

Respectful Relationships



Creating a culture of gender equality and respect, changing the story of family violence for future generations

Evaluation of the Respectful Relationships initiative shows that schools have made significant progress in implementing Respectful Relationships and early signs of positive change have been reported in school communities



Respectful Relationships in the classroom

Resilience, Rights and Respectful Relationships teaching and learning materials have been developed by education experts to support schools to deliver the curriculum



Improved student social and emotional skills

By providing a common language between students and staff

Students reported that their interactions had become more respectful with teachers taking more time to listen to students, respect their concerns and work with them to develop solutions



Emotional literacy

Better understanding of feelings and emotions, improved coping strategies and ability to articulate needs



Attitude

Increased empathy for others and a stronger understanding of what makes a respectful relationship

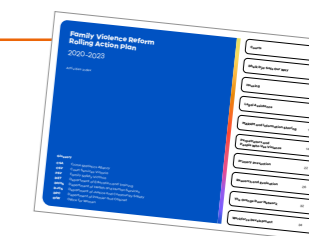


Behaviour

Increased willingness to approach teachers and engage in sensitive conversations about their emotions and experiences

Family Violence Reform

Respectful Relationships showcased in Reform Delivery



[Family Violence Reform Rolling Action Plan 2020-2023](#)

Whole school approach

Supports schools to embed a culture of respect and equality across the entire school community



Widespread participation

By schools, teachers, school-based staff and early childhood educators



1,950+ schools

Victorian government, Catholic and independent schools signed on to the whole school approach to Respectful Relationships

100% OF GOVERNMENT SCHOOLS



30,000+ teachers and school staff

Have participated in professional learning to support curriculum delivery and implement a whole school approach to Respectful Relationships



3,500+ early childhood educators

Have attended a Respectful Relationships professional learning workshop since 2018

On-the-ground teams across the state

Working together to support schools with Respectful Relationships implementation



17 Project Leads

Supporting schools to implement the whole school approach



17 Liaison Officers

Working with schools to build their capacity to respond to disclosures of family violence

Teachers and school staff feel well supported

To implement Respectful Relationships by participating in professional learning



Feel well supported to deliver curriculum



Feel well supported to implement the whole school approach



Feel well supported to respond to disclosures of family violence

"I think the thing that has had the most impact on me is the subliminal stuff, talking about how there's things that occur that we're not really aware of all the time. There's things we say, the books we're choosing, the activities we're doing in the school. It's made me a bit more aware."

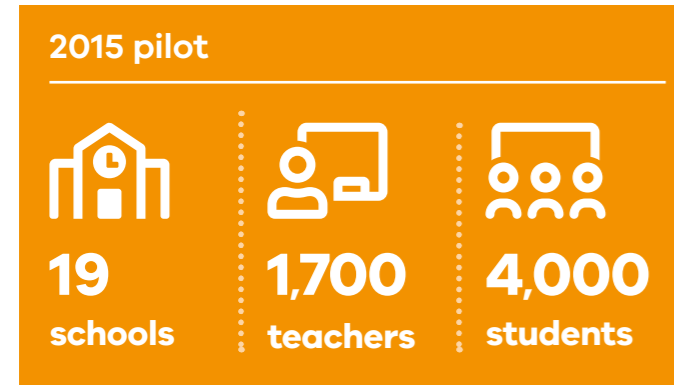
Teacher

"Students are more willing to come and talk to you if people are being mistreated, it's given them new ways of expressing themselves."

Primary school teacher


[Our Watch Respectful Relationships Pilot Evaluation in Primary Schools](#)

Respectful Relationships



Respectful Relationships Education in Schools pilot

In 2015, Our Watch delivered the Respectful Relationships Education in Schools pilot in 19 Victorian schools, reaching 1,700 teachers and 4,000 students.

 **Royal Commission into Family Violence**

Recommendation 189

The Victorian Government mandate the introduction of respectful relationships education into every government school in Victoria from prep to year 12. Implementation should be staged to ensure school readiness and to allow for ongoing evaluation and adaptation. It should be delivered through a whole-of-school approach and be consistent with best practice, building on the evaluation of the model being tested by the Department of Education and Training through Our Watch [within five years].

Royal Commission into Family Violence

In March 2016, the Royal Commission into Family Violence made 227 recommendations for change. The Victorian Government committed to implementing every one of these recommendations.

The Royal Commission identified the critical role played by schools and early childhood education in creating a culture of respect and equality to change the story of family violence for future generations. Recommendation 189 mandates the introduction of respectful relationships education into every government school in Victoria from prep to year 12, and delivered through a whole school approach.



What is the Respectful Relationships initiative?

Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours and teaches our children how to build healthy relationships, resilience and confidence.

The whole school approach to Respectful Relationships supports schools to embed a culture of respect and equality across the entire school community. The approach works across the whole school, as not only an education institution, but also as a workplace and community hub.



Supporting generational and cultural change

The Royal Commission highlighted the need for sustained focus and effort over time, to ensure that efforts to introduce Respectful Relationships by 2021 are then embedded over the long-term. All government schools have signed up to the whole school approach to Respectful Relationships.

The evaluation identified early signs of change in school communities in relation to school culture, respectful relationships and gender equality. Schools recognised the need for continued effort to produce the impact anticipated from the Respectful Relationships Initiative in seeking generational and cultural change.

Victorian State Budget 2020-21 provides more than \$37.5 million to continue to help schools adopt a whole school approach to Respectful Relationships and embed a sustained, universal approach to the prevention of family violence

“It’s a generational shift for the kids, we need to educate the kids while we’re educating ourselves as a school and an educational community, including parents.”

SCHOOL STAFF