

## NORTHERN BAY P-12 COLLEGE SEXUALITY EDUCATION POLICY NBC057

### 1. PURPOSE

School-based sexuality education is one of the core learning and teaching responsibilities a school undertakes to equip its students for a healthy and fulfilling adult life. Sexuality education occurs within a whole-of-school approach, is developmentally appropriate, and is achieved through a partnership between the school, families and the community.

### 2. BROAD GUIDELINES

#### 2.1. Sexuality Education at Northern Bay College aims to:

- 2.1.1. Utilise a whole-school integrated approach to sexuality education across the curriculum that is supportive and inclusive.
- 2.1.2. Develop sexuality-specific knowledge, decision-making, help-seeking and relationship skills.
- 2.1.3. Promote and enable the health and safety of students in their social environment.

#### 2.2. Content will be:

- 2.2.1. Based on the framework and philosophy of Department of Education resource “Catching On Everywhere” policy and program development and reflects AusVELS.
- 2.2.2. Be developmentally appropriate to the age and stage of the student, commencing activities well before the onset of puberty, and include content relevant to young people’s experiences and age.

#### 2.3. Sexuality Education must:

- 2.3.1. Be positioned within a broad, cross curricula health and personal development curriculum, put forward factual knowledge and encourage the exploration of facts.
- 2.3.2. Have a focus is maintained on examining opinions and concepts, discussion is encouraged around awareness, respect and responsibility for oneself and others.

#### 2.4. Sexuality Education will:

- 2.4.1. Directly address discrimination, inequities and stereotyping based on gender and sexuality for all individuals by creating respect and support for diversity.
- 2.4.2. Specifically address age-appropriate issues relating to same-sex attracted, intersex and gender diverse individuals and make clear that homophobic and sexist behaviours and language are unacceptable.
- 2.4.3. Promote collaborative relationships between the school community and the broader community, in the planning and implementation of sexuality education, responding to cultural and social needs of the school community.
- 2.4.4. Assist students to understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and make students aware of sources of help and acquire the skills and confidence to use them.
- 2.4.5. Clarify the distinction between the college’s function of providing education generally about sexual matters and the giving of advice to individual pupils on these issues.
- 2.4.6. Ensure a cross-curricula approach integrated with health-related activities (such as school nursing and student wellbeing initiatives) while enabling family involvement, thus promoting a whole-school learning approach.

### 3. IMPLEMENTATION

#### 3.1. Staff expectations

- 3.1.1. Sexuality education is a core teaching responsibility and is the responsibility of every staff member. (While specific components lie within the Health and PE curriculum, a significant portion occurs across curricula particularly in the primary years including ongoing pastoral care).
- 3.1.2. It is an expectation that every staff member will participate in attaining skills and knowledge necessary to meet these requirements, and deliver class-based education across all levels and campuses of the college.
- 3.1.3. All staff are responsible to ensure an appropriate college environment exists that is supportive of sexuality education goals

3.1.4. Staff should inform college leadership of concerns regarding student sexual health or safety.

### 3.2. The Sexuality Education Professional Learning Team expectations

3.2.1. Team will consist of representatives from each age and stage across all campuses with a role to monitor and measure the success of the program on an annual basis and implement strategies for continuous improvement to advance the health and wellbeing of Northern Bay College staff and students.

3.2.2. Will be responsible for ensuring parent/carer information is provided pertaining to sexuality education

### 3.3. College leadership responsibilities

3.3.1. Ensuring appropriate reporting, follow up and student care when they have been informed of concerns regarding the sexual health or safety of students in accord with all legal requirements pertaining to mandatory reporting

3.3.2. Support college staff to develop and hold central roles in planning and delivering this program through recognition of their leadership, and provision of training, resources and planning opportunities.

3.3.3. **Identified lead educators** may liaise with external health providers from time to time to support the planning and delivery of the program.

