



BLOOM-ED

Personal and Social Capability

Please start by viewing the background information and proposed revisions to General Capabilities: Personal and Social Capabilities [here](#)

Instructions

Section 1 of the survey asks for your background information and to nominate the general capability(ies) you wish to comment on. Select Personal and Social Capability.

Section 2 asks you to respond to a number of statements about the introductory section and learning continuum in the general capability document. You will also be invited to add your general comments about what has improved and what needs further refinement.

To make your submission to the Australian Curriculum Review Consultation [click on this link](#)

Note: You will need to scroll to the bottom of their page and select "click to start your survey"

Improvements

If you would like to provide feedback about general aspects of the revised generalised capability that **have improved**, consider the following:

- The overall structure of elements and sub-elements are clear and relevant to 21st century learners.
- The elements are all essential outcomes for student to develop whilst at school and beyond.
- The revised sub-elements encourage students to be sensitive and aware of their own and others diverse identities.
- The revised sub-elements encourage students to develop critical skills necessary to form and maintain healthy relationships.

Needs Improvement

If you would like to provide feedback about aspects of the revised general capability that **need further improvement**, consider the following:

SPECIFIC LANGUAGE TO ENSURE SEXUALITY IS VIEWED AS A CAPABILITY

While the personal and social capabilities are broad enough to address important life skills, the lack of specific language and instruction increases the risk that educators may overlook opportunities to develop the personal and social capability of students in relation to their sexual identity, sexual relationships and/or sexual health.

SPECIFIC LANGUAGE REGARDING COMMUNICATION IS REQUIRED

Similarly, the term 'communication' is applied to a 'range of contexts' and should explicitly include the importance of these skills within romantic, intimate or sexual relationships.

EDUCATORS REQUIRE SUPPORT TO ADDRESS THIS CAPABILITY

A desire to support the personal and social capability of students should not ignore that all humans are sexual beings and require specific skills and instruction in this area. All teachers, regardless of specialty, should be supported to regularly access best-practice professional learning opportunities that will provide them with a contemporary understanding of relationships and sexual health as it applies to young people. Similarly, very few educators will have been given pre-service instruction in this area.

SPECIFIC LANGUAGE REGARDING RELATIONSHIPS IS REQUIRED

From years 6 onwards, where terms 'relationships/respectful relationships' are mentioned, more specific language would ensure schools fully address the broad variety of human relationships. Adjectives could be staged, so that 'romantic' relationships are mentioned in Level 4 (Years 5-6), 'intimate' relationships in Level 5 (Years 7-8) and 'sexual' relationships in Level 6 (Years 9-10). Without more explicit language and examples, schools could simply focus on family connections, friendships or professional relationships

SPECIFIC LANGUAGE REGARDING CHALLENGING RELATIONSHIPS IS REQUIRED

Students are asked to develop skills that will assist them to manage 'challenging relationships.' More explicit language is needed here so that students learn to understand the differences between healthy, unhealthy, and abusive relationships (sexual or otherwise). It is also critical that students develop skills to be ethical bystanders, and currently this is not addressed.

AUDITING OF DELIVERY

Currently there is no requirement for teachers or schools to demonstrate how they are addressing each general capability. The same sort of auditing processes, that currently apply to other learning areas, should also be required of the General Capabilities.