



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2014-2015

Brendan Smyth MLA (Chair), Mary Porter MLA (Deputy-Chair),
Giulia Jones MLA, Yvette Berry MLA



ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS

Asked by Ms Berry on 23 June 2014 : Ms Burch took on notice the following question(s):

[Ref: Hansard Transcript 23 June 2014 Page 52]

In relation to :

Ms Berry's request for the ACT Education and Training Directorate to provide a copy of the curriculum relating to sex education in ACT schools.

Minister Burch: The answer to the Member's question is as follows:-

In the ACT's Curriculum Framework *Every chance to learn*, sex education is taught within Essential Learning Achievement 14, the student manages self and relationships.

Essential Learning Achievement 14 is provided at Attachment A.

The *Every chance to learn* document can be accessed via the Directorate's website:

http://www.det.act.gov.au/teaching_and_learning/curriculum_programs

Some ACT schools have started engaging with *the Australian Curriculum: Health and Physical Education*. While this subject is awaiting endorsement from state and territory Ministers, it contains knowledge and understandings relating to sex education.

The *Australian Curriculum: Health and Physical Education* can be accessed via the Australian Curriculum website: <http://www.australiancurriculum.edu.au/healthandphysicaleducation/Rationale>

Approved for circulation to the Select Committee on Estimates 2014-2015

Signature:

Date: 3.7.14

By the Minister for Education and Training, Ms Joy Burch MLA

14

The student manages self and relationships

Overview

This Essential Learning Achievement is about understanding and valuing one's personal identity and development and the need for positive relationships. Students who understand and value themselves as individuals feel connected to places and, as members of groups, have the capacity to form and cope with changes in relationships, exercise control over their own lives and show resilience through life's challenges.

Underpinning this Essential Learning Achievement is the opportunity for students to practise and develop skills that enhance resilience—in particular, communication, negotiation, conflict resolution, problem-solving and seeking help.

One aspect of this Essential Learning Achievement involves examining the physical, social and emotional factors that contribute to the development of personal identity as we grow and develop. This involves exploring our need for love and intimacy, how we feel about our bodies and ourselves, how we see ourselves as female or male and how we relate to others sexually.

A second aspect of this Essential Learning Achievement involves examining concepts such as roles, rights, responsibilities and power in relationships and qualities of caring and respectful relationships. Students who feel connected with one significant other and/or with their friends, parents, the school and community groups demonstrate fewer risk behaviours and a more positive sense of self. This Essential Learning Achievement supports students to develop, maintain and enjoy positive and respectful relationships at play, school, work and home.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop a positive sense of self and optimism for the future
- appreciate their own unique personal identity and abilities
- appreciate the importance of connections to individuals, groups or places
- value positive relationships with family, friends and others.

Links to other Essential Learning Achievements

This Essential Learning Achievement is linked to—*The student takes action to promote health*, as a positive sense of self is fundamental to an individual's health and well-being. In particular, an individual's personal identity, including sexual identity, and the ability to establish and maintain positive relationships contribute significantly to an individual's mental health.

This Essential Learning Achievement is also linked to—*The student acts with integrity and regard for others*, as developing positive, respectful relationships is closely associated with an individual's integrity and regard for others.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

Personal identity

14.EC.1 similarities and differences between themselves and others (e.g. experiences, appearance, abilities, needs, wants, feelings)

14.EC.2 major body parts and their functions

Human sexuality

14.EC.3 physical changes to their bodies since birth

Relationships

14.EC.4 ways of encouraging and caring for others

14.EC.5 making and keeping friends

14.EC.6 different types of families and the range of family roles and activities.

In the early childhood band of development, students have opportunities to learn to:

14.EC.7 identify and describe their personal abilities and strengths

14.EC.8 describe the characteristics that make them similar to others and unique

14.EC.9 compare similarities and differences between people as they grow and develop

14.EC.10 describe their families and other groups to which they belong

14.EC.11 identify the feelings of others and practise the skills involved in making and maintaining friends

14.EC.12 identify those people and things that are special to them and explain why they are important.

Markers of progress

By the end of the early childhood band of development, students describe similarities and differences between themselves and others. They understand that people develop in unique ways, while still having the same basic needs. They are starting to establish a positive self-concept by identifying their personal strengths and abilities and understanding how their bodies are growing and developing. They identify people who are important to them and the ways in which they care for them. They show consideration for the needs and feelings of others in the class.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

Personal identity

- 14.LC.1** factors that influence their self-esteem
- 14.LC.2** how expectations of girls and boys, and men and women, can influence their choices, options and personal identity
- 14.LC.3** some differences in growth and development between individuals

Human sexuality

- 14.LC.4** the physical changes related to puberty
- 14.LC.5** how physical growth follows a predictable sequence of changes, while the rate of change varies among individuals

Relationships

- 14.LC.6** why different people are important to them
- 14.LC.7** the characteristics of effective communication (e.g. active listening) and factors that influence communication (e.g. feelings, peer pressure)
- 14.LC.8** roles and responsibilities of members within different relationships (e.g. peer group, different types of families)
- 14.LC.9** how relationships can change (e.g. changing friends, divorce in families)
- 14.LC.10** how friendship and trust are developed in relationships.

In the later childhood band of development, students have opportunities to learn to:

- 14.LC.11** identify different influences on personal identity (e.g. media, peers, cultural beliefs; family, school)
- 14.LC.12** identify feelings associated with life changes (e.g. family change, loss) and strategies for coping with those feelings
- 14.LC.13** assess the effects of actions that enhance (e.g. active listening, showing care) or diminish (e.g. judging people negatively, bullying, violence) relationships
- 14.LC.14** express their needs and feelings in appropriate ways
- 14.LC.15** make friends and relate to different people.

