# Health and Human Relationships policy

## Purpose

Leadership and staff acknowledge the importance of a safe and inclusive environment, which 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 health and human relationships 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]](#footnote-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]](#footnote-2)

The promotion of sexual health is a responsibility shared between schools, the local health and welfare community, and parents. 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 Beaufort 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. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulﬁlled.[[3]](#footnote-3)

**Resilience:** The ability to bounce back from adversity in order to lead a healthy and fulfilling life.[[4]](#footnote-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]](#footnote-5)

## Procedures and responsibilities

### Leadership and commitment

* This policy is share with the whole school community with opportunities to provide feedback/input.
* This policy is ratifies by school leadership and reviews at least every 4 years.

### Healthy physical environment

* Our school environment, including grounds, visual displays, signage and materials, clearly reflect diversity and promote inclusivity where possible.
* Our school uniform policy has been reviewed and updated to ensure that is it gender inclusive.
* Our school provides suitable private space for meetings with students, families and staff to discuss confidential matters.

### Healthy school culture

* We consider diversity and cultural practices when planning and implementing sexual health and wellbeing initiatives.
* We use language that is respectful of gender, culture and sexuality.
* Our school provides clear and effective avenues for staff, students and families to raise concerns about disrespectful language or behaviour.
* Our school staff promote and model respectful attitudes and behaviours.
* Our school implements strategies to promote positive and responsible behaviours, and to prevent and respond to bullying, discrimination and harassment.

### Student teaching and learning

* Our school curriculum includes a Health and Human Relationships programs that are developmentally appropriate and inclusive.
* Our school sexual health education programs recognise and respond to diverse student needs including gender, religion, culture and disability.
* We teach students to make responsible, respectful and safe choices about their sexuality, gender and sexual health. This includes teaching students about how to build healthy relationships, resilience and confidence.
* Our Health and Human Relationships curriculum includes opportunities for students to gain self-awareness and self-knowledge.
* We ensure staff have access to professional development and resources to support them to deliver Health and Human Relationships education.
* We involve students in the design and implementation of the Health and Human Relationships initiatives and policy development and encourage students to contribute ideas about student-led learning opportunities.

### Supported Staff

* We support staff to gain self-awareness and self-knowledge about their sexuality, gender and sexual health.
* Our school has a pathway in place for staff to access support if needed.
* We have a staff health and wellbeing policy, which supports sexual health and wellbeing in the workplace.

### Families and community partnerships

* We inform families and the wider community in sexual health and wellbeing initiatives.
* Information we provide is evidence based and accessible to the whole school community.
* We partner with relevant organisations to support our Health and Human Relationships practices as appropriate.
* We are proactive and ensure support pathways are in place prior to implementing Health and Human Relationships initiatives to be able to respond to a potential increase in disclosures.
* Our school has a clear referral options and pathways for students, staff and families to access professional/specialised support services in relation to sexual health, sexuality, violence, sexual harassment or discrimination.

### Relevant legislation

* Australia’s Physical Activity and Sedentary Behaviour Guidelines, 2017
* DET School Policy and Advisory Guide- Health Education Approaches
* Victorian Curriculum Foundation-10, Health and Physical Education Curriculum
* Education and training reform act 2006
* Resilience, Right and Respectful Relationships Curriculum
* DET Protection and Support Policies
* Equal Opportunity Act 2010

### Ratified date and planning review date

**Endorsed by school council: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Next review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. DEECD Why We Need Sexuality Education <http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/aboutwhy.aspx> (last updated 28 September 2013)  
    [↑](#footnote-ref-1)
2. DEECD School Policy Advisory Guide – Health Education <http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/health.aspx> (last updated 28 September 2013) [↑](#footnote-ref-2)
3. World Health Organization 2013 Defining sexual health <http://www.who.int/reproductivehealth/topics/sexual_health/sh_definitions/en/> [↑](#footnote-ref-3)
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 [↑](#footnote-ref-4)
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. [↑](#footnote-ref-5)