

**From:** [REDACTED]  
**To:** [Education, Tourism, Innovation and Small Business Committee](#)  
**Subject:** Submission: Respectful relationships and sex education in Queensland state schools  
**Date:** Friday, 11 August 2017 5:25:00 PM

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**Submission to:**

Inquiry into improving the delivery of respectful relationships and sex education relevant to the use of technology in Queensland state schools

I make the following submission for consideration by The Education, Tourism, Innovation and Small Business Committee.

- **Compared to Queensland state schools, are there advantages or disadvantages in the ways that other states and territories deliver sex education, respectful relationships education and education about at-risk behaviour and the use of digital technologies? Please give reasons for your opinions.**

I believe that there are a number of significant downfalls to the delivery of content taught by other state and territories. The recommendations of the committee should clearly articulate address the following shortfalls and address them in any decisions moving forward:

- Any content taught should be fully disclosed, and available to parents before such content is delivered.
  - The delivery of the content should be standardised through video or similar means to ensure that teachers are not adding or removing content based on their experiences.
  - Content should be age appropriate, based on proven science, free of all political agendas including but not limited to gender, GBLTI.
  - Recent examples of Victorian material has included encouragement to not tell parents about the content, this is inappropriate and in my opinion suggestive of teachers grooming adolescents. Any recommendations must ensure complete transparency, and delivered to protect teachers, and staff, while providing parents the understanding of what is and is not taught.
  - I would strongly support the use of Chaplains, where available, supporting these classes to support any students that may have trauma relating to these topics.
- **Does the Queensland Health and Physical Education (HPE) curriculum:**
    - **meet students' needs?**
    - **help students to make safe and healthy choices?**
    - **help students understand respectful relationships?**

I believe the current curriculum is appropriate. Improvements could however be made by integrating learnings into a greater whole of school focus. For example, friendships should be encouraged to be inclusive of others. IE not private parties for two, but hanging out with friends.

Currently students (Primary) are encouraged to say no if they don't want to play or hang out with someone. This is leading to the ultimate exclusion of younger students who are told No by many students. A balance needs to be found, supporting the inclusiveness, but with freedom to say no to a behaviour or safety concern.

- **In what ways could the delivery of respectful relationships education and sex education in Queensland state schools be improved? For example, should changes be made to:**
  - **curriculum, including ethical decision making**
  - **involvement of students, parents and the school community in the content of sexuality education**
  - **policies at the school or state-wide level**
  - **teacher training and professional development**
  - **other changes?**

1. I believe we need to make room for conflict resolution, both in a direct person to person situation, but also in on-line environments. We are in a world of keyboard warriors, and

equipping our kids to make a meaningful contribution, but also to handle themselves in times of conflict would be an immensely positive outcome for the future generations.

2. Parents MUST be kept informed, of what the content is, who is teaching the material, and how it is being delivered. Ideally any material would be provided in a digital format that can be viewed by parents, so that they can best support their children.

The delivery of the content should be educational, and certainly not support any one particular political persuasion (such as the Safe Schools agenda).

3. Policies should be state wide, but allow the schools to operate within certain bounds. For example, if a particular issue arises at a school, they should be free to address that issues specifically within certain exceptions.
4. Teacher Training – I believe this would be better delivered using a specialist team within the school, or travelling from school to school. Teachers need to be focused on developing and teaching our students, while also being an authority in the school grounds. A dedicated teaching team would ensure consistency of material delivered, accountability and the benefit of taking learning between schools.

This submission is made by:  
Matthew Jeffs