Markers of progress

By the end of the later childhood band of development, students recognise a range of influences on personal identity. They identify body changes related to puberty. They identify the characteristics of effective communication and demonstrate skills that enhance relationships. They understand how positive relationships are important for their well-being. They identify the roles and responsibilities of members of different groups. They demonstrate skills for establishing and maintaining positive relationships. They identify actions they can take when they feel upset or bullied.





Early adolescence

Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

Personal identity

- 14.EA.1** factors that influence a sense of self during early adolescence (e.g. impact of body image, views of what it means to be male or female, personal abilities and talents)
- 14.EA.2** strategies for building resilience and seeking help
- 14.EA.3** strategies for dealing with loss and grief
- 14.EA.4** different forms of connectedness (e.g. with a place, personal, cultural, spiritual)

Human sexuality

- 14.EA.5** the physical, emotional and social changes related to puberty and the relationship between physical and emotional maturity
- 14.EA.6** managing the changes associated with puberty, including their sexual feelings and sexual health
- 14.EA.7** how personal and community practices, cultures and traditions reflect different beliefs or values about expressions of sexuality

Relationships

- 14.EA.8** different types of relationships (e.g. family, friends, partner, work) and the rights and responsibilities of individuals in those relationships
- 14.EA.9** the qualities of positive and respectful relationships
- 14.EA.10** the dynamic nature of relationships
- 14.EA.11** forms of abuse, bullying and harassment and their impact on relationships.

In the early adolescence band of development, students have opportunities to learn to:

- 14.EA.12** analyse the ways people define their own and others' identities (e.g. by their clothes, behaviours, interests, connections with others or places)
- 14.EA.13** critically reflect on factors that influence their perceptions of their own capacity and potential
- 14.EA.14** recognise current challenges, predict future challenges and identify strategies for responding to those challenges
- 14.EA.15** recognise sexual feelings and evaluate standards of sexual behaviour considered appropriate by themselves, peers, family and the community
- 14.EA.16** identify strategies and behaviours for negotiating positive and respectful relationships in a range of settings





Early adolescence Band of development

- 14.EA.17** identify strategies to address the abuse of power in relationships and ways they could help themselves and others in this situation
- 14.EA.18** recognise forms of bullying and harassment (including sexual harassment and homophobic bullying) and identify strategies for seeking help and support.

Markers of progress

By the end of the early adolescence band of development, students assess the factors that contribute to the development of personal identity. They identify challenges and opportunities they may experience at this stage of their lives and demonstrate a realistic sense of their ability to respond to them. They understand that puberty is a time of change and they develop strategies to deal with sexual feelings and health. They identify strategies to build resilience and seek help that assist them to feel connected and supported. They identify qualities within themselves and others that contribute to positive and respectful relationships and describe strategies for building, maintaining and closing relationships.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

Personal identity

- 14.LA.1** how a sense of self can impact on health and vice versa
- 14.LA.2** strategies for positive thinking and effective stress and anger management
- 14.LA.3** characteristics of resilience and skills that enhance resilience (e.g. problem-solving, planning, focus on positive thoughts and personal strengths)
- 14.LA.4** social and cultural factors that influence personal identity
- 14.LA.5** the relationship between a sense of self and the physical, emotional and social changes that occur at later adolescence

Human sexuality

- 14.LA.6** appropriate ways of expressing sexual feelings, sexual choices and their consequences (e.g. safe sex practices)
- 14.LA.7** rights and responsibilities in sexual relationships
- 14.LA.8** the concept of sexual preferences

Relationships

- 14.LA.9** factors that contribute to caring, inclusive and fulfilling relationships
- 14.LA.10** the impacts of abuse, harassment and bullying on individuals and relationships

- 14.LA.11** qualities valued in a friend or partner.

In the later adolescence band of development, students have opportunities to learn to:

- 14.LA.12** identify how thoughts can affect feelings and behaviours, and practise strategies to manage unhelpful ways of thinking (e.g. positive self-talk)
- 14.LA.13** reflect on previous and future life challenges and identify opportunities for growth
- 14.LA.14** balance commitments and plan for life's transitions (e.g. work, unemployment, significant relationships)
- 14.LA.15** recognise the characteristics of resilience and monitor their own resilience in life's situations and transitions
- 14.LA.16** identify gender stereotypes that may impact on life choices and evaluate the effectiveness of strategies designed to redress inequities and achieve personal goals
- 14.LA.17** analyse how sexuality and sexual attitudes and behaviours are influenced by gender
- 14.LA.18** evaluate power, conflict and cooperation in different settings (e.g. friendship groups, family, school and work contexts)
- 14.LA.19** recognise and challenge inequities and the abuse of power in relationships.





Later adolescence

Band of development

Markers of progress

By the end of the later adolescence band of development, students describe the interdependence of personal identity, health and well-being. They identify strategies they can use to support themselves in different situations and describe the ways they can provide support to others. They understand appropriate ways of expressing sexual feelings, and rights and responsibilities in sexual relationships. They identify challenges they may experience at this stage of their lives and describe their capacity to reflect on and respond positively to those challenges. They identify factors that contribute to positive, inclusive and respectful relationships and evaluate their own behaviour in relationships with respect to those factors.

