States of Guernsey
The Education Office

Policy Directive

RELATIONSHIPS AND SEX EDUCATION

Publication Date:	November 2026	Version Date and Number:	2026.10.19 V3.0
Contact:	Head of Inclusion & Education Services		
Email: Tel: Website:	educationsportandculture@gov.gg +44 (0)1481 224000 www.gov.gg/education		

Document Status

This is a controlled document. Whilst this document may be printed, the electronic version posted on the Education Intranet is the controlled copy. As a controlled document, it should not be saved onto local or network drives but should be accessed from the Education Intranet.

This document will be reviewed in accordance with the Policy Framework.

Contents

1.0 Introduction 3
1.1 Policy Statement 3
1.2 Policy Objectives 3
1.3 Policy Application 3
1.4 Accountabilities and Responsibilities 4
1.5 Education Strategy Alignment 5
1.6 Alignment with Other States' Strategies and Resolutions 5
1.7 Linked and Associated Documents 5
2.0 Definitions 6
3.0 RSE Curriculum 7
3.1 Topics to be covered 7
3.1.1 Primary & Secondary 7
3.1.2 Post-16 8
3.2 Compulsory Aspects of RSE in Science 9
3.3 Delivery of RSE 9
3.4 Responsibilities for Key Roles 10
3.5 Responding to Learner Questions, etc. 11
4.0 Openness with Parents/Carers about RSE 12
5.0 Learners' Access to RSE and Parents' Rights to Request to Withdraw their Child from Sex Education Elements 12
6.0 Safeguarding 13
7.0 Confidentiality 14
8.0 Training 14
9.0 School Nurses 14
10.0 Monitoring, Evaluation and Review 15
11.0 Complaint Management 15
Appendix - Summary of Changes from Previous Versions 16

1.0 Introduction

1.1 Policy Statement

Everyone has relationships with others, and most learners will develop sexual relationships at some point in their lives. Learners need knowledge and skills to help them make safe, informed and ethical decisions about these important aspects of life. High quality, evidence-based teaching of relationships and sex education (RSE) can help prepare learners for the opportunities and responsibilities of adult life, and can promote their moral, social, emotional, mental and physical development.

All learners attending States-maintained settings* within Guernsey and Alderney will receive a well-developed programme of RSE, delivered as part of the wider personal, social, health, citizenship and economic education (PSHCE) curriculum. (Some biological aspects are covered in the science curriculum.) It is intended that effective teaching will:

- Support learners to cultivate positive characteristics including resilience, self-worth, respect (for themselves and for others), honesty, integrity, courage, kindness, and trustworthiness.
- Ensure that young people have the knowledge, skills and attributes they need to stay safe and healthy.

* Delivery of RSE content is supported by qualified educators from the Sexual Health and Relationship Education (SHARE) team, which is funded by the Committee *for* Education, Sport & Culture. The SHARE team offers the same programme of support to all Grant-Aided Colleges.

1.2 Policy Objectives

- To define RSE
- To outline what is taught and when, and identify what aspects are compulsory
- To set out learners' rights and parents'/carers' rights
- To identify key roles within RSE
- To explain the support available to learners from School Nurses
- To define boundaries of confidentiality when working with learners
- To establish the process to monitor, evaluate and review RSE
- To provide guidance on managing RSE questions and complaints

1.3 Policy Application

This policy impacts the primary to post-16 phases in Guernsey and Alderney education settings, to varying degrees.

This policy does not directly apply to settings that are not maintained by the States. However, they are welcome to consider the contents of this policy. The SHARE team offers its programme of support to the Grant-Aided Colleges.

Throughout this policy directive, 'Headteacher' also refers to Heads of Service and Principals, including those at the Sixth Form Centre and The Guernsey Institute (TGI) College. 'Setting' refers to an educational establishment.

1.4 Accountabilities and Responsibilities

The Head of Inclusion & Education Services is accountable for this policy and its review.

The Head of Education Improvement is accountable for ensuring curriculum entitlement in States-maintained settings provides appropriate RSE for learners.

