



SEXUAL HEALTH & WELLBEING POLICY



Purpose

Leadership and staff acknowledge the importance of a safe and inclusive environment, that supports the sexual health and wellbeing of all staff and students.

This policy confirms our commitment to:

- providing a safe, inclusive and empowering environment for students, families, staff and visitors
- developing knowledge, resilience and help-seeking skills of students
- delivering sexuality education in one or more learning key areas of the curriculum as a part of a whole school approach to health and wellbeing.

As a health promoting school, we will promote respectful relationships and the health and wellbeing of students, staff and families through learning, policies, creating a safe and healthy physical and social environment, and developing community links and partnerships.

Policy statement

Background

Comprehensive, whole-school sexuality education that provides consistent and accurate information to children and young people from an early age, is respectful of diversity and supported by a whole-school approach can contribute to positive behaviour change.¹

The goal of sexuality education is to build on knowledge, skills, and behaviours, thus enabling young people to make responsible and safe choices. Developing protective factors such as resilience and social and emotional competencies will enhance the potential for children and young people to resist risky behaviours. Young people can make good decisions about their sexual health if education policies, programs and services are available to help them.²

The promotion of sexual health is a responsibility shared between schools, parents, the local health and welfare community. School-based sexuality education programs are more effective when they are developed in consultation with parents and the local community. Learning and teaching in sexuality education should be developmentally appropriate.²

Whole school engagement

It is recognised that every member of Foster Primary School has an impact on students' health and can contribute to creating a supportive environment for sexual health and wellbeing. All members of our school community including staff, students, families and volunteers will be supported to meet this policy.

Definitions

Sexual health: A state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, that are free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.³

Resilience: The ability to recover from adversity in order to lead a healthy and fulfilling life.⁴

Social and emotional competence: The ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships and handle challenging situations capably.⁵

Procedures

Healthy policies

- Staff, families and students are involved in guiding the development and implementation of the whole school sexual health and wellbeing policy and are seen as key partners in promoting and supporting positive sexual health in the school.
- Staff, families and students are provided with information about policy requirements.
- If a student requires support for sexual health, diversity or harassment issues, the school will work collaboratively with parents and health professionals. This could include (but not limited to) meetings with the classroom teacher, school Principal, referral to our Welfare Officer, Student Support Services, a GP, the Youth Assist Clinic or Psychological Therapies for Underserved Groups Program (PTUG) depending upon the nature of support required.

Healthy physical environment

- The school provides a welcoming and inclusive physical environment, which reflects the diversity and interests of the students, families and staff.
- All school sanctioned events (on and off premises), including school camps, excursions, sporting events, fetes and celebrations are respectful and inclusive of sexual and gender diversity.
- School staff are proactive in ensuring an environment that is free of homophobia and transphobia, and safe and affirming for all students, not just those who ask for support.
- Students have access to suitable environments for privacy needs and student privacy is respected.

Healthy social environment

- The school encourages the contribution of students, families and staff to a safe, inclusive and empowering social environment.
- The school implements strategies to promote positive and responsible behaviour, and to prevent and respond to bullying, discrimination and harassment.
- Staff and families recognise that they are role models and demonstrate respectful relationships and inclusive behaviour.
- Students and staff are supported when sexual health, diversity or harassment issues are identified.

Learning and skills

- Age-appropriate sexuality education is delivered from foundation to year 6 and is delivered in one or more key learning areas of the curriculum.
- The sexuality education program provides interactive teaching strategies which focus on understanding the body and positive relationships and build students' skills in problem solving, decision making, assertiveness, refusal and help-seeking.
- Families are recognised as key partners in their child's learning and are encouraged to share responsibility for sexuality education.
- Staff are supported to access resources and professional learning to enhance their knowledge and capacity to deliver and promote sexuality education and sexual health and diversity initiatives across the curriculum.

Engaging children, educators, staff and families

- Families, students and staff are key partners in promoting and supporting sexuality education and sexual health, wellbeing and diversity initiatives and are, on a regular basis, provided with information, ideas and practical strategies to promote and support sexual health, wellbeing and diversity at school and at home.
- Students are consulted about sexual health, wellbeing and diversity initiatives.
- Staff are encouraged to develop competencies to facilitate engagement of families and students from diverse cultural backgrounds.

Community partnerships

- Staff are encouraged to work with local health professionals, services and other organisations to increase their capacity to deliver and promote sexuality education and sexual health, wellbeing and diversity initiatives.
- School networking and local partnership opportunities are pursued to facilitate student transition to learning about sexual health in secondary schools, and to aid teacher peer support and resource sharing between schools.
- The school has referral procedures and pathways to local health and support services when required.

Relevant accountability documents

[DET School Policy and Advisory Guide – Health Education Approaches](#)

Related school policies

- [Staff Mental Health and Wellbeing Policy](#)
- [Health and Physical Education Policy](#)

- [Student Engagement & Well Being Policy](#)
 - [Student Code of Conduct](#)
 - [Bullying & Harassment Policy](#)
 - [Excursions & Camps Policy](#)
 - [Health Safety & Well Being Policy](#)
 - [Mandatory Reporting Policy](#)
 - [Mental Health & Well Being Policy](#)
-

1. DET Why we need sexuality education
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/aboutwhy.aspx>
2. DET School Policy and Advisory Guide – Health Education
<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/health.aspx>
3. World Health Organisation 2013 Defining Sexual Health
http://www.who.int/reproductivehealth/publications/sexual_health/defining_sh/en/
4. School Drug Education and Road Aware. Challenges and Choices. Early Childhood Resource for resilience, drug and road safety education. Government of Western Australia, 2005.
5. Zins J E and Elias M J. Social and Emotional Learning in Safe and Sound. An educational leader's guide to evidence-based social and emotional learning programs. Developed by the Collaborative for Academic, Social and Emotional Learning, USA, 2003.

