



# FINAL REPORT

# AUGUST 2022

R.142/2022



Hello everyone!

Our Youth Parliament is made up of young people from across the island. We are the Education Reform Campaign Group.

When we first started this campaign, in February 2021, our main aim was to change the school curriculum to address the problems faced by young people living in Jersey to better reflect the needs of our modern society and the diversity of our population. Our varied experiences have highlighted that the current curriculum is inconsistent across all of the schools and we questioned 'why is this?'.

Over the past 18 months we have explored three key areas relating to education:

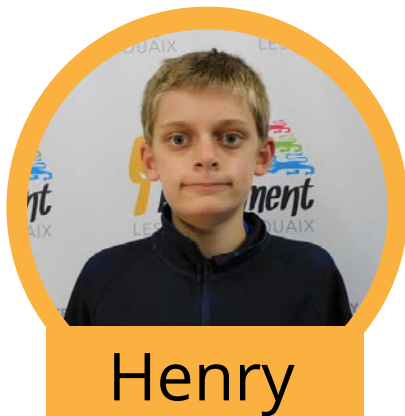
- Peer support: to create an inclusive community embracing people's cognitive and physical differences
- Anti-Discrimination: to help Jersey's society to become increasingly open-minded whilst challenging hate against minority communities within schools
- Life Skills: to teach Jersey's youth neglected essential skills to better prepare them for adulthood

Our goal in this sphere has been to rejuvenate PSHE so that all students can acquire useful skills for our modern lifestyles whilst receiving a diverse social education that reflects the society we live in. PSHE stands for personal, social, health and economic education.

Our campaign has been working on a three-step basis: Research, deliberation and solution. This report includes a campaign overview as well as our recommendations for the newly elected States Assembly to consider following our final presentations on July 18th 2022 in the States Chamber.

*Our Autumn 2021 report gives further context and research and can be accessed via [jyp.je](http://jyp.je)*

## Meet the members



With support  
from Leo,  
Joel, Miha,  
Maria,  
Micaela,  
Charlie,  
Darius &  
Jenna.



## Our Campaign

The youth parliament have worked hard to create what we view as an ideal PSHE curriculum. As students, we do not feel that the curriculum is adequate. We believe the current curriculum is too vague; leaving much room for error on the schools behalf. Our new and improved curriculum plan narrows down much more, ensuring everyone obtains the same adequate knowledge from their PSHE lessons. Our new curriculum also includes subjects that we believed were missing from the current one, such as education in politics, income and expenditures, knowledge on healthcare, fake news and diverse relationships, all things that are relevant and sometimes even vital to know about in our current time. Over the last year, through visiting many schools, doing large amounts of research and talking to many other students and teachers we have constructed this curriculum that we believe covers everything necessary.

In this report we have attached a draft of our proposed PSHE curriculum. We want to elaborate upon the work we have already done, share a detailed PSHE curriculum in November to the curriculum council.

Our campaign work included weekly meetings, group residentials, research, organising events, raising the profile of the Youth Parliament, recording podcasts, filming videos and increasing our social media presence to share our discoveries.

The JYP formed to provide an island wide forum for young people to discuss, research and connect current issues to the States Assembly. The JYP supports Article 12 of the UNCRC - the right to be listened to and taken seriously about issues that affect us. As we explored 'education' we also highlighted rights that might be at risk if improvements are not made. Articles 3, 6, 13, 17, 19, 23, 28, 29, 30, 39 are connected to this campaign.

We have identified many areas which can be addressed through education although we also understand that our government have pledged to uphold our rights, protect us from harm and put children first.

## EDUCATION REFORM CAMPAIGN TIMELINE

2021

### APRIL

Exploring the current Jersey Curriculum.

Dividing work and researching key areas;

**Life Skills**  
**Anti Discrimination**  
**Peer Support**  
**Support for Teachers**  
**Culture**

Visit from the scrutiny panel staff

Met with staff from the **Inclusion Project**, Jersey



### MAY

Met with the **Disability Strategy Group**

Met with **Liberate Jersey**

Met with staff from the **Education Review** following the **Big Education Conversation**.