Headteachers are accountable for:

- Ensuring that RSE teaching in their setting complies with this policy and is accessible to all learners, being inclusive of and sensitive to different circumstances. (This includes granting PSHCE Leads sufficient time for planning, delivery and evaluation of content.)
- Ensuring that safeguarding policies are fully implemented
- Ensuring that services available from the School Nurses are identified on their website and advertised to learners
- Managing parent requests to withdraw learners from sex education elements of RSE
- Ensuring that where a learner has been withdrawn from sex education elements of RSE, the learner and their parent/carer is notified of the learner's right to opt-in to sex education from the age of 15 (specifically three academic terms before they turn 16). (See section 5.0 for more information.)

Detailed **responsibilities** for the following key roles can be seen in 3.4:

- The **PSHCE Lead** for a setting
- **Educators from the Sexual Health and Relationship Education (SHARE) team** (Education Inclusion Services)
- **The Health, Personal Development and Partnerships Officer** (HPDPO) (Education Inclusion Services)
- **The Designated Safeguarding Lead (DSL)** for a setting

Education Governance Boards (EGBs) for States-maintained settings should have regard to the requirements of this policy and its application. EGBs provide strategic

oversight, assurance and constructive challenge in respect of policy compliance. Through their role in supporting and challenging settings, EGBs might choose to provide feedback on the efficacy of central policy through link meetings or the Council of Chairs.

1.5 Education Strategy Alignment

This policy aligns with the following Education Strategy goals and actions:

High Quality Learning & Excellent Outcomes

- Ensure our education system equips learners with the knowledge, skills & attributes to thrive now and in the future

Achieve Equity, Safety & Inclusivity

- Embed cultures that promote inclusivity, challenge inequity & support health & well-being for all
- Ensure our curriculum is broad, diverse, creative & ambitious, reflecting the needs of all learners
- Deliver the highest standards of proactive & protective safeguarding measures to keep everyone safe

Meet the Needs of Our Community

- Ensure our curriculum & life-long learning offer reflects evidence-informed practice & meets the island's strategic needs
- Work in partnership to deliver our collective responsibility to support and empower our learners and their families

1.6 Alignment with Other States' Strategies and Resolutions

This policy is particularly relevant to the following States of Guernsey strategies, frameworks, plans and Resolutions etc.:

- Sexual and Reproductive Health Strategy 2025-2029
- Domestic Abuse and Sexual Violence Strategy
- Children and Young People's Plan
- Bailiwick of Guernsey Justice Framework 2022–2029
- Prevention of Discrimination
- Combined Substance Use Strategy - 2021-2026 and 2027-2032
- Mental Health and Wellbeing Strategy 2023-2029

1.7 Linked and Associated Documents

Bailiwick of Guernsey Curriculum (RSE content sits within the PSHCE Entitlement. Some content around bodies, sexual reproduction, etc. is included within Science.)

Behaviour and Attitudes Policy (and individual setting policies)
Comments, Compliments and Complaints
Drug, Alcohol and Tobacco Education Policy
External Providers and Support Agencies Policy
Gender Identity Guidance
SHARE website on gov.gg, including PSHE Support Agencies Directory and PSHE Support Agencies Parent/Carer Booklet
Model Safeguarding and Child Protection Policy (and individual setting policies)
Online Safety Policy
Positive Mental Health and Wellbeing in Education Settings Policy
Pregnancy and School Age Parents
School Nurse information on gov.gg
The Prevention of Discrimination (Guernsey) Ordinance, 2022

2.0 Definitions

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. This includes relevant learning about the online world. It is an integral part of a developmental personal, social, health, citizenship and economic education (PSHCE) programme.

Good quality RSE promotes the core values of respect, equality, love and care. It enables pupils to know and understand factual information and to provide them with the skills and strategies to develop safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. It also provides the opportunity for children and young people to reflect on their own attitudes, values and beliefs and those of their peers and others.

