



Wednesday, 4 June 2025

Lalla Mackenzie

CEO Family Planning Tasmania

Email: info@fpt.asn.au, ltan@fpt.asn.au, burnie@fpt.asn.au

Dear Ms Mackenzie,

Re: Request for Detailed Information on the "Growing Up" Program

I am writing to request further detail regarding the *Growing Up Program* (GUP) delivered by Family Planning Tasmania in Tasmanian primary schools:

<https://fpt.org.au/programs/schools-educators/growing-up-program-gup>

Your website notes that the program aligns with:

- The Australian Curriculum (ACARA)
- The Early Years Learning Framework
- The Respectful Relationships Teaching and Learning Package

Our query relates specifically to how your organisation teaches the concept of **"identity"** — particularly in relation to the *Australian Curriculum: Health and Physical Education (HPE) V8.4*, the *Early Years Learning Framework*, and the *Respectful Relationships* materials.



On reviewing the ACARA HPE V8.4 content, we note that the term “gender identity” does not appear in any of the curriculum’s Personal, Social and Community Health strands. Instead, the curriculum encourages a broad and exploratory understanding of identity, including social, emotional, and community factors.

In contrast, the **Tasmanian Department of Education’s Early Years Resource** defines gender identity as follows (p. 55):

“Boy, girl, man, and woman are words that describe gender identity, and some people with the gender identities ‘boy’ or ‘man’ have vulvas, and some with the gender identity ‘girl’ or ‘woman’ have penises/testicles. Your genitals don’t make you a boy or a girl.”

We would like to clarify:

- **Does Family Planning Tasmania teach “gender identity” as a scientific fact in GUP?**
- **Does the program present gender identity as the primary or sole framework by which a person understands themselves as male or female?**

We are concerned that this perspective may not reflect the breadth of views or the intent of the national curriculum. We also note growing international caution around teaching gender ideology in schools — for example, recent guidance in the UK discouraging schools from teaching gender identity as uncontested fact:

<https://www.bbc.com/news/education-69017920>

Given the significance of this topic, we respectfully request access to the **complete lesson plans and teaching resources** used in the GUP, particularly those that cover identity and gender. If this is not possible, could you please explain why? We are also aware that:

- **Parents are not permitted to observe the lessons;** and
- **Teachers who sit in on sessions have not always reviewed the materials beforehand.**



We believe greater transparency is needed to support informed parental engagement, especially on sensitive topics.

We appreciate your time and look forward to your response.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elizabeth Caballero'.

Elizabeth Caballero (Retired GP)
Women Speak Tasmania