

Sexuality education is prominent in the Victorian Essential Learning Standards, with many dimensions lending themselves to the teaching of relevant concepts as the table below shows.

With the exception of Science, the major areas of relevance to sexuality education are Physical, Personal and Social learning strand, and the domains:

- Health and physical education / Dimension: Health knowledge and promotion
- Interpersonal development / Dimension: Building social relationships.

Table 1: VELS and sexuality education

Key: Relevant to sexuality education

Strand	Domains	Dimensions
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity
		Health knowledge and promotion
	Interpersonal Development	Building social relationships
		Working in teams
	Personal Learning	The individual learner
		Managing personal learning
	Civics and Citizenship	Civic knowledge and understanding
		Community engagement
Discipline-based Learning	Science	Science knowledge and understanding
		Science at work
Interdisciplinary Learning	Communication	Listening, viewing and responding
		Presenting
	Design, Creativity and Technology	Investigating and designing
		Producing
		Analysing and evaluating
	Information and Communications Technology (ICT)	ICT for Visualising thinking
		ICT for creating
		ICT for communicating
	Thinking	Reasoning, processing and inquiry
		Creativity
		Reflection, evaluation and metacognition



Domain	Dimensions	Standards
Health and Physical Education	Health knowledge and promotion	<ol style="list-style-type: none">1. Describe the stages of human development across the lifespan2. Explain basic concepts of identity and use simple strategies to maintain and support self-worth3. Identify basic safety skills and strategies at home, school and in the community4. Describe methods for recognising and avoiding harmful situations5. Describe how physical and social components in the local environment contribute to wellbeing6. Identify how health services and products address the health needs and concerns of the local community.
	Building social relationships	<ol style="list-style-type: none">1. Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people2. Support each other by sharing ideas3. Acknowledge individual differences4. Work with others to reduce, avoid and resolve conflict.



Domain	Dimensions	Standards
Health and Physical Education	Health knowledge and promotion	<ol style="list-style-type: none"> 1. Identify the likely physical, emotional and social changes that occur during puberty 2. Identify and discuss the validity of ways in which people define their own and other people's identity 3. Describe the actions that could be taken if students feel unsafe at home, school or in the community 4. Describe the physical, social and emotional dimensions of health 5. Establish health goals and plan strategies for improving personal health 6. Describe a range of health services, products and information that can be accessed to help meet health needs and concerns.
	Building social relationships	<ol style="list-style-type: none"> 1. Demonstrate, through interactions in social situations, respect for a diverse range of people and groups 2. Accept and display empathy for the points of view and feelings of peers and others 3. Identify and use a variety of strategies to manage and resolve conflict.



Domain	Dimensions	Standards
<p>Health and Physical Education</p>	<p>Health knowledge and promotion</p>	<ol style="list-style-type: none"> 1. Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan 2. Describe factors that influence personal development 3. Describe the effect of family and community expectations on the development of personal identity and values 4. Identify outcomes of risk-taking behaviour and evaluate harm-minimisation strategies 5. Identify the health concerns of young people and the strategies that are designed to improve their health 6. Describe the health resources, products and services available for young people and consider how they could be used to improve health.
	<p>Building social relationships</p>	<ol style="list-style-type: none"> 1. Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts 2. Acknowledge the diversity of individuals 3. Recognise and describe peer influence on behaviour 4. Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.



Domain	Dimensions	Standards
<p>Health and Physical Education</p>	<p>Health knowledge and promotion</p>	<ol style="list-style-type: none"> 1. Identify and describe a range of social and cultural factors that influence the development of personal identity and values 2. Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships 3. Compare and evaluate perceptions of challenge, risk and safety 4. Demonstrate understanding of appropriate assertiveness and resilience strategies 5. Analyse the positive and negative health outcomes of a range of personal behaviours and community actions 6. Identify the health services and products provided by government and non-government bodies 7. Analyse how government and non-government bodies can be used to support the health needs of young people. Learning focus
	<p>Building social relationships</p>	<ol style="list-style-type: none"> 1. Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others 2. Describe how local and global values and beliefs determine personal and others' social relationships 3. Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.