Sex education refers to teaching and learning about the biological, physical and sexual aspects of human reproduction and sexual behaviour. Within this policy, sex education includes:

- How human reproduction occurs, including conception, pregnancy, and childbirth
- The biological functions of sexual organs and puberty-related physical changes
- Sexual intercourse and other sexual behaviours, including how pregnancy occurs as a result of sexual activity
- Information about contraception and pregnancy prevention methods
- Sexually transmitted infections (STIs), including transmission and prevention

For the avoidance of doubt, the following do **not** fall under sex education:

- Friendships, family relationships, and respectful behaviour

- Consent, boundaries, and personal safety (including safeguarding)
- Basic information about puberty and bodily changes taught at an age-appropriate and factual level
- Respect, equality, and healthy relationships
- Teaching about reproduction or bodies delivered solely for scientific or health purposes and not framed around sexual activity

3.0 RSE Curriculum

Every setting must offer a curriculum which is in line with the needs of children and young people. It should be fully inclusive and developed to be appropriate to the age and developmental stage of the learner (especially when considering the needs of learners with additional learning needs (ALN) and other vulnerabilities) and take into account cultural and religious needs. The curriculum should be both broad and balanced and:

- Promote the spiritual, moral, cultural, social, emotional, mental and physical development of learners at the setting
- Prepare learners at the setting for the opportunities, responsibilities and experiences of later life

The RSE programme should:

- Complement and support the role of parents and carers in educating their children about RSE
- Emphasise the importance of equality and respect, supporting the creation of a respectful culture with zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, transphobia, harmful sexual behaviour, derogatory behaviour, physical violence and conflict. This should include local law relating to relevant topics, for example, the prevention of discrimination, domestic abuse, etc. (as appropriate to age).

3.1 Topics to be covered

The lists below provide high-level insight into broad topics to be covered.
Teaching about families should recognise that families of many forms provide a nurturing environment for children, and illustrate a wide range of family structures in a positive way. Further, that some learners may have a different structure of support around them, for example children in care and young carers, etc.

3.1.1 Primary & Secondary

Primary

- **Relationships Education (Primary)**
  - Families and people who care for me

- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

- **Sex Education (Primary)**
  - The main body parts
  - The human body as it grows from birth to old age (including puberty)
  - Reproduction in some plants and animals (including humans).

  It is recommended that content about conception and birth is taught in Years 5 and/or 6.

Secondary

- **Relationships and Sex Education (Secondary)**
  - Settings should continue to develop knowledge of topics specified for primary as required, delivering content in an age and stage appropriate way.
  - In addition to teaching about respectful relationships, being safe and online safety and awareness, by the end of compulsory secondary education, learners should know about intimate and sexual relationships, including sexual health.
  - The features of stable and healthy relationships, and facts about sexual health, including STIs, should be covered in a way that is relevant for all learners (inclusive to all sexual orientations).

For States-maintained settings, fuller overview detail is set out in the established PSHE Curriculum Entitlement document (key stages 1-4). (Development of this document considers relevant guidance (from professional bodies, the UK Government, etc.), with input from teachers from local settings.)

Each setting is responsible for preparing specific plans to underpin the entitlements, to detail when topics are taught, and resources to be used.

The curriculum may be amended from time to time to respond to the needs and context of learners, to discuss issues affecting them in an appropriate manner.

3.1.2 Post-16

Established curriculum entitlements are limited to primary and secondary learners. However, Post-16 learners should have access to PSHCE sessions suited to the learners, which can be supported by SHARE and other PSHE Support Agencies who offer Post 16 content.

3.2 Compulsory Aspects of RSE in Science

Some biological aspects around bodies, sexual reproduction, etc. are part of the science curriculum. Topics that fall within the science curriculum are compulsory and include:

- The human body as it grows from birth to old age (including puberty). (All learners, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes)
- How a baby is conceived and born (learners should have a basic understanding of this before they leave primary school)
- Sex education contained in the Science Curriculum (Key stage 4) for public examinations. This may include human reproduction, HIV and AIDS and other sexually transmitted infections, etc., subject to the examining board syllabus

For States-maintained settings, further detail is set out in the established Curriculum Entitlement document for Science.

3.3 Delivery of RSE

RSE content may be delivered directly by setting staff or, where relevant to areas of expertise, by SHARE or other Approved PSHCE Support Agencies. (PSHCE Support Agencies are approved under the 'External Providers, Businesses and PSHCE Support Agencies' policy. The Education Office publishes details of agencies each year in a PSHE Support Agencies Directory.)

Settings across the Bailiwick receive advice from the Health, Personal Development and Partnerships Officer (HPDPO) and SHARE on resources to use for their RSE curriculum, for example, the PSHE Association's Programme of Study.