Met with staff from the and the **Inclusion Review**



### JUNE

Meet with **Autism Jersey**

**JYP Life Skills** survey is open to young people until late July

**JYP Anti-Discrimination** survey is open to young people until late July.

1st Episode of **Connecting Voices** recorded

Engaged with the **Bridging Island Plan** consultation



### JULY

Interview **Peer Support** staff from Grainville School

**Questions** posed to Ministers via CE&HA Scrutiny Panel

Exhibited Campaign work in the **People, Power, Protest** Exhibition with **Jersey Heritage**

**Engaged** with the **SOJ Police** to learn about **Hate Crime** in Jersey



### AUGUST

**Connecting Voices** podcast recorded to celebrate the **People, Power, Protest** exhibition.

**Connecting Voices** podcast recorded to mark **PRIDE 2021**

Team building activities



### SEPTEMBER

**Review** of JYP survey results

**Analysis** of survey data

**Compiling** case studies

**Present** findings



## EDUCATION REFORM CAMPAIGN TIMELINE

2021 - 2022

### OCTOBER

JYP Reports published via jyp.

**Connecting Voices** podcast recorded to mark National Hate Crime Awareness Week.

**Presentation Skills** training workshop.



### NOVEMBER

Participated in the **IOD Leader's Lunch** event



### DECEMBER

Participated in **Self Protection** Workshop to explore **life skills**.



### JANUARY

**Focus Groups** run in schools to explore student's experiences of the PSHE curriculum.

Hosted a **Q&A** with Lord Cashman to discuss **Human Rights**



### FEBRUARY

JYP members support the **Little Parliament** event with Year 6 students.

**Designing** and **recording** JYP Spring Updates, jyp.je



### MARCH

Managing Stress Workshop with **Mind Jersey**

Discussion about JYP2 Format and shaping the next Jersey Youth Parliament

**Peer Support** program trialled in Hautlieu School





## Campaign Highlights

We met with staff from the **Education Reform** team to understand what is being done following **The Big Education Conversation**. We discussed our lived experiences and highlighted our areas of concern.

We have launched two **surveys** to find out what other young islanders think. One focused on **Life Skills** and the other on **Anti-Discrimination**.

We spoke to the **States of Jersey Police** to discover which laws protect people against discrimination. They also shared statistics about crimes that have been reported locally.

We have taken part in the **People, Power, Protest** exhibition in the Jersey Museum as well as recording episodes of Connecting Voices, the JYP podcast (accessible via [jyp.je](http://jyp.je))

We participated in the **Island Plan** Consultation, met with Peer Support staff from Grainville school, visited Autism Jersey and met with staff from the Disability Strategy to understand how young people can better support each other.

The JYP participated in an Institute of Directors **panel discussion** about the future economy and presented a youth perspective. We also gained life skills through a **self protection** workshop, budgeting and food preparation on residential trips.

We were inspired by **Lord Cashman** who we met and found out about his work as an activist and politician.

We have also shared our learning with the **Jersey Youth Service**, who are developing their own curriculum, and highlighted key areas to explore further.

## PSHE Revised Curriculum

Over the last 18 months we have worked hard to create what we view as an ideal PSHE curriculum. As students we do not feel that the current curriculum is adequate.

We believe the current curriculum is too vague; leaving much room for error on the schools behalf. Our new and improved curriculum plan narrows the curriculum down much more ensuring everyone obtains the same adequate knowledge from their PSHE lessons and removes repetition of some topics.

Our new curriculum also includes subjects that we believed were missing from the current one, such as education in politics, income and expenditures, knowledge on healthcare, fake news and diverse relationships, all things that are very relevant and sometimes even vital to know about in our current time.

Over the last year, through visiting many schools, holding focus groups and talking to students and teachers we have constructed a revised curriculum based on the needs of students today.

Many students valued the input from visiting charities and organisations with expertise and knowledge on key topics. Some felt that these sessions were more memorable and working in partnership could be considered to deliver PSHE sessions.

In November we will take this to the Curriculum Council and ask for adjustments to be made.



