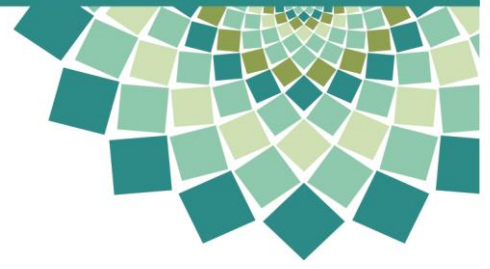


Domestic and family violence - Not now, Not ever.



Parent fact sheet: Respectful Relationships Education Program

What is the *Respectful relationships education program*?

The *Respectful relationships education program* — an initiative of the Queensland Government — is part of a broader multi-departmental commitment to ending domestic and family violence.

In August 2015 the Queensland Government responded to the final report from the Special Taskforce on Domestic and Family Violence in Queensland — *Not Now Not Ever: Putting an end to domestic and family violence in Queensland*. The report contains 140 recommendations, all of which have been adopted by the Government.

The *Respectful relationships education program* stems from recommendation 24, which supports the introduction of programs in state schools to embed through the school life of all secondary and primary state schools a culture that emphasises:

- developing and maintaining respectful relationships
- respecting self
- gender equality.

The *Respectful relationships education program* is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. Primary prevention strategies for domestic and family violence seek to remove the causes of violence, prevent risk factors associated with the violence and enhance protective factors against the violence.

Schools are well positioned to make a difference. By implementing the *Respectful relationships education program*, schools will give students opportunities for social and emotional learning (in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making).

Respectful relationships education across the years (P–12)

The *Respectful relationships education program* takes a developmental approach to content and delivery. Over the years of schooling from Prep through to Year 12, students will be exposed to learning opportunities that help them build respectful relationships in their lives.

Prep to Year 2

Students develop the capacity to understand and self-regulate their emotions in ways that account for their feelings and the feelings of others. They also develop skills to initiate social interactions.

The program content explores the people who are important to these young students and develops their capacity to initiate and maintain respectful relationships in different contexts, including at school, at home and in the classroom. Students explore their own sense of self and the factors that contribute to and influence their identities. They learn about emotions and how to enhance their interactions with others as they grow older.

Years 3 to 6

The program's focus broadens to include the knowledge, understanding and skills required to support students' wellbeing and that of their family and friends. Personal and social skills take on an increasing importance as they look to family, peers and the community for role models. They develop communication skills, social skills and behaviours required for respectful relationships. They also begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. Students explore knowledge, understanding and skills that help them build and maintain respectful relationships. They also develop skills to manage their emotions and examine how the nature of their relationships may change over time.

Years 7 to 10

Students face more complex life decisions in a rapidly changing environment. They interact with their peers and technology, and require skills to manage online identities and interactions. They examine and address areas related to themselves, their families and communities. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. They reflect on the personal and social skills needed to maintain a positive outlook and evaluate behavioural expectations in different leisure, social and online situations.

Years 11 to 12

As students approach adulthood they start to reflect on the quality of their relationships (how effective they are and what guides them). Students learn about the importance of ethics in relationships and how ethical relationships lead to positive and healthy interactions. Students are also challenged to evaluate personal or collective beliefs and behaviours that support the use of violence. Students explore gender inequality and its connection to domestic and family violence. Students are encouraged to become active citizens and commit to making improvements in their community.

Who developed the program?

The Department of Education and Training developed the teacher guidelines and resources for the *Respectful relationships education program*.

How is the program implemented in schools?

Each year-level program can be implemented in a number of different ways — they are designed to be delivered either through pastoral care or included as part of the Health and Physical Education curriculum (Prep-Year 10). Advice on programming options has been developed to help schools embed the program to meet the specific needs of their students.

When is the best time to implement the program at our school?

Timing of the program is a school-based decision. Schools are advised to consider their contexts, curriculum plans and community needs to select the best time to implement.

What is the role of parents and caregivers regarding information in this program?

The *Respectful relationships education program* is not intended to replace discussions students have with their parents and caregivers. There are many opportunities within the modules for teachers to encourage discussion with parents and caregivers.