Good practice in delivering the curriculum includes:

- Effective, high-quality teaching to break down core knowledge and skills into manageable and well-sequenced units, including opportunities where appropriate for learners to practise skills so that they will be confident to use them in real life situations
- Checking for understanding during sessions to ensure key messages are understood
- Using approaches such as distancing techniques, setting of ground rules with the class to help manage sensitive discussion, and using question boxes to allow learners to raise issues anonymously

- Any content delivered by PSHCE Support Agencies being preceded by introductory learning in PSHCE lessons and followed with additional learning time to embed knowledge and understanding
- The PSHCE Lead:
    - Working closely with colleagues in related curriculum areas to ensure the subjects complement content covered in other subjects
    - Looking for opportunities across other subjects to reinforce concepts introduced in RSE, for example discussing misogyny in the context of history or using examples in literature to discuss healthy and unhealthy relationships.

3.4 Responsibilities for Key Roles

The PSHCE Lead for a setting is responsible for ensuring that:

- RSE within the PSHCE curriculum is delivered in compliance with this policy, generally through separate / focused, timetabled PSHCE lessons
- Adequate time has been allocated specifically for RSE (for planning, delivery and evaluation)
- RSE learning outcomes have been set for each year group in the school and that suitable implementation plans are in place to enable these to be realised
- Teaching objectives balance knowledge and understanding, exploring values and attitudes and developing skills
- The RSE programme meets learners' needs. This includes ensuring content is adapted sensitively and inclusively as appropriate according to learners' developmental stage, age, ability, aptitude and any additional learning needs. Other factors that should be given particular regard include (but are not necessarily limited to) biological sex, whether they are pregnant, cultural background, race, religion or belief, disability and sexual orientation
- Links are made with other subjects so that learning is rich and relevant
- RSE teaching is delivered by suitably qualified/experienced individuals (whether teachers, SHARE, or others who have been authorised as a PSHCE Support Agency under the central External Providers and Support Agencies Policy)
- Those teachers and others contributing to RSE work within the school's agreed values framework and are aware of their responsibility to ensure the safety and welfare of learners
- Individuals delivering RSE within the setting:
    - Deliver content in a sensitive way
    - Model positive attitudes to RSE
    - Check learner understanding and progress
    - Respond to the needs of individual learners
- Learners are protected from teaching and materials which are inappropriate

- Where requests are received from parents/carers to see curriculum materials, these are shared in a suitable manner according to the circumstances
- Learners' attendance in RSE lessons is recorded
- RSE teaching and learning is monitored and evaluated to inform the setting's PSHCE planning
- Relevant and current information on RSE is published on the setting's website
- Complaints are dealt with in accordance with policy

Educators from the Sexual Health and Relationship Education (SHARE) team are responsible for:

- Providing appropriate, engaging and current RSE material
- Delivering a number of core lessons to learners at Key Stages 2, 3, 4 and 5
- Contributing to the development and maintenance of RSE policy and RSE curriculum
- Being a resource for all teaching professionals in advising about RSE, including offering relevant training and support
- Offering mini workshops to learners and parents/carers to provide information on the RSE programme and the opportunity to ask questions.

The Health, Personal Development and Partnerships Officer (HPDPO) is responsible to the Head of Inclusion & Education Services for the quality assurance of PSHCE (including RSE) lessons delivered by SHARE and Support Agencies. The HPDPO also supports the review of the RSE policy and curriculum.

The Designated Safeguarding Lead (DSL) for a setting is responsible for:

- Appropriately sharing (with the PSHCE Lead) safeguarding information about a learner that may be relevant to RSE sessions
- Following safeguarding procedures where it is considered that a learner may be at risk of harm/risk of perpetrating harm

3.5 Responding to Learner Questions, etc.

RSE sessions may generate a range of questions or comments from learners. Teachers and others delivering lessons should answer questions sensitively, honestly and appropriately for the age and developmental stage of the learners. It may be appropriate to signpost learners to relevant support services for further information.

If a question or comment from a learner is too difficult, explicit, inappropriate, or is moving towards a disclosure, the person delivering the session should attend to it with the learner individually and may need to consult with the PSHCE Lead/SHARE/Designated Safeguarding Lead (DSL), as appropriate.

