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Overview:

Our Watch
Respectful Relationships Education
Toolkit

This document includes:

- Background, definition and awareness of Respectful Relationships Education
- Elements of the whole school approach to Respectful Relationships Education
- Respectful Relationships Education annual cycle
- Do's and don'ts of Respectful Relationships Education

Our WATCh
End violence against
Women And Their Children

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Introduction

The *Our Watch Respectful Relationships Education Toolkit* is designed to help you and your school develop and sustain a whole school approach to prevent gender-based violence by promoting gender equality and respectful relationships.

The Toolkit is designed to be adaptable for schools across Australia to support the implementation of a whole school approach to Respectful Relationships Education. Each school is unique and will be at different stages of addressing gender-based violence and promoting respectful relationships and gender equality. The Toolkit has information to assist you at every stage.

Background

This Toolkit was developed by Our Watch as part of the Respectful Relationships Education in Schools (otherwise known as RREiS) pilot in Victoria, funded by the Victorian Government.

The Toolkit has been developed to support schools in Respectful Relationships Education. It draws on the experiences of the 19 Victorian schools that participated in the Respectful Relationships Education in Schools pilot as well as the decades of work in this area that has been led by many schools and women's sector leaders. This Toolkit is not comprehensive or definitive – it is a point in time accumulation of what we know and we continue to improve our evidence. Our Watch, along with education departments, schools and other experts, will continue to expand the Toolkit.

Our Watch acknowledges the various organisations that have pioneered Respectful Relationships Education in Victoria and elsewhere. Through that they have contributed to this Toolkit, including our colleagues in the prevention, family violence and sexual assault sectors and the many schools, teachers and education experts. Their efforts and advocacy have put gender-based violence prevention in schools at the forefront of prevention activity.

Our Watch acknowledges the following organisations and individuals whose work has directly informed the Respectful Relationships Education in Schools pilot and Toolkit:

- CASA House
- City of Melbourne
- Dr Deb Ollis, Senior Lecturer – Education, Deakin University
- Emily Maguire, CEO, Domestic Violence Resource Centre
- Gippsland Women's Health
- Lyn Walker, Principal Consultant, Lyn Walker and Associates
- Shine South Australia
- Victorian Health Promotion Foundation (VicHealth)
- Victorian Department of Education and Training.

Awareness of Respectful Relationships Education

Australia has a choice. We can continue the story that currently sees one in three women experiencing physical assault in their lifetime, one in five sexual assault and one in four violence by an intimate partner.[1] Or we can change the story and choose a future where women and their children live free from violence.

Violence against women, referred to as gender-based violence in this Toolkit, is not an inevitable or intractable social problem. Rather, it is the product of complex yet modifiable social and environmental factors. Put simply, gender-based violence is preventable.

Although there is no single cause of gender-based violence, the latest international evidence shows there are certain factors that consistently predict – or drive – higher levels of gender-based violence. These include the following four key drivers:

1. Condoning of violence against women
2. Men's control of decision making and limits to women's independence
3. Stereotyped constructions of masculinity and femininity
4. Disrespect towards women and male peer relations that emphasise aggression.[2]

There are actions we can take as individuals, in our workplaces, in our schools and in our community to prevent violence against women from occurring. Respectful Relationships Education is an example of this work in the education setting. Together with a comprehensive program of activity across other settings, evidence-based and properly funded Respectful Relationships Education in the national school system could create the generational change needed to free Australia from gender-based violence.

What is gender-based violence?

In Respectful Relationships Education, the term gender-based violence is commonly used as it better encompasses the experiences of young people. It captures violence against girls and young women – such as dating violence, sexting and revenge porn – as well as violence against adult women, but it also recognises that violence is experienced by people whose experience and/or identity does not conform to binary definitions of sex and gender and as such includes violence experienced by the lesbian, bisexual, gay, transgender, queer and intersex communities. For this reason we use this term throughout the Toolkit.

What is the primary prevention of gender-based violence?

Primary prevention draws from public health and is about changing attitudes, behaviours, norms and practices to prevent an undesirable consequence. Just like other major social and health issues, such as smoking and drink driving, gender-based violence can be prevented by working across the whole population, in many different ways, and using different strategies to address key drivers and stop violence before it starts.

