bodies and feelings change
- Touches we like and dislike
- Who to talk to if they are worried

3.3 Key Stage 2

- Introduce the concept of puberty and promote a healthy attitude towards growing up
- Personal hygiene and self-esteem
- Emotions at puberty and body changes
- How babies develop and are born
- Why all types of families and love are important for babies

3.4 Key Stage 3

- Extend prior knowledge on emotional and physical changes at puberty and related issues
- Personal safety in a digital world

- Expand prior knowledge on conception, foetal development and birth, parenthood and family responsibilities
- Healthy relationships, pressures on teenagers and teen pregnancy
- Explore choices and consequences of a sexual relationship, consent and the law, and to understand that abstinence is a choice
- Keeping safe in sexual relationships and where to access help and advice
- HIV and Chlamydia and a safe, healthy attitude to sexual health

3.5 Key Stage 4

- The characteristics and benefits of positive, strong, supportive, equal relationships
- Rights and responsibilities in relationships (including the importance of self-respect and self-esteem)
- To assess and manage risks and take responsibility for their own sexual health
- Explore unintended pregnancy and options and support
- Contraception for young people and where to access it
- The most common STIs and their treatment
- Male and female cancers, being body aware and how to get help & advice
- Respecting diversity in sexual attraction, including how to access support
- Digital world's impact on relationships – including pornography and sexting

4.0 Compulsory Aspects of SRE

- Young people should have a basic understanding of 'how a baby is conceived and born' before they leave primary school
- All young people, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes
- The sex education contained in the Science Curriculum (Key stages 4) for public examinations is compulsory and may include human reproduction, HIV and AIDS and other sexually transmitted infections subject to the examining board syllabus

5.0 Learners' Access to SRE

Education Services expects all young people in the Bailiwick to access the SRE curriculum delivered in a manner appropriate to their educational setting. However parents/carers can exercise their right to withdraw their children (until the age of 19) from any SRE lesson taught outside the Key Stage 4 and 5 Science Curriculum (does not apply to College of Further Education). This request must be in writing to the Headteacher. Withdrawing children from SRE is not common practice and parents should first have the opportunity to discuss any concerns with the school's Headteacher, PSHCE co-ordinator, class teacher or SHARE.

Sex and relationships topics can arise incidentally in other subjects and it is important that within the prospectus parents/carers are aware that it is not possible to withdraw learners from these relatively limited and often unplanned discussions.

6.0 SRE and the Role of PSHCE Co-ordinators

PSHCE co-ordinators in schools are responsible for ensuring the SRE programme of study is delivered and meets the needs of their learners, generally through discreet, timetabled PSHCE lessons. Although SRE is best delivered in PSHCE lessons, there may be instances when the timetable is collapsed.

It is important that the PSHCE co-ordinator in school ensures that the nature and content of programmes of study are differentiated sensitively according to the developmental stage of the learners, having regard to their age, disabilities, gender, gender identity, whether they are married or not, whether they are pregnant, cultural background, race, religion or sexual orientation and cultural background and whom must be protected from teaching and materials which are inappropriate.

The SRE curriculum is delivered in the main by SHARE as well as by schools' own teaching staff through the PSHCE curriculum. The PSHCE co-ordinator must ensure those teachers and all those contributing to SRE, work within the school's agreed values framework and are aware of their responsibility to ensure the safety and welfare of their students. If a question from a student is too difficult, explicit or inappropriate the teacher should attend to it later on an individual basis and may need to consult with the PSHCE co-ordinator and/or SHARE. Teachers should inform SHARE of any relevant issues in the class prior to the lesson.

Best practice dictates that any guest speakers or presentations will be preceded by introductory learning in PSHCE lessons and followed with additional learning time to embed knowledge and understanding. SHARE has resources to support this. Additionally, good quality SRE requires sufficient time for planning, delivery and evaluation which the PSHCE co-ordinator needs to accommodate.

The PSHCE co-ordinator should ensure that:

- SRE learning outcomes have been set for each year group in the school
- Adequate time has been allocated specifically for SRE
- Teaching objectives balance knowledge and understanding, exploring values and attitudes and developing skills
- There is balance between content on healthy relationships and the biology of sex
- Links are made with other subjects so that learning is rich and relevant
- Where possible the SRE programme is enriched with extra-curricular activities
- Learner attendance in SRE lessons is recorded

- SRE teaching and learning is evaluated by assessment and reflection in accordance with the Assessment, Recording and Reporting Policy (Appendix 1)
- Assessment and reflection findings inform the school's PSHCE planning
- Appropriate partners are informed of evaluation to inform their work

7.0 The Role of SHARE in Sex and Relationship Education

[SHARE](#) is a service funded by Education Services and is responsible for developing and maintaining the Committee for Education, Sport & Culture's policy on sex and relationship education. Staffed by qualified health professionals, SHARE manages and reviews the SRE curriculum and delivers its core courses at Key Stages 2, 3 and 4 to each year group twice a year. Additionally SHARE practitioners can support delivery at Foundation level and Key Stage 1 and are a resource for all teaching professionals in managing SRE in schools but especially PSHCE co-ordinators. They also maintain considerable resources to assist PSHCE co-ordinators in developing robust programmes in their schools. These resources include but are not limited to the SHARE service level agreement; session plans; leaflets for parents/carers; and sample letters from schools to parents about planned lessons.

