

Sponsor: Westbourne Grammar School
Refuter: Mildura Regional City Council

A Bill for an Act relating to Compulsory LGBTQIA+ Education for Primary School Students.

To be enacted by the YMCA Victoria Youth Parliament;

Compulsory LGBTQIA+ Education for Primary School Students Bill 2021

A Bill for an Act to establish a Relationship Education Body to deliver an Education Equality and Acceptance Program to primary school students between Years 5 and 6. The aim of the Bill is to promote a more accepting and welcoming community for those who identify as LGBTQIA+. In addition, the Bill shall aim to reduce misinformation surrounding queer identities in both students and staff, by encouraging a greater understanding of friends and family who identify with queer identities and by fostering respect and acceptance.

This Bill seeks to reduce the stigmas surrounding queer identities in order to create healthier relationships and subsequently improve the mental health of LGBTQIA+ youth.

PART I—Preliminary

Clause 1 Purpose

The main purposes of this Act are—

- (a) to create a more tolerant culture which promotes the health and wellbeing of the LGBTQIA+ community;
- (b) to contribute to the process of self identification for LGBTQIA+ students;
- (c) to help reduce the impact and severity of bullying in primary schools.

Clause 2 Commencement

This Bill shall commence upon receiving assent from the Youth Governor of Victoria.

Clause 3 Definitions

In this Bill, we define the following to mean—

- (a) **binary norms** means the assumption that a person's gender is intrinsically linked to their sex at birth;
- (b) **EEAB** means the governing body overseeing the Education Equality and Acceptance Program;
- (c) **EEAP** means an educational program run for students in years 5 and 6.
- (d) **identity** means the qualities, beliefs, personality, looks and/or expressions that make a person;
- (e) **gender** means the broad spectrum of characteristics forming identity that contrast with the genetic definitions of sex;
- (f) **gender identity** means the personal sense of one's own gender;
- (g) **gender non-conforming** means behavior or gender expression by an individual that does not match masculine or feminine gender norms;
- (h) **LGBTQIA+** means those who identify as; Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual and other non-cisgender, non-heterosexual identities;
- (i) **non-binary** means a person whose gender exists outside of the binary norm.

Part II—Establishment

Clause 4 Establishment of the Education Equality and Acceptance Body

- 4.1 The Education Equality and Acceptance Body (EEAB) shall be established and contain representatives from each of the following—
- (a) Department of Education and Training;
 - (b) Department of Health and Human Services;
 - (c) Australian Education Union (AEU);
 - (d) LGBTQIA+ non-profit organisations with a youth focus;
 - (e) LGBTQIA+ non-profit organisations with a focus on Aboriginal and Torres Strait Islanders.

Clause 5 Establish an Education Equality and Acceptance Program

- 5.1 The Educational Equality and Acceptance Program (EEAP) shall be developed by the EEAB and taught in all Victorian primary schools.
- 5.2 The EEAP shall develop a core curriculum inclusive of the following—
- (a) the LGBTQIA+ community and its history;
 - (b) developing healthy relationships through highlighting family diversity, same sex parented families and knowledge of diverse family structures;
 - (c) deconstructing family and gender stereotypes;
 - (d) increasing understanding of gender and identity including positive gender relationships and developing strategies to address assumptions and prejudices;
 - (e) the frameworks of acceptance - modelling positive allyship and what it means to be a positive ally.
- 5.3 This curriculum shall be split into two separate educational units consisting of an LGBTQIA+ Inquiry Unit and a Sexual Education Unit.
- 5.4 The EEAP shall arrange for facilitators to be hired and trained for face-to-face delivery of this program in primary schools across Victoria.
- 5.5 The EEAB will create an approved list of LGBTQIA+ terminology to be used within this unit—
- (a) this list will be reviewed and revised annually.

Clause 6 Implementation of the LGBTQIA+ Inquiry Unit

- 6.1 The LGBTQIA+ Inquiry Unit shall be taught with a minimum of 18 hours work over a four week period while students are in Year 5.

- 6.2 The Inquiry Unit can be taught by a mix of teachers and trained professionals.
- 6.2 The LGBTQIA+ Inquiry Unit will be inclusive of the following—
- (a) a strong focus on the LGBTQIA+ community, its culture and history, and normalising LGBTQIA+ identities;
 - (b) conversation surrounding the gender identity outside of the binary norms and what it means to be a gender diverse, non-binary or transgender person;
 - (c) encouraging self-exploration in terms of identity and community, and identifying common emotions attached to this process;
 - (d) exploring assumptions and prejudice towards the community in depth;
 - (e) discussion surrounding respectful relationships;
 - (f) discussion surrounding how familial prejudice may place strain on relationships and provision of resources to assist with navigating this.

Clause 7 Sexual Education Unit

- 7.1 The Sexual Education Unit shall be taught with a minimum of nine hours over a two week period while students are in Year 6.
- 7.2 The Sexual Education Unit shall be inclusive of the following—
- (a) exploring changes in the body and puberty through the lens of gender non-conforming, non-binary and transgender people;
 - (b) identifying and developing knowledge of the diverse range of sexualities;
 - (c) discussion surrounding consent and boundaries;
 - (d) discussion surrounding engaging in safe LGBTQIA+ sexual interactions including correct use of prophylactics and contraception.
- 7.3 A Year 6 child's parent or guardian may apply to the EEAB for their child to be exempt from the Sexual Education Unit on the grounds of religious or cultural reasons.
- (a) Applications for exemption must be submitted to the EEAB by September 30 of the school year prior to their child starting Year 6.

Clause 8 LGBTQIA+ Professional Development Workshops for teachers

- 8.1 The EEAB shall offer professional development workshops for teachers in conjunction with the Department of Education and Training at a minimum frequency of once every six months—
- (a) the professional development workshops are to be the equivalent of five hours of professional learning;

- (b) the content of these workshops shall be reviewed and updated annually by the EEAB.
- 8.2 These workshops shall be inclusive of, but not limited to, the following —
- (a) how to facilitate conversations surrounding the LGBTQIA+ community;
 - (b) how to create a safe and supportive classroom environment for all students;
 - (c) how to respond to and mitigate anti-LGBTQIA+ rhetoric, bigotry and misinformation;
 - (d) how to be a supportive ally of the LGBTQIA+ community.