### 3.4. Issues arising:

3.4.1. Parental permission is not required for AusVELS-based sexuality education, however it is realised that, under exceptional circumstances, a very small number of parents/carers may wish to exclude their children from parts of this program. In this case, such parents/carers should meet with the campus principal to make alternate arrangements

3.4.2. Each Campus has trained Sexuality Education staff along with School Nurses who will endeavour to engage these parents/carers in seeking alternative presentation options for their child, and if this is unsuccessful they shall direct families who opt out, to appropriate resources.

3.4.3. Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at risk or in breach of the law, the teacher has the general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice.

## 4. EVALUATION

This policy is to be reviewed at the end of the school year 2015, and thereafter every three years.

This policy will be reviewed as part of the college's review cycle.

Document #	Committee Responsible	Review Date	Public Location	Ratified
NBC057	Learning Partners / College Improvement Team	Aug 15	Website	Aug 12
	<b>Related Documents</b>			
	Sexuality Education – Teacher notes			

## NBC SEXUALITY EDUCATION Teacher Notes:

### Definition of Sexuality Education

At Northern Bay College sexuality education is regarded as an important part of the curriculum for all students. In line with DET policy and the World Health Organisation, the focus of sexuality education is on the *...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, free of coercion, discrimination and violence (World Health Organisation, 2006, p, 5).*

### Victorian health policy

The Health promotion priorities for Victoria 2007-12 identify sexual and reproductive health as a Victorian health promotion priority. It identifies young people as a target population and school sexuality education as a protective factor, arguing for a whole-of-school approach.

Victorian Sexually Transmissible Infections Strategy 2006–2009 argues for school-based STI prevention education. It affirms a whole-of-school approach to sexuality education involving a partnership with parents and health services and requires a commitment to professional learning for all of the school community.

Victorian Equal Opportunity Act 1995 makes it unlawful to discriminate or sexually harass in education. School leaders, teachers and support staff have a responsibility to put effective strategies in place to provide positive and safe environments and real learning outcomes for all students.

### National framework

The National Framework for Health Promoting Schools 2000-2003 provides a framework for health and education sectors to work together to build health literacy. It endorses a whole-school approach to sexuality education, defining health promoting schools as schools which have a comprehensive and coordinated approach to learning by linking curriculum with the whole school environment and the community. In Victoria this national framework is spelt out in 'Catching On'.

Talking Sexual Health – the National Framework for Education about STIs, HIV/AIDS & Blood-borne Viruses – focuses on the key principles of diversity, social justice and promoting a supportive environment. The framework was endorsed by all Australian states and territories and subsequently supported by a professional development program, classroom teaching resources and a parents' booklet. The classroom resource has been widely used at years 9 and 10 throughout Victoria.

### Content developed at Northern Bay

- At Northern Bay College sexuality education is regarded as education about what it means to be male and female and how we relate to others regardless of gender. Sexuality education aims to make young people feel positive about their sexuality and encompasses: sexual development, sexual and reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. It therefore includes: not only the facts about the human body and how it works; but also exploration of feelings, attitudes and values; developing skills in decision-making, help-seeking behaviours and communication; and proactively supports the acceptance of sexual diversity.
- The basis of our work utilises the "Catching On" and "Catching on Early" developmental resources that reflect AusVELS. It shall also utilise other resources that support the DET framework for sexuality education such as support from Family Planning Victoria's "Safe-Landing" resource and the Commonwealth Government "Talking Sexual Health" resources.
- Specific content relevant to sexuality starts AusVELS Level 3. Sexuality education at an earlier level relates to knowledge areas such as: relationships, communication, protective behaviours, understanding your body, family systems, decision-making and help-seeking behaviour.
- Our approach contains highly interactive pedagogies that engage students in: problem solving, critical thinking, and media analysis; with clear educational outcomes; to develop health literacy, knowledge, skills, and the exploration of personal and community attitudes and values.
- It is intended that sexuality education will provide students with age-appropriate, up-to-date information on issues such as contraceptive methods, legal requirements and access to health services

### Complaints and Grievances

All complaints and grievances shall be managed in line with current policies and protocols pertaining to any complaint or grievance received by the college. Please refer to documentation pertaining to this.

**Media Inquiries and Requests for Public Comment will be directly solely to college principal.**