SHARE also offer mini workshops to parents to provide information on their SRE programme and the opportunity for parents to ask questions.

Teaching professionals involved in the delivery of SRE should be given appropriate training and support, which is available from SHARE. It will ensure:

- There is flexibility to respond to the changing needs of learners, for example new topics identified through learner consultation
- The curriculum includes opportunities for learners to explore SRE topics with parents/carers at home
- Schools communicate to ensure curriculum progressions upon transition from primary to secondary phases
- The biological aspects of sex education are adequately covered in science

SHARE can be reached by email share@gov.gg on 01481 733072

SHARE has established protocols to monitor and evaluate the SRE curriculum and its delivery which is also externally evaluated by the PSHCE Advisor. Additionally it requires the PSHCE co-ordinators in schools to provide their evaluation in support of SRE policy reviews.

8.0 The Role of the PSHCE Advisor in SRE

Education Services' PSHCE Advisor supports SHARE in the review of the SRE policy and its lessons, and is responsible for the quality assurance of SRE lessons delivered by SHARE practitioners and those delivered by other agencies.

9.0 The Role of School Nurses in SRE

With a [Patient Group Direction](#) in place, School Nurses can provide confidential health services in education settings. In a one to one consultation this can include the assessment for and provision of emergency hormonal contraception and advice on sexual health to school-age learners. They may provide condoms, pregnancy testing, chlamydia screening, and appropriate follow-up and referral to other health professionals in accordance with Education Services' Pregnancy and School-Age Parents Policy. A school nurse will not provide regular contraception and will refer a young person in regular sexual activity to the appropriate health professional.

A parent's choice to withdraw a child from SRE does not affect the child's right to use confidential health services provided at the school or elsewhere.

A School Nurse has discretion to give contraceptive advice or treatment to a person under 16 years of age without the knowledge or consent of the young person's parent or guardian provided that, in the opinion of the School Nurse, the young person is capable of understanding the nature and possible consequences of any treatment or procedures. The School Nurse will assess competence on a case-by-case basis and should work within the [Fraser Guidelines](#) and with reference as required to the [Bailiwick's Child Protection Guidelines](#)

Additionally school nurses support SRE by:

- Introducing themselves in person to all children and young people, for example by visiting a year group assembly tutor group or SRE lesson
- Supporting teachers with suitable vocabulary and resources
- Helping primary schools with individual children who are early developers and associated issues
- Liaising with SHARE on appropriate lesson content to include current trends and new norms
- Informing PSHCE and SRE curriculum planning by feeding back (anonymously) as appropriate the common questions and concerns raised by learners' during one-to-one sessions with the School Nurse

10.0 The Role of Teachers in referring Young People to the School Nurse

The relationship with a medical professional is different to the relationship with a teacher. The young person is told that the consultation is confidential unless there is a safeguarding issue.

If a teacher refers a child or young person to the school nurse, as long as the school has authorised the principle of the service provision and published this to parents/carers, the school nurse will complete a full assessment. School nurses are obligated to discuss the value of parental/carer support and adopt the Fraser Guidelines in their assessment of the young person. If however, following counselling, the young person does not want to involve their parent/carer, the school nurse will respect their confidentiality.

The teacher's accountability for the young person ceases once the nursing professional operating under medical privilege has taken responsibility for the young person. The teacher will respect the professional assessment made by the school nurse and will maintain the confidentiality requested by the young person.

11.0 Under 21 Pilot Contraception Programme

A pilot scheme, to provide free contraceptive services to women under the age of 21 will operate until the end of 2018. The service is available to women in Guernsey and Alderney and will provide for a range of contraceptive options in GP practices and dedicated sexual health centres. The service includes long acting reversible contraceptive options (such as implants), as well as oral contraceptive options and injections. Consultations, along with the drugs or devices, will be provided free of charge at the point of access. Young women under the age of 21 years will be able to access free contraceptive provision through their GP (in Guernsey and Alderney), Choices, or the Orchard Centre.

12.0 Confidentiality and Best Practice

Learners may expect confidentiality as part of any ground rules in SRE, proposing that what is said in class or directly to a teacher or external SRE facilitator should remain private. This is not always possible. Therefore, learners should be encouraged to understand personal boundaries, what information is private and how to protect their own and others' privacy. A practitioner must follow the child protection procedures of the establishment in which they are working at all times.

13.0 SRE Policies in Educational Settings

Parents/carers have a right to be informed about this SRE policy. Parents should also be aware that schools are required to provide a broad and balanced curriculum. Schools should therefore identify SRE within their prospectus providing a hyperlink to the policy and highlighting relevant matters for parents/carers.