4.0 Openness with Parents/Carers about RSE

Parents/carers have a right to be informed about RSE policy. Settings should therefore identify RSE on their website, providing a hyperlink to this policy and highlighting relevant matters for parents/carers.

Settings should take steps to pro-actively engage parents/carers and make sure they are aware of what is taught in RSE. This might include, for example, inviting parents into the setting to discuss the curriculum content and the importance of RSE and inviting them to discuss any concerns. Settings should support parents/carers in managing conversations with their children about RSE topics by letting them know when more sensitive aspects of RSE will be covered and, where appropriate, providing material to support conversations at home.

Parents should be able to see curriculum materials used in RSE teaching on request – this applies to any materials used, whether the session is delivered by setting staff, SHARE or an approved Support Agency. Requests to view materials should be directed to the setting PSHCE lead.

5.0 Learners' Access to RSE and Parents' Rights to Request to Withdraw their Child from Sex Education Elements

The Education Office expects all learners to access the RSE curriculum delivered in a manner appropriate to their educational setting. However, parents/carers have a right under this policy to request to withdraw their child from some or all of the sex education delivered within the RSE programme. (This does not extend to topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. A request to withdraw also does not extend to wider relationships education, which should equip learners with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe). RSE sessions delivered in settings, including those delivered by SHARE, may include aspects from the science and RSE curricula in an individual lesson. Therefore, in practice, withdrawal from sex education elements means a learner would step out from individual lessons at certain points, rather than withdrawing from some or all such sessions in their entirety.

Withdrawing learners from sex education is not common practice and parents/carers should first discuss any concerns with the setting's Headteacher, PSHCE Lead, class teacher or SHARE, as appropriate. Parents/carers should also be aware that learners

may seek information themselves, including online or from peers, with a risk that they may encounter inaccurate and/or inappropriate content/advice.

If discussion with relevant staff does not resolve a parent/carer's concerns, any request to withdraw from sex education elements must be made in writing to the Headteacher. In secondary settings, Headteachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a learner's specific vulnerability.

A learner who has been withdrawn from sex education elements should be provided with other schoolwork/educational activities while their peers are undertaking the learning.

Discussions about relationships and sex can arise incidentally in other subjects and it is important that parents/carers are aware that it is not always possible to withdraw learners from these relatively limited and often unplanned discussions.

A learner whose parent/carer has previously withdrawn them from sex education has the right to opt-in to sex education from their 15th birthday (specifically three academic terms before they turn 16). The setting should make the learner and parent/carer aware of this. If the learner wishes to opt-in to receive sex education, the setting will then make arrangements for this to happen before the learner turns 16, the legal age of sexual consent.

6.0 Safeguarding

Some learners may have experienced issues that are relevant to topics covered in RSE. The DSL should ensure that any relevant safeguarding information held about a learner who is to receive RSE is shared with the PSHCE Lead in an appropriate and proportionate manner, so they can be aware of any sensitivities and can take it into account in the planning and delivery of sessions. (Where another person will be leading a session where the information would be relevant, the PSHCE Lead should in turn ensure sensitive, appropriate and proportionate sharing of information with that other party.)

Effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding issue. All those involved in delivering RSE in a setting must be familiar with the Safeguarding and Child Protection policy. In the case of a disclosure, or if staff (or Support Agency representatives) have a concern about a risk of learners experiencing or perpetrating harms, safeguarding procedure must be followed to notify the setting DSL, etc.

7.0 Confidentiality

Learners might expect confidentiality as part of any ground rules in RSE, proposing that what is said in class or directly to a teacher or external RSE facilitator should remain private. This is not always possible and staff/others delivering sessions should never promise a child that they will not tell anyone about a report of abuse. A practitioner must follow the safeguarding procedures of the setting in which they are working at all times.

Learners should be encouraged to understand personal boundaries, what information is private and how to protect their own and others' privacy.

8.0 Training

Those involved with delivering RSE to learners should access suitable training, professional development, etc. to support this. This could take different forms, as appropriate, for example keeping current with guidance from relevant expert sources, attending in-person or online courses, etc. The HPDPO can advise on training.

