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TITLE: 'Comprehensive' for who? Neoliberal directives in Australian sexuality education and the erasure of GLBTIQ identities.

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This paper offers a critical sociological lens on Australian sex(uality) education in schools. At present, sex education curriculum aims to equip students with information which facilitates 'healthy' sexual choices as they develop. However, this is not neutral information, but socially and culturally regulated discourse, which encodes a normative binary of sexuality. The existing sexuality education literature – which is largely US-focused - categorises curricula as belonging to either 'comprehensive' or 'conservative' factions. The former consists of progressive, secular approaches, the latter consists of conservative, religious- or abstinence-based programs. However, even the 'comprehensive' content does not engage productively with issues relevant to GLBTIQ students; rather, a binary conceptualisation of sexuality continues to be implied. In the Australian context, this paper argues that contemporary sexuality education has a fundamentally neoliberal focus, which aims to assimilate GLBTIQ people into existing normative frameworks (economic and social), rather than challenge them. Such an approach does not foster student understandings of oppression, power or morality. The development of critical literacy around sexuality is regarded as essential to meaningfully address the complex needs of GLBTIQ students in schools. Using a poststructuralist lens, the paper explores missing 'queer' discourses within Australian teaching resources. The inclusion of these would benefit GLBTIQ students by bringing previously silenced issues to the fore.