*[The current PSHE Curriculum can be found here.](#)*

## PSHE Revised Curriculum

KS3 & KS4 - *Health & Wellbeing*

<b>Duration</b>	<b>Topic</b>	<b>Details</b>	<b>Partnerships</b>
2	School Transition	Yr 7 Only	Primary & Secondary Schools
1	Access to healthcare	<ul style="list-style-type: none"> <li>• How to access healthcare</li> <li>• Use of 112</li> </ul>	GP Emergency Services
2	Informed choices	<ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Smoking</li> <li>• Drugs</li> <li>• Gambling</li> </ul>	JYS YouMatter Drug & Alcohol Weekend Wellbeing
2	Influence of the media	<ul style="list-style-type: none"> <li>• Facts vs fiction</li> <li>• Social media</li> </ul>	
2	Physical, mental & emotional health	<ul style="list-style-type: none"> <li>• Access to grief counselling</li> <li>• Managing Stress</li> <li>• Trans Health</li> <li>• Cooking &amp; Nutrition</li> <li>• Stigma</li> <li>• How and where to access support</li> </ul>	Mind Jersey YES Project GPs School Nurse School Councillor
3	Emergencies	<ul style="list-style-type: none"> <li>• How to respond</li> <li>• First Aid</li> <li>• Life Saving</li> </ul>	Emergency Services St John Ambulance RNLI
2	Sexual Health	<ul style="list-style-type: none"> <li>• Pregnancy &amp; Prevention</li> <li>• Options if a young person is pregnant</li> <li>• Parenting Skills</li> </ul>	GPs Brook YES GUM Clinic Dewsberry House JAAR



## PSHE Revised Curriculum

KS3 & KS4 - *Relationships*

<b>Duration</b>	<b>Topic</b>	<b>Details</b>	<b>Partnerships</b>
1	How to maintain a healthy relationship	<ul style="list-style-type: none"> <li>• What is a healthy relationship</li> <li>• Respect</li> <li>• Consent</li> </ul>	JYS Women's Refuge Brook Dewsberry House YES IDVA
2	Diverse relationships	<ul style="list-style-type: none"> <li>• Definitions of different sexualities</li> <li>• Gender Identity</li> <li>• Types of relationship</li> </ul>	Brook You Matter Liberate JYS
2	Bullying	<ul style="list-style-type: none"> <li>• How to manage bullying</li> <li>• Discrimination law (Jersey)</li> <li>• CYPES policies &amp; support</li> </ul>	SOJ Police JYS Schools staff School Councillor You Matter Citizen's Advice Liberate
2	Consent	<ul style="list-style-type: none"> <li>• Consent in a broad context</li> <li>• Self Protection</li> <li>• Sexual offences law</li> </ul>	UNCRC Women's Refuge JAAR Legal Aid & Law
1	Discrimination	<ul style="list-style-type: none"> <li>• Protected Characteristics</li> <li>• Discrimination law (Jersey)</li> </ul>	Liberate Community Officer
1	Sex Education	<ul style="list-style-type: none"> <li>• Contraception</li> <li>• STI &amp; STD</li> <li>• Consent</li> </ul>	Brook JYS Sexual Health Educators You Matter GUM

## PSHE Revised Curriculum

### KS3 & KS4 - Relationships

Duration	Topic	Details	Partnerships
1	Sexual Offences Law	<ul style="list-style-type: none"> <li>What is legal and what is not legal?</li> </ul>	JAAR Brook JYS
1	Support	<ul style="list-style-type: none"> <li>How to access support?</li> </ul>	JAAR YES Dewsberry House School Councillor SoJ Police

### KS3 - Global Citizenship

Duration	Topic	Details	Partnerships
1	Finances	<ul style="list-style-type: none"> <li>Budgeting</li> <li>Inflation</li> <li>Tax</li> </ul>	Tax department Citizen's Advice
1	Economy & Business	<ul style="list-style-type: none"> <li>Economic Theory</li> <li>How the economy works for you</li> <li>Your role in the economy</li> </ul>	Tax department Citizen's Advice
2	Politics	<ul style="list-style-type: none"> <li>States Assembly</li> <li>Jersey Government &amp; Structure</li> <li>Jersey Voting System</li> <li>UK Government &amp; Structure</li> <li>Political Parties &amp; Ideologies</li> </ul>	States Greffe JYP
2	Law & Justice	<ul style="list-style-type: none"> <li>Different Courts in Jersey</li> <li>Consequences for minors</li> <li>Your Rights</li> </ul>	States Greffe JYP Children's Commissioner

## PSHE Revised Curriculum

### KS3 - Global Citizenship

Duration	Topic	Details	Partnerships
2	Roles played by public institutions	<ul style="list-style-type: none"> <li>• Community</li> <li>• Service</li> </ul>	St Johns Ambulance Honorary Police
2	Informed choices	<ul style="list-style-type: none"> <li>• CV &amp; Interview Skills</li> <li>• Career Advice</li> <li>• Where to find jobs</li> </ul>	School Careers staff Skills Jersey Careers Jersey

