



Sexuality and Consent Education Policy

**Ratified by
School Council:**

May 2021

Next Review:

May 2023

Our purpose is to empower resilient learners to think critically, actively problem solve, be respectful and positively contribute to their world.

At Grey Street that means that we are all active and resilient learners, who learn in different ways. We challenge and support each other with our learning through setting goals, working persistently, problem solving, using feedback and reflecting on our progress. We value a culture of collaboration and mutual support that is focused on achieving success for all staff, students and members of the school community.

At Grey Street Primary School we are committed to maintaining a safe and inclusive environment for everyone, everywhere, all of the time.

Purpose

The purpose of this policy is to emphasise the importance of sexuality education at Grey Street Primary School including the teaching of consent, and to explain the role that the principal, teaching staff and the school community, play in providing sexuality education to its students.

Scope

This policy applies to all members of the school community.

POLICY

Sexuality education

All students must receive a comprehensive and age-appropriate sexual health education aligned to the Victorian Curriculum, including the teaching of consent. Sexuality and consent education are part of the Victorian Curriculum, mandated for Government and Catholic schools in Victoria.

Comprehensive sexuality education is most effective when it has a whole-school learning approach (from Foundation to Grade 6) and is underpinned by a strong research evidence base. At Grey Street Primary School we follow DET guidance and use a range of endorsed resources and programs such as Respectful Relationships, Zones of Regulation, Restorative Practice, Catching on Early and a range of evidence based social skills programs to assist in the delivery of this learning. Although we do access some external health programs and resources such as Healthy Harold and Latrobe Community Health to support this work, we do not outsource sexuality and consent education to external providers.

We align all our teaching and learning, assessment and reporting with the Victorian Curriculum including the Health learning area and the Personal & Social capability. At Grey Street Primary School we explicitly teach to the knowledge and skills outlined in these curriculum documents from



foundation level. Consent education is also reinforced through our school values, expectations, and modelling. Our Student Wellbeing, Behaviour and Bullying policies also promote the teaching of pro-social skills which supports student learning in this area.

Working with parents and carers

Productive partnerships between schools, family and the community provide a strong network of connections that can help young people build social, emotional and positive relationship skills.

The role of the parent or carer is an important part of the shared responsibility of sexuality education and Grey Street Primary School actively supports parent engagement in this area. School-based sexuality education programs are more effective when they are developed in consultation with parents and the local community.

In recognition of a shared responsibility for sexuality education, Grey Street Primary School works to cultivate strategic partnerships with the local community and parents. Although consultation with school council regarding the sexuality education curriculum is not required, we choose to take the curriculum or relevant teaching and learning resources to school council for discussion or noting so that the school council is aware of the way in which sexual education curriculum is organised at the school.

Schools are not required to seek parental permission for the inclusion of sexuality or consent education. However, a parent or carer may decide not to allow their child to participate in sexual education. To do so, parents need to meet and discuss this requirement with the classroom teacher upon commencement of each year of their child's schooling (or during the year as family priorities/choices change). The reason for this is that sexuality and consent education is tightly woven into everyday teaching and learning in the classroom and teachers will need to fully understand the elements of the curriculum to be excluded or amended on a regular basis. These discussions should be clearly documented.

The role of school leadership in sexuality education

The school's leadership team provides the overall support for the sexuality education program. Generally, this is through:

- endorsing the development and ongoing provision of a program that best meets the learning needs of the student population
- ensuring appropriate consultation through the school council
- supporting staff training to ensure teaching staff have the ability to teach and assess sexuality education against the Victorian Curriculum
- ensuring consent is taught in an age-appropriate way
- committing the necessary staff time and resources
- demonstrating an understanding of the importance of sexuality education
- communicating support for sexuality education to the school community
- driving the shared responsibility approach to sexuality education
- assisting the school community to reach a shared understanding when there are different views about sexuality education
- communicating that the provision of comprehensive sexuality education is most effective when it has a whole-school learning approach and is underpinned by a strong research evidence-base.



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Principals must ensure that consent is taught in an age-appropriate way from Foundation to Year 12. Guidance and resources are available to support this

The role of community agencies and external providers

Community agencies and external providers such as community health centres, local council youth programs and peak bodies representing specific cultural groups may assist schools in developing comprehensive sexuality education programs in alignment with the Victorian Curriculum.

Supporting LGBTIQ students

Schools must support and respect sexuality diversity, including Lesbian, Gay, Bisexual, Trans and gender diverse, Intersex, and Queer and questioning (LGBTIQ) students.

For specific information relating to support for same-sex attracted, gender diverse, transgender and intersex students, refer to the Department's policy on [LGBTIQ Student Support](#).

FURTHER INFORMATION AND RESOURCES

[Sexuality education](#)

[catching on early 2013.pdf \(education.vic.gov.au\)](#)

<https://www.fpv.org.au/schools/sex-education-services>

[Health and Physical Education - Curriculum - Victorian Curriculum \(vcaa.vic.edu.au\)](#)

[Respectful Relationships \(education.vic.gov.au\)](#)

[Consent - FUSE - Department of Education & Training](#)

[Talking to children and young people about relationships, sex and sexuality - Better Health Channel](#)

EVALUATION

This policy will be reviewed bi-annually by School Council to review, confirm, and enhance the program.

REVIEW CYCLE

This policy was last updated in July 2021 and is scheduled for review in May 2023.