

9.J.09—Guidelines for Implementation of Sexual Health Education

From the *BCTF Members' Guide, 2018–19*

1. That students have access to sexual health education that:
 - a. is appropriate to their age and level of development.
 - b. considers and respects the diversity of individuals and their families, (including students who are LGBTQ-identified, students from LGBTQ-headed families, or those who engage in sexual activity with others of the same sex, regardless of self-identification).
 - c. is available in a variety of settings within a safe and supportive school environment.
 - d. recognizes the needs and abilities of individual students.

(Jan 16 Ex, p. 11)

 - e. takes a positive approach to the body and its changes.
 - f. takes a positive approach to sexuality, and is not limited to only discussion of reproduction.

2. That the content of the sexual health education curriculum:
 - a. be age and developmentally appropriate.
 - b. respect the diversity of individuals and their families (including students who are LGBTQ-identified, students from LGBTQ-headed families, or those who engage in sexual activity with others of the same sex, regardless of self-identification).
 - c. include appropriate content for students with differing physical, mental, and cognitive abilities.
 - d. reflect current and accurate knowledge.
 - e. include relevant topics such as (but not limited to):
 - i. basic anatomy and physiology, health, hygiene, and safety.
 - ii. developmental changes of puberty.
 - iii. reproduction and conception, effective contraception, prevention of STI/HIV
 - iv. healthy relationships, setting personal boundaries and limits, sexual orientation, gender identity, communication, media influences.
 - v. accessing information, and family and community resources.
 - vi. prevention of abuse and exploitation.
 - f. encourage safe decision-making, healthy behaviour, and critical thinking.
 - g. provide opportunities to develop personal insight, values, motivation, and skills.

3. That members create a respectful and safe environment conducive to sexual health education by:
 - a. encouraging interaction.
 - b. establishing ground rules for discussion that:
 - i. are considerate of students' feelings and perceptions
 - ii. respect personal privacy.
 - c. setting a tone that encourages a positive and inclusive learning experience for all students.
 - d. keeping the classroom discussion age and developmentally appropriate (physically, cognitively, emotionally, and experientially) for the majority of students in the classroom.
 - e. using inclusive language.
 - f. being present when a guest speaker is in the class.
 - g. being prepared to refer students for follow-up and/or healthcare.
 - h. responding to student questions by:
 - i. focusing on sexual health, body science, and factual information.
 - ii. taking time to consider how or whether to answer immediately or publicly.

- iii. acknowledging that the member may not be able to personally answer all questions.
 - iv. providing resource information to students for having their questions answered outside of the classroom setting.
 - v. providing an opportunity for students to ask questions anonymously (using, for example, a question-box format).
 - vi. previewing, sorting, and grouping questions.
 - vii. adding questions that students may be reluctant to ask.
 - viii. using frequently asked questions to adapt future lessons.
 - ix. depersonalizing questions to maintain students' anonymity.
4. That members and locals ensure that classroom presentations by community health professionals and sexual health educators:
- a. reflect these guidelines.
 - b. enhance but do not replace implementation of the sexual health education curriculum.
 - c. respect the contracting-out language contained in the collective agreement.
5. That school districts ensure that:
- a. in-service is available and supported.
 - b. in-service is up-to-date and factual, covers topics, strategies, and resources that support the needs of learners and the sexual health curriculum at all grade levels.
 - c. relevant, up-to-date, and comprehensive resources that reflect these guidelines and the curriculum that are available and supported. (Nov 15 Ex, p. 6)
 - d. relevant, up-to-date in-service and resources be provided to teachers to support students with differing physical, mental, and cognitive abilities.
 - e. administrators support the delivery of sexual health education.
 - f. community health professionals, including sexual health presenters, enhance but do not replace the school's sexual health education curriculum.
 - g. the use of guest presenters does not violate the contracting-out language of the collective agreement.
 - h. resource people, including guest presenters, provide detailed information on the content and their instructional approach prior to their presentation. (June 10 Ex, pp. 19–20)