### KS4 - Global Citizenship

Duration	Topic	Details	Partnerships
1	Finances	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Inflation</li> <li>• Tax</li> </ul>	Community Savings
2	Economy & Business	<ul style="list-style-type: none"> <li>• Overview of economic theory</li> </ul>	Jersey Business
2	Human Rights & UNCRC	<ul style="list-style-type: none"> <li>• How to protect your rights</li> <li>• Rights that you have</li> </ul>	JYP Children's Commissioner
2	Jersey Legal System	<ul style="list-style-type: none"> <li>• Jury Duty</li> <li>• Different courts in Jersey</li> <li>• Consequences for minors</li> <li>• Your rights</li> </ul>	Jersey Law
1	Religious & ethnic identities	<ul style="list-style-type: none"> <li>• Informative</li> </ul>	Representatives from different faiths Liberate
1	Voting	<ul style="list-style-type: none"> <li>• How to register to vote</li> <li>• Why should we vote</li> </ul>	States Greffe JYP Vote.je
2	Income & Expenditures	<ul style="list-style-type: none"> <li>• Credit &amp; Debt</li> <li>• Types of pension</li> <li>• University &amp; Gap Years</li> </ul>	Citizens Advice Community Savings

## Good Practice

During our 18 month campaign we identified what isn't working well in the current PSHE curriculum but also found many examples of good practice to highlight.

### **Self Protection Initiative**

- Identified as a necessary 'life skill' by young people when consulted
- Explored by the JYP and offered as a workshop by Beaulieu school
- This should be implemented into the curriculum
- Give people to skills to be aware and avoid harm on and of the island

### **Peer Mentoring**

- Is established in Grainville school and has been piloted at Hautlieu School
- Supports students to support each other and broaden interpersonal skills
- Students are able to gain an ASDAN qualification
- Strengthens school community, reduces isolation and tackles discriminatory behaviour

### **Festival of Cultures**

- Piloted at JCG
- Student led and will become an annual event
- Includes workshops, cuisine and performing arts

### **PSHE Focus Groups**

- Finding out about student experiences from those who have experienced the curriculum
- CYPES could hold more focus groups to gain insight and check that what is required
- PSHE is not examined but CYPES should know if the intended curriculum is delivered and received consistently.

### **Consulting the community**

- The JYP met with staff from government departments such as SoJ Police to understand the law in relation to discrimination
- JYP also met with local charities such as Autism Jersey and Liberate
- Understanding what is happening in the community can help to better inform the curriculum.



## Life Skills

JYP survey participants were asked which life skills they would like to learn in school.

Real world maths  
Budgeting, finance & how to pay bills  
How to fill out tax forms  
How to open a bank account  
Learn about loans

Law  
Legal documents  
Politics

Negotiation  
Social Skills  
Confidence building  
Respect for others

Public Speaking  
Languages including Jerriaise  
Writing CVs & Application forms  
Interviews & Careers  
Passing tests

Personal Hygiene  
Sexual Health  
Mental Health & Physical Health  
Relationships & Emotional Intelligence

Earth Stewardship

Cooking  
Tools & equipment  
Housing  
Mortgages

Self Defence  
First Aid  
Mental Health First Aid  
Swimming  
Survival skills

## Peer Support

The Jersey Youth Parliament has looked at how a peer support programme had been successfully set up in a local secondary school.

### What is peer support?

Peer Support takes place when **young people support other young people** through difficult situations.

They provide **social, emotional, or practical help** to any peers who need help around school, by sharing experiences and being good role models, Peer Mentors help to problem solve and **build friendship groups** which leads to those receiving support having a **decreased sense of isolation**.

Peer Support can take a number of forms such as mentoring, listening or socialising.

Peer Mentoring can take place during lessons, at lunch time, or during form time.

Peer mentors are only asked to do things they are comfortable doing and they can ask for help any time they need it.

*Peer Support Team, Grainville School*

The Jersey Youth Parliament explored how this could be used as a tool to combat discrimination because it can promote inclusion and build a sense of community.