What is Respectful Relationships Education?

Gender-based violence is serious, prevalent and driven by gender inequality. In line with evidence on the specific key drivers of gender-based violence, Respectful Relationships Education aims to:

1. Challenge condoning of gender-based violence
2. Promote women's independence and decision making
3. Challenge gender stereotypes and roles
4. Strengthen positive, equal and respectful relationships.

For more information see *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia.*

Figure 1: Respectful Relationships Education definition

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 institutions and workplaces, to comprehensively address the drivers of gender-based violence and create a future free from such violence.
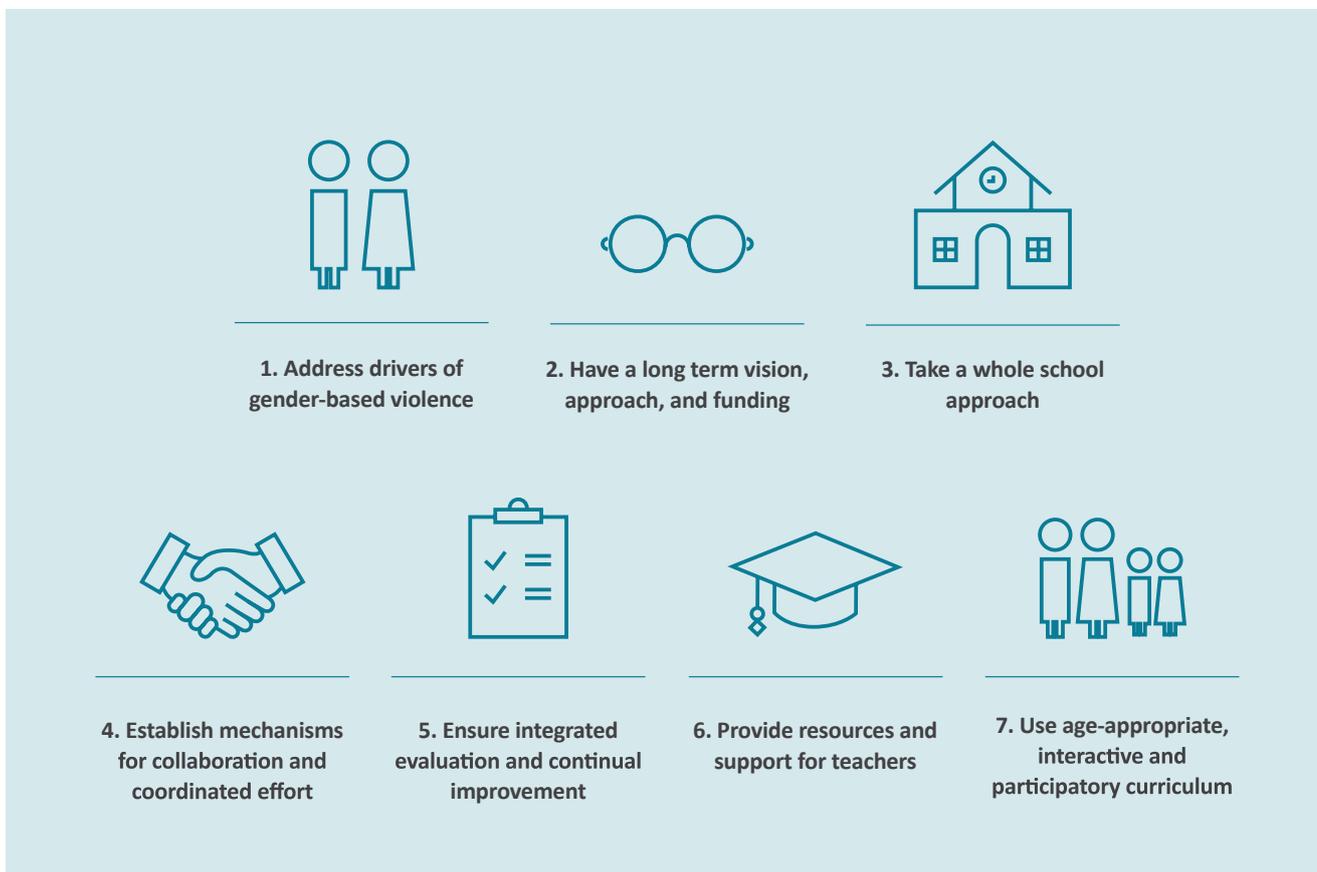
Respectful Relationships Education most commonly takes place in schools but can also take place in other settings where children and young people work, rest and play including sporting clubs, youth clubs and other community organisations.