14.0 The Review of the SRE Curriculum

SHARE is responsible for the review of the SRE Policy which informs the PSHCE curriculum. Together with analysing how other jurisdictions manage SRE and working with professional bodies such as the Royal College of Nursing, the Sex Education Forum, QCA, OfSTED and the PSHE Association. The results from the local Young People's Survey will also be considered. SHARE will also consult with its service users, the PSHCE Advisor, PSHCE co-ordinators in schools and parents/carers.

15.0 Complaint Management

Complaints are generally best managed within the school setting as the PSHCE co-ordinator should be well placed to investigate a complaint and respond quickly, working with outside agencies and colleagues in school as required. Matters relating to the curriculum itself should be referred to SHARE in the first instance. Any serious complaint should be escalated quickly in either situation.

Appendix 1: Assessment Guidance in PSHCE

1.1 Introduction

A school PSHCE co-ordinator provides effective PSHCE leadership in school with a system of lesson observations and peer support. They also produce the timetabled SRE programme with clear learning intentions and outcomes, using a spiral approach which ensures regular input that builds year on year. In addition to timetabled lessons, SRE can be enriched by extra-curricular activities and special events such as theatre-in-education performances.

1.2 Consulting Learners

Asking young people their views on SRE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the young people it is aimed at. It can take the form of discussions with small groups of learners, run as a focus group or part of a school council meeting, or a survey after SRE curriculum time. This can be complemented with full class consultation activities which ensure all learners have a voice in the process.

http://www.sexeducationforum.org.uk/media/2580/sef_audit_toolkit_2008.pdf

Areas to be explored by any of these techniques would include:

- Where do learners get information about their bodies, growing up, relationships and feelings?
- Does what is learned in school at the moment answer all your questions?
- What would you like more information on?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in SRE lessons?
- Do the activities used in lessons help you to learn?
- What do you think would improve SRE in your school?

1.3 Consulting Parents and Carers

Schools have a vital role in building partnerships with parents and carers to support children and young people in effective learning and that includes in SRE. Additionally such partnerships help allay parents' fears about the content and purpose of SRE.

A combination of the following methods will be used to engage parents in reviewing the SRE Policy:

- Inviting feedback via email, letter or website on the draft policy, asking specific questions
- Holding a meeting to give more time to explore what SRE really is, including facilitated activities that help parents to reflect on what kind of SRE they want for their children

- Using a parent/carer focus group or task force to consult other parents on the policy during parents' evenings or on site at pick-up time
- Sharing material created by learners in SRE curriculum time such as anonymous questions which helps illustrate the questions that young people have
- SHARE talking with parents at parents' evenings and other school events

1.4 Assessment

This is the process by which an individual learner's achievements are measured against lesson objectives and plays a key role in effective SRE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. Assessment tasks are built into schemes of work so that learners have a clear idea of their progress. It can also be used to identify learners who may benefit from additional support or intervention.

1.5 Reflection

This develops learners' understanding of what they have been studying and the progress they have made. Questions that may be used include:

- What new information have I learnt?
- What do I now think and believe?
- Has listening to the views of others changed my views and/or beliefs?
- Did it help me confirm what I really believe?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- What do I know already?
- How did I feel about what I found out?
- What feelings did I have during the session?
- What do I now need to learn?
- Is there anyone else I need to talk to about this?

1.6 Monitoring

Pro-active and regular monitoring checks the degree to which SRE is being effectively implemented, answering the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities in schools?
- Does the planned programme reflect the Committee for Education, Sport & Culture's SRE Policy?
- Are all learners being taught the programme as planned?
- Is the quality of teaching consistent across all classes and establishments and does it exemplify best practice?

Recording learner attendance in SRE lessons; effective PSHCE leadership in school with a system of lesson observations and peer support as established by school PSHCE co-ordinators; and a system for regular review of the SRE policy and programme by SHARE, including looking at staff records and samples' of learners' work, all contribute to effective monitoring and require SHARE to work closely with all PSHCE co-ordinators.

1.7 Evaluation

Evaluation measures whether the lesson or unit of work is effective and worthwhile and can be a means of improving provision and raising standards. The assessment of individuals' learning will contribute to the evaluation of the lesson/unit. Evaluation helps to identify issues for development and can prompt a review process that may result in changes to the SRE programme and policy to be recommended by SHARE. The sorts of questions asked will be:

- Has this lesson or unit enabled the young people to learn what was intended?
- Does it meet the needs of the learners?
- What did the young people think of it?
- What were its strengths and areas for development?
- Does it need modifying in any way to improve it?

These questions can be answered by both structured and informal learner and staff feedback in the form of:

- Teacher evaluation of lessons, units and overall SRE programme
- Evidence from lesson observation
- Evaluation of contributions of external partners
- Feedback and evaluation from learners
- Scrutiny of assessment records
- Sampling learners' work and portfolios