We have learnt that students who participate in Peer Support schemes can gain an ASDAN qualification and build communication skills for life.

This area of research has involved listening to the experiences of teaching staff and students who have been a part of the existing Peer Support scheme, building a case study and learning from their success.

We then asked young people if they thought the scheme might work in different learning environments as well as their experiences of discrimination.

## Experiences of Discrimination...

Participants shared details of their experiences to give the JYP further insight and highlighted the need to challenge discrimination and have a diverse and inclusive curriculum.

"I have been harassed, threatened and had comments made towards me, both online and in person."

"Called [homophobic] slurs on the bus when I had a rainbow bag"

"I have been called slurs, have been mis-gendered and dead named almost every day and I get relentless bullying from students."

"Racism, being called slurs, people saying mean things"

"cleaners, poor, immigrant"

"Teachers sometimes don't respect us as we respect them because we are younger."

"Being told I can't play certain sports or do the subjects I like."

"Always called snowflakes by different generations."

## Peer Support

2021

"I think I would do Peer Support if it was at my school. I would know what to do and be more confident to help."

2021

"Yes, its really important. I'd love to help my peers in any way. Peer support would make school a far more inclusive and understanding place. I think it is a really good initiative and should be available in all schools....training all schools would make sure everyone is equipped to respond in the best possible way. I belive Peer Support would help so many people and would be a great step forwards for inclusion in Education."

2021

"Yes, I'd definitely give it a go because I like helping people. There are some ignorant attitudes that could be tackled and its good to learn to help others and how to accommodate people better."

2021

"I have been made fun of my entire life for my anxiety, autism, adhd and depression."

2021

"I have been and still am treated like a different person since my diagnosis. I have to constantly hide my stress that is caused by my Autism to not cause trouble for myself whereas any teachers or adults should stop any and all bullying. I think Peer Support would definitely help me and many others who struggle. The biggest challenge is is people not understanding and using it [Autism] as an insult. I believe Peer Support would help and I would certainly feel better

2021

"I faced quite a bit of bullying as people always saw me as a 'special kid', a weird person and would never want to be known for talking to me or hanging out with me because i was autistic and i assume they found it embarrassing for them. i was just outcasted plainly on the fact that i was autistic and i just got made fun of a lot

2021

"Peer support would help people understand how different people behave and how they understand things so they're then able to communicate. Peer Support would help communication skills but also individuals when they need help from others who understand their situation."

2021

"I think it should be compulsory through PSHE. In some situations, I wouldn't know what to do or how to handle so I think it would be really helpful. Additionally I think that training more young people would help to change the stigma and unhelpful mindset that surrounds Autism."

2021

"Peer support would be good to do because it could help a lot of people who struggle in school. I think it would encourage more people to imagine themselves in other people's shoes."



## Political Education

It is undeniable that one of the largest issues in Jersey's democracy is the low voter turnout we see at every election and the group which votes the least is young people.

We believe that in Jersey, one of the reasons for this is the lack of political education which we give our young people. How can they be expected to make informed choices if they do not know who they are voting for, how to vote, or even simply how the political system works here in Jersey?

During our review of the PSHE curriculum, we decided that we would add those very things in.

Young people need to understand how the political system in Jersey works and how to register to vote and place a vote. This can be done very easily yet make the world of difference to the extent to which young people understand the world around them.

Many young people will move to the UK, for university or employment and we think it is appropriate to also educate students on the basic structure of the UK government.

Jersey is fortunate to allow people to vote at 16. This is part of what makes Jersey such a special place but there are barriers preventing young people knowing about this and how to take part. Although Politics is included in the current PSHE curriculum it is not fit for purpose.



## Recommendations

- Standardise the PSHE curriculum and delivery across all schools
- Ensure that the PSHE curriculum is concise, meaningful and engaging
- Update the curriculum so that it meets the need of young people living in the island today so that they can grow up to be informed global citizens
- Embed Life Skills into the curriculum such as self defense, first aid, budgeting, cooking, stress management
- Ring fence the PSHE lessons so that they are not used for other purposes
- Broad representation of the different types of human relationships as well as up to date LGBTQ+ education to represent all members of our community
- Anti discriminatory education to include learning about different global cultures and religions
- Improve political education and expand resources to deliver the topic
- Critical thinking skills, fact checking and reliability of sources to be taught
- Educate young people what to do when things do go wrong rather than focusing only on prevention. What options do young people have?
- Ensure that the intended curriculum is actually received by young people

