VICTORIAN CURRICULUM F-10

RESPECTFUL RELATIONSHIPS IN THE VICTORIAN CURRICULUM

**What is respectful relationships education?**

Respectful relationships education focuses on building and promoting gender equity in relationships and challenging of gender stereotypes. Teaching and learning about respectful relationships is an essential part of a [whole school approach](http://www.education.vic.gov.au/about/programs/health/Pages/respectfulrelabout.aspx) to the prevention of gender-based violence.

The Victorian Curriculum F-10 includes learning about respectful relationships in both Health and Physical Education and Personal and Social Capability.

**Health and Physical Education**

In [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/rationale-and-aims), students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage safe and respectful relationships.

The following focus areas provide the context for teaching about respectful and safe relationships.

**Relationships and sexuality** (RS) focuses on establishing and managing respectful relationships. Students develop knowledge, understanding and skills in relation to strategies for respectfully relating to and interacting with others as well as strategies for dealing with relationships when there is an imbalance of power such as bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality).

**Safety** (S) addresses safety issues that students may encounter in their daily lives, including those in the home. Students develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others, including strategies for dealing with unsafe or uncomfortable situations, managing personal safety and safety in relationships and dating.

Within the **Personal, Social and Community Health Strand** content descriptions relevant to preventing domestic violence can be found across all levels from Foundation to Year 10. The sub-strands contain the following themes:

Being healthy, safe and active

* Development of personal identity, including gender and sexual identity
* Help seeking strategies, including protective behaviours
* Physical, social and emotional changes and the impact of these on relationships
* Services and strategies that promote health, safety and wellbeing

Communicating and interacting for health and wellbeing

* Social skills necessary for respectful relationships
* Emotional responses and how these impact on relationships
* The media’s influence on attitudes, beliefs and behaviours.

Contributing to healthy and active communities

* Strategies to promote health, safety and wellbeing in the community
* Factors that influence health and wellbeing within the community, including challenging attitudes and behaviours such as homophobia, sexism, prejudice, violence, discrimination and harassment.

**Personal and Social Capability**

In the [Personal and Social Capability](http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/rationale-and-aims) curriculum, students learn to recognise and regulate emotions, develop empathy for others and establish and build a framework for positive relationships.

Content descriptions relevant to preventing domestic violence can be found across all levels from Foundation to Year 10. The Strands contain the following themes:

Self-awareness and management

* Exploring emotional responses and the links between emotions and behaviour
* Acknowledgement of personal strengths.

Social awareness and management

* Diversity within the community, including the importance of empathy and respecting human rights
* Factors that influence the expression of positive and respectful relationships
* Conflict and strategies to address or manage conflict.

Through teaching and learning in Health and Physical Education and the Personal and Social Capability areas of the Victorian Curriculum, students will develop the ability to:

* Identify and practise strategies to promote health, safety and wellbeing
* Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict
* Describe factors that can positively influence relationships and personal wellbeing
* Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved
* Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships