



RESPECTFUL RELATIONSHIPS Parent Presentation



Support for staff, students and families

1800 RESPECT

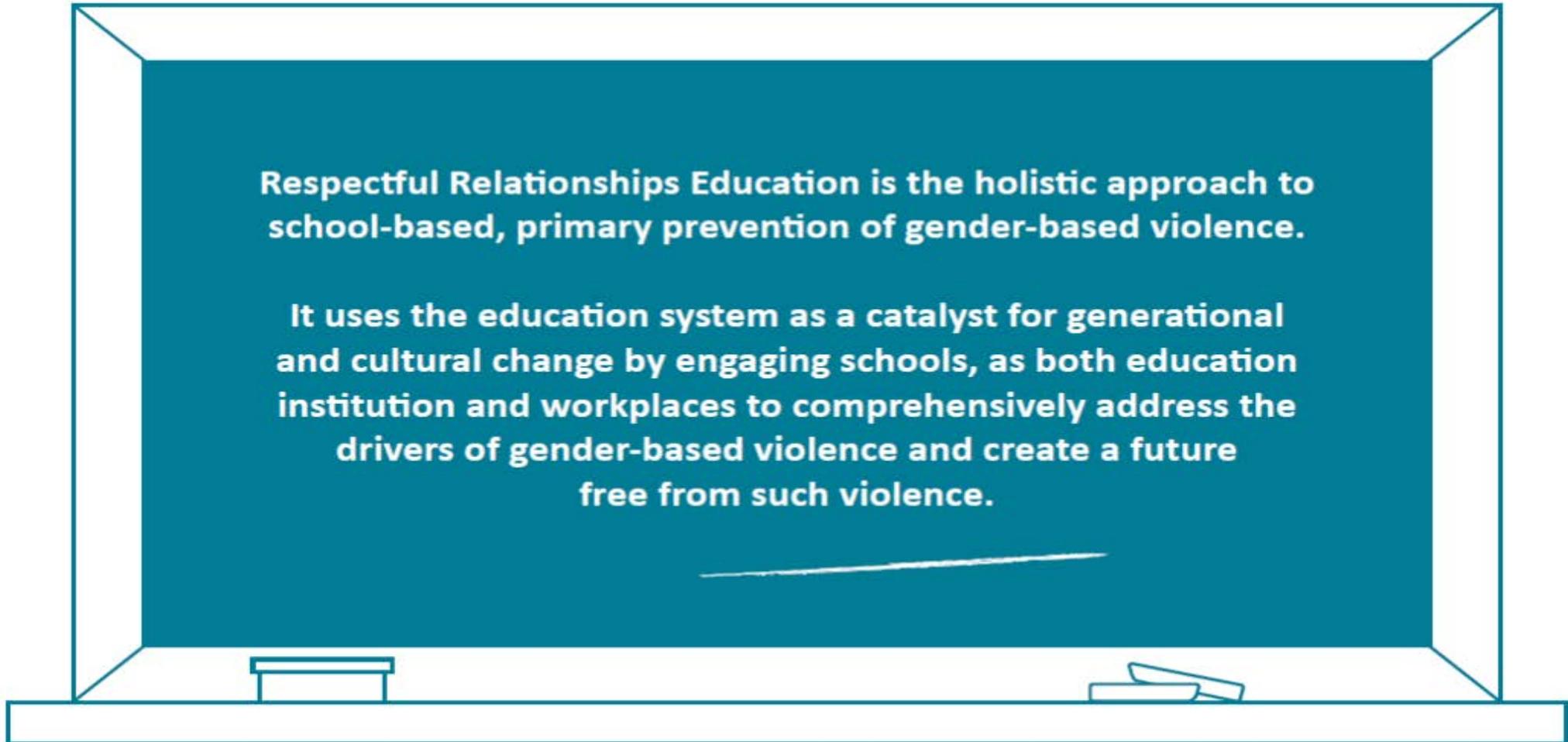
NATIONAL SEXUAL ASSAULT, DOMESTIC
FAMILY VIOLENCE **COUNSELLING** SERVICE

1800 737 732

What is Respectful Relationships?

Respectful Relationships Education is the holistic approach to school-based, primary prevention of gender-based violence.

It uses the education system as a catalyst for generational and cultural change by engaging schools, as both education institution and workplaces to comprehensively address the drivers of gender-based violence and create a future free from such violence.



The Resilience, Rights and Respectful Relationships Program

Program background

- The Royal Commission into Family Violence identified the **critical role** that schools and early childhood education have in creating a **culture of respect** to change the story of family violence for future generations.
- In 2016, respectful relationships education became a **core component** of the Victorian Curriculum from foundation to year 12, and is being taught in all government and Catholic schools and many independent schools.
- Everyone in our community deserves to be **respected, valued and treated equally**.
- Respectful Relationships is about embedding a culture of respect and **equality** across our entire community.

Inequality can lead to violence

- An imbalance of power can lead to violence
- Stereotypes that give one gender more power can lead to inequality and violence
- Violence against women occurs across cultures and communities
- It takes many forms, including physical, sexual, social, emotional, cultural, spiritual and financial abuse, and a wide range of controlling, coercive and intimidating behaviour
- Regardless of the form it takes, it is understood to be most often used by men and its impact is to limit and control women's independence

OUR WATCH – Let's change the story

Evidence base: Patterns of gender-based violence

- In Australia, Family Violence is found across all cultures, ages and socio-economic groups, but the majority of those who experience these forms of violence are women (Australian Bureau of Statistics, 2015).
- **This means that some children have seen violence perpetrated against their mother. Others have been the victims of violence in the home.** (Richards, 2011)
- Boys who witness their father use violence against their mother are up to five times more likely to use violence against their own partner when they grow up (Contreras et al., 2012; UNICEF, 2006).

Since age 15:



1 in 6 women



1 in 16 men

have experienced physical and/or sexual violence by a current or previous partner



1 in 4 women



1 in 6 men

have experienced emotional abuse by a current or previous partner



1 in 5 women



1 in 20 men

have been sexually assaulted and/or threatened

Since age 15:



1 in 2 women

1 in 4 men

have experienced sexual harassment

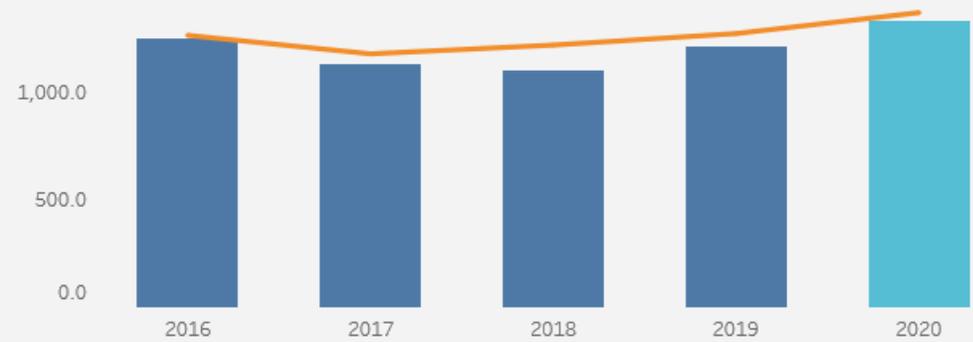
Australian Institute of Health and Welfare 2018. Family, domestic and sexual violence in Australia 2018. Cat. no. FDV 2. Canberra: AIHW.



OF ALL VICTIMS OF VIOLENCE - WHETHER WOMEN OR MEN - EXPERIENCE VIOLENCE FROM A MALE PERPETRATOR.

Mornington Peninsula Statistics 2020

Mornington Peninsula Family Incidents Rate compared to **Victoria**
per 100,000 population



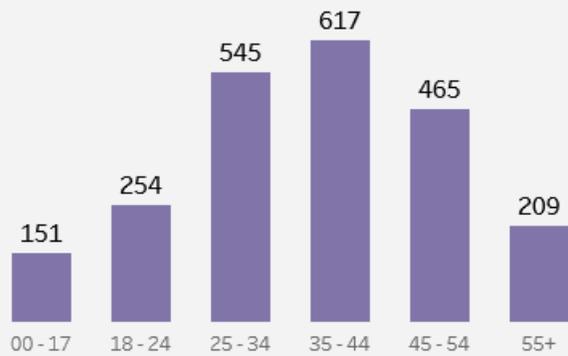
Total Family Incidents



Other Parties

(excludes unknown age/sex)

Age Group



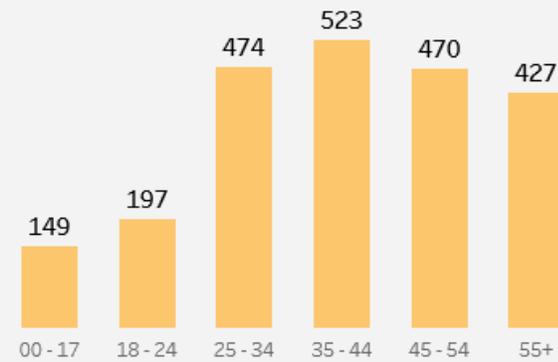
Sex



Affected Family Members

(excludes unknown age/sex)

Age Group



Sex



Notes: In order to maintain confidentiality, counts with a value of 1 to 3 are displayed as " ≤ 3 " and are given a value of 2 to calculate totals. In cases where the majority of cells need to be confidentialised, these data will not be displayed.



RRRR at MENPS

| Term 1 | Topic | Other | Term 2 | Topic | Other |
|---|-----------------------|-------|---|----------------------|--------------------------------------|
| Week 2 – 1 st - 5 th Feb | Emotional Literacy | | Week 1 – 19 th – 23 rd April | Positive Coping | |
| Week 3 – 8 th – 12 th Feb | | | Week 2 – 26 th – 30 th April | Problem Solving | |
| Week 4 – 15 th - 19 th Feb | | | Week 3 – 3 rd – 7 th May | | |
| Week 5 – 22 nd – 26 th Feb | Personal Strengths | | Week 4 – 10 th – 14 th May | Stress management | Body Education – Senior School |
| Week 6 – 1 st – 5 th Mar | | | Week 5 – 17 th – 21 st May | | |
| Week 7 – 8 th – 12 th Mar | NO RRRR | | Week 6 – 24 th – 28 th May | | |
| Week 8 – 15 th - 19 th | Personal Strengths | | Week 7 – 31 st May – 4 th June | Help Seeking | Body Education – Middle School |
| Week 9 – 22 nd – 26 th Mar | Positive Coping | | Week 8– 7 th – 11 th June | | |
| Week 10 – 29 th Mar – 2 nd April | | | Week 9 – 14 th – 18 th June | | |

- Whole-School approach
- Same topics at same time
- Teams plan together
- Professional Development to support teachers
- Communication through term newsletters, emails and Kalori

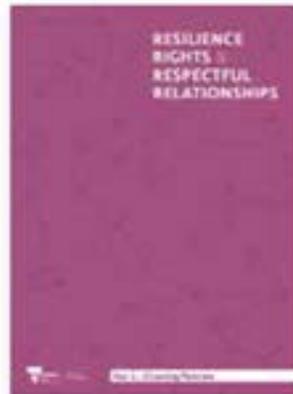
The Resilience, Rights and Respectful Relationships Program will focus on 8 key areas:

- **Emotional Literacy:** This helps students develop the ability to be aware of, understand and use vocabulary about the emotional states of themselves and others with competence.
- **Personal Strengths:** Students develop a vocabulary to help them recognise and understand various strengths and positive qualities in themselves and others. They identify the strengths they admire in others and those they need to draw on to engage with the challenges and opportunities that life presents.
- **Positive Coping:** Students develop language around coping, critically reflect on their coping strategies and extend their repertoire of positive coping strategies.
- **Problem-solving:** Students learn a range of problem-solving techniques that can be applied when confronting personal, social and ethical dilemmas. They engage in applied learning tasks in which they apply their problem-solving skills to be realistic.
- **Stress management:** This teaches students to learn a range of problem-solving skills through applied learning tasks, so that they are able to cope with challenges as they arise.
- **Help-seeking:** Help seeking is a coping strategy that involves seeking technical, instrumental, social or emotional support from other people.
- **Gender and identity:** These are age-appropriate learning activities that assist students to understand and critique the influence of gender norms on attitudes and behaviours.
- **Positive gender relationships:** This teaches students to build positive gender relationships and the importance of acceptance of difference and diversity.

Teaching and learning resources



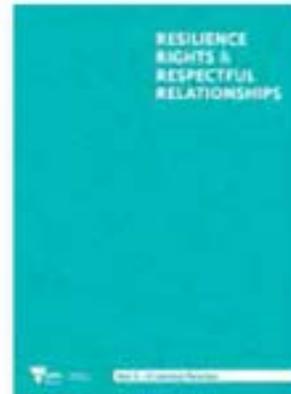
Foundation



Level 1 – 2



Level 3 – 4

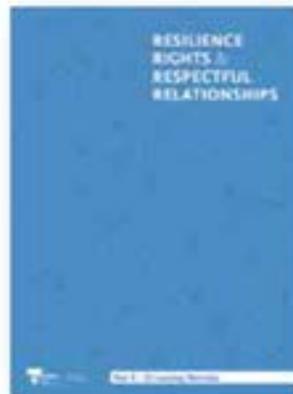


Level 5 – 6

SECONDARY



Level 7 – 8



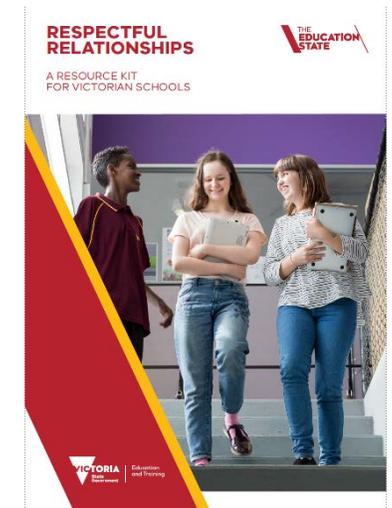
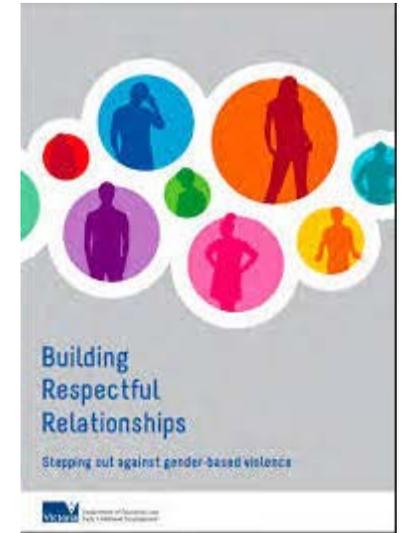
Level 9 – 10



Level 11 – 12

All RRRR learning materials can
be downloaded from:

<http://www.education.vic.gov.au/respectrel>



Sample Lesson

- Evidenced based
- Connections to curriculum
- Learning intentions and methods
- Consistency
- Parents can see what is being taught

4 Problem-solving

AIMS

Activities will assist students to:

- Devise strategies and plans to assist in the completion of challenging tasks, decisions or problems
- Identify factors that influence decision making
- Identify causes and effects of conflict and practise different strategies to diffuse or resolve it.

EVIDENCE BASE

It is important to help students learn a range of problem-solving skills through applied learning tasks so that they are able to cope with the challenges that they face in the future. Problem-solving is identified by the World Health Organisation as a key skill for health.⁴ To be able to solve problems, children need to be able to think critically and evaluate the consequences of various actions.³

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe different ways to express emotions and the relationship between emotions and behaviour
- Students identify and describe personal attributes important in developing resilience
- Students identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations

Health and Physical Education

- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Students explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 133-135.

1 We have a problem, how can we deal with it?

TIME: 30+ MINUTES

Learning intention

- Students identify the problem in a scenario
- Students brainstorm possible options for a solution
- Students compare options and choose one to try

Equipment

- *Problem-solving scenarios* (teachers to print and cut out for the class to use)

Method

- 1 Explain that the focus of the next activity will be to try out some useful thinking strategies to use when dealing with problems or making difficult choices.

Ask students to turn to the person near them and describe to them how they would define a **personal problem**. Ask for volunteers to share their definitions. Create a working definition and write it on the board.

Now ask them to define the word **option**. Ask for volunteers to share their definitions and create a working definition to write on the board.

- 2 Explain that in life we can be faced with a range of problems, many minor and some on a larger scale. Sometimes we have to make difficult decisions or make hard choices. Being able to work through problems is an important skill for life. Helping others think through their options when they face a problem is also an important skill in friendship. It is more important to be able to help people think things through for themselves rather than to just tell them what to do.

- 3 Draw the image of the daisy on the board. Explain that this model can be used to help us map out our options before we make a decision about what is the right thing to do. First we name the problem and write the name on the stem. Then we brainstorm options, a different one for each petal. Then in the centre we put the option we have chosen.

Body Education (Sexuality Education and consent)

- Sexuality and consent education are part of the Victorian Curriculum, mandated for Government and Catholic schools in Victoria.
- The teaching of consent in all government schools in an age-appropriate way from Foundation to Year 12 is mandatory.
- Comprehensive sexuality education is most effective when it has a whole-school learning approach and is underpinned by a strong research evidence base.
- Schools **are not required** to seek parental permission for the inclusion of sexuality or consent education.
- **However**, a parent or carer may decide not to allow their child to participate in sexual education.
- Curriculum-based, age-appropriate.
- Use of Kelly Nash is to support staff with unfamiliar content

| | Junior | Middle | Senior |
|------|---|--|---|
| 2021 | Optional parent and student session after-school, facilitated by Kelly Nash | Two sessions, run in class by Kelly Nash – charged as an incursion | Two sessions, run in class by Kelly Nash –charged as an incursion |

QUESTIONS?

MYTHS AND FACTS: <https://www.education.vic.gov.au/about/programs/pages/respectfulrelationships.aspx#link4>

Family violence support

- If you are concerned for your safety or that of someone else, contact the police, and call 000 for emergency assistance.
- If you have experienced violence or sexual assault and require immediate or ongoing assistance, contact 1800 RESPECT (1800 737 732) to talk to a counsellor from the National Sexual Assault and Domestic Violence hotline.
- For confidential support and information, contact Safe Steps' 24/7 family violence response line on 1800 015 188.
- If you need to talk to someone it is recommended that you speak to your GP or an allied health professional.