9.0 School Nurses

School nurses work to support the health and wellbeing of children and young people. This includes being able to provide confidential help and advice, in relation to an individual's physical and mental health and wellbeing, to learners in education settings. The availability of this support should be published in relevant setting information (website, etc.), and advertised to learners (posters, assemblies, etc.). A consultation with a learner is confidential unless there is a safeguarding concern, or it is the assessment of the nurse that the child or young person does not have the capacity to understand the information being shared with them.

Details of the support that can be provided can be seen on the School Nurses pages on the States of Guernsey (gov.gg) website. This includes support with physical health, emotional health (for example, related to friends and relationships), and help and advice on sexual health. A parent's/carer's request to withdraw a child from the sex education elements of RSE does not affect the child's right to use confidential health services provided at the setting or elsewhere.

Teachers, other setting staff and parents/carers can refer a learner to the School Nurse. Learners can also refer themselves. Information on referral can be found on the above website.

10.0 Monitoring, Evaluation and Review

Monitoring, evaluation and review of RSE happens at various levels:

- Learner understanding from lessons is checked during sessions as part of normal classroom practice
- For lessons delivered by SHARE practitioners and PSHCE Support Agencies, the Education Inclusion HPDPO undertakes:
  - Advance review of lesson plans and materials, to ensure suitability and quality
  - Lesson observations
- PSHCE Leads in settings should use feedback (from learners, teachers and Support Agencies, etc.) and other relevant monitoring, such as learning walks, lesson observations, etc. to ensure the RSE programme is delivered and meets the needs of their learners
- The Education Improvement Team should provide feedback to schools if, in the course of school improvement activity, they encounter excellence or practice causing concern.
- The overall PSHCE curriculum entitlement - including RSE elements - is subject to periodic review, led by the Education Office and supported by PSHCE staff from education settings. Review should consider relevant guidance and advice (government, professional body etc.) alongside local input as appropriate (from the HPDPO, SHARE, Support Agencies, learner voice, feedback from settings, relevant local professionals, etc.) Interim changes to curriculum may be made outside of this periodic review, as appropriate, for example in response to emerging themes or changing circumstances, etc.
- The surrounding RSE policy should be reviewed in concert with the curriculum entitlement, but may also be subject to interim review and update where appropriate.

11.0 Complaint Management

Complaints about RSE provision in a setting are generally best managed within the setting as the PSHCE Lead should be well placed to investigate a complaint and respond quickly, working with outside agencies and colleagues in the setting as required. Any serious complaint should be escalated quickly. The Compliments, Comments and Complaints Policy found here provides details on making a complaint.

Appendix - Summary of Changes[1] from Previous Versions

Version no/Date	Change	Comment	Section (S.) / Page
V2.0 25/08/2020	Update following review		
V3.0 19/10/2026	Update following full review		
	Title change (from 'Sex and Relationship Education')		Title page
	Updated context to more clearly focus on wider relationships, equality and respect		S.1.1 and throughout
	Policy applies to States-maintained settings		S.1.3
	Updated references around post-16 (TGI, Sixth Form Centre)		S.1.3
	Updated roles, accountabilities and responsibilities, incl Gov. Board		S.1.4, 3.4
	Education Strategy alignment added		S.1.5
	Added signposting to other States strategies, etc.		S.1.6
	Linked and Associated documents updated		S.1.7
	New and updated definitions, including for sex education		S.2.0
	Teaching about equality and respect should include local law relating to relevant topics, appropriate to age		S.3.0
	High level summary and links to curriculum documents for detail. Post-16 to have access to PSHCE sessions suited to learners		S.3.1
	Additional good practice points (delivery)		S.3.3
	Section on responding to learner questions		S.3.5
	Openness with parents/carers – consolidation and enhancement (new section)		S.4.0
	Expansion around (policy-based) parental right to withdraw a child from sex education. Learner ability to opt back in and setting responsibility to make parents/learners aware of this ability.		S.5.0
	Additional safeguarding content		S.6.0
	Training – short new section		S.8.0
	Updated information about school nurses and access to services		S.9.0
	New section on monitoring, evaluation and review		S.10.0
	Relocation of Summary Change table to appendix		Appendix
	Table started August 2020		

[1] Material changes only. Minor changes (such as to punctuation, grammar, etc.) will not be listed