## Recommendations for the States Assembly

We hope that the States Assembly will support us in our goals, and appreciate our ideas and suggestions:

- Explore the current curriculum and ensure that it fully addresses life skills and anti-discrimination so that it does "*prepare children for the opportunities, responsibilities and experiences of adult life*" as intended
- Create an inclusive PSHE curriculum that is fit for purpose. It should be more specific, universal across schools and have more depth
- Use education as a key tool in combating discrimination

We thank you for your time, and wish you will consider our propositions on increasing use of peer support, eradicating discrimination and improving education of life skills. Please feel free to get in contact with us with any updates, queries and information. All contact information is on the Jersey Youth Parliament website.



## States Chamber Q&A

Deputy Miles was wanted to find out more about young people's need for 'self defence' and their reasons for not feeling safe.

JYP - From the survey we carried out, young people had identified that they didn't feel safe on the island. This was echoed in the Little Parliament that consulted Yr 6 students. The need for self defence was identified when young people were asked which 'Life Skills' they felt were important to acquire. There was not a clear gender divide. When we took part in the 'self protection' workshop the emphasis was on how to 'stay safe' and be alert to risk. These skills would be useful as many young people move off island to busier towns and cities or travel outside of Jersey.

Deputy Gardiner acknowledged that modern living brings different pressures and opportunities. She asked the group about how we should balance school's requests for flexibility whilst ensuring that the curriculum is standardised.



*Educational  
Reform*

JYP - Flexibility is important but schools are not always as connected to their students as they might think they are. What we have learnt through the JYP is that nobody receives the same PSHE curriculum. Our conclusion is that there is too much flexibility. School isn't just to give you a good grade in your maths GCSE it is to prepare you for the future, to prepare you to be a citizen of Jersey and the world. If we aren't able to take part in 21st century debates about discrimination, the LGBTQ+ community, then they can't be expected to be productive citizens and to fulfill their potential.



## States Chamber Q&A

Deputy Millar asked the JYP for their thoughts on the impact of social media on young people.

JYP - Within our draft PSHE curriculum we have suggested that 'the media' is explored broadly. It would cover topics such as 'fake news'.

It is important in the PSHE curriculum that young people are taught how to get good information to base their opinions on.

Social media itself isn't dangerous it is the people that use it if they are not able to be kind in real life and on screen.

Deputy Ward asked the JYP about their thoughts on apprenticeships.

JYP - The bigger issue is that Careers Fayres at schools are not broad enough to give people real options. The choices are limited. Before you can think about apprenticeships and career paths, students need to educate young people on all of the career paths that are available.

Deputy Curtis asked the JYP how much time is allotted for PSHE and if they think that more time is needed.

JYP - It varies from school to school. Most get an hour a week but some stop delivering PSHE as early as year 9. We haven't explored 6th form and many young people will continue in education. PSHE is often the subject that is missed in place of additional activities such as house games. It comes back to standardisation. It is vital and gives people skills for dealing with the modern world so that nobody gets left behind.

## Conclusion

Having heard our presentation, and considered our report, we hope you will take all of our recommendations into account as you head into this next term. We hope our recommendations have affected your opinions and goals for the next four years. This is a great opportunity to act on Climate Change, Mental Health and reform Education. We hope you will do so making a positive impact on young people. We appreciate your support and that you have taken the time to listen to us.

Since this is a new States Assembly we want to stress loud and clear that children aren't just the future but they are the present.

Consider our voices and act. Act for change in the current state of the PSHE curriculum and its current enforcement, act for the equality of groups and all minorities, and act to create an island where children can grow up ready for the modern adult world.

If you have children of your own think for them, think for us, and think for Jersey's future and don't forget one fifth of our entire island.



## Acknowledgements

We would like to extend our thanks to the organisations and individuals who have supported us in this campaign.

Gary Burgess

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Ms Pygot, Grainville School

Kerry O'Donovan, Autism Jersey

Lucy Layton & Deborah, Jersey Heritage

Johnathan Williams , Education Reform

Jane Lancaster-Adlam, Inclusion Review

Debbie Reeve, IOD

Natasha Day, Island Bridging Plan

Lisa Hart, Greffier of the States

States of Jersey Police

JYP Volunteers