Teaching children and young people the skills to engage in respectful and equal relationships, and supporting teachers and school leaders to create school cultures which promote equality and respect, has shown strong evidence of success. Before you and your school commence Respectful Relationships Education, it is helpful to understand why this work is important and what evidence tells us about best practice and effective approaches.

A recent review of international and national evidence on Respectful Relationships Education summarised seven core elements (see Figure 2) for best practice approaches. It's important to note that some of the below elements for best practice are not in the control or responsibility of individual schools but are directed at national, state and territory governments to incorporate into their education and social policy on the prevention of violence against women.

Figure 2: Seven core elements for Respectful Relationships Education in Australia

1. Address drivers of gender-based violence

2. Have a long term vision, approach, and funding

3. Take a whole school approach

4. Establish mechanisms for collaboration and coordinated effort

5. Ensure integrated evaluation and continual improvement

6. Provide resources and support for teachers

7. Use age-appropriate, interactive and participatory curriculum

Why should schools be a part of this work?

Working with schools to prevent gender-based violence makes sense. Australian schools offer an existing structure to promote gender equality and respectful relationships to a large workforce and near universal reach to Australia's children and young people.

Children and young people are a key focus for the primary prevention of gender-based violence for several reasons. They are still forming their knowledge and attitudes and are open to guidance and support. They

are also beginning to form relationships and ideas about acceptable relationship behaviour. Respectful Relationships Education can help children act as agents for change, building kills for them to advocate for gender equality and non-violence and exercise a positive influence on their societies and future generations.

A high price to pay

Recent research released by PricewaterhouseCoopers, Our Watch and VicHealth estimates that violence against women costs Australia $21.7 billion annually.

The largest part of this cost is borne by victims. Governments in Australia (national and state and territory) spend $7.8 billion a year in health, administration and social welfare costs as a consequence of violence against women.

A high price to pay: the economic cost for preventing violence against women,
PricewaterhouseCoopers, Our Watch and VicHealth 2015

Whole school approach to Respectful Relationships Education

While classroom activity targeted at students is important, Respectful Relationships Education should also focus on staff, organisational culture and school structures. For Respectful Relationships Education to effectively address the key drivers of gender-based violence, gender equality and respect need to be embedded throughout the school using a whole school approach (see Figure 3).

Preventing gender-based violence in schools requires recognising that every policy, practice and activity has the potential to challenge or reinforce existing stereotypes and gender inequities.

What we teach students in the classroom will only transform their attitudes and behaviours and prevent gender-based violence when the core concepts of respect, equality, gender, power and consent are reinforced and modelled formally and informally throughout the school community.

Effective Respectful Relationships Education requires considering all aspects of how your school operates to ensure you build a culture, among both staff and students, where gender stereotypes are challenged, gender-based discrimination is unacceptable and gender equality is actively promoted and modelled.

Figure 3: Whole school approach

Adapted from Building Respectful Relationships: Stepping Out against Gender-based Violence, Department of Education and Training (2014).

1. School culture and environment

- School vision, values and ethos enable gender equality and respectful relationships.

- The messages of Respectful Relationships curriculum are reinforced internally and externally by a culture of gender equality that is modelled throughout the school community.

- School environment, facilities, procedures and policies enable gender equality and respectful relationships, including ensuring that leadership positions are not heavily male-dominated.

2. Leadership and commitment

- The governance and leadership team, in particular the principal, drives school wide commitment to respectful relationships by modelling gender equality in their language, professional practice and decision making and by speaking about issues of gender and violence with the school community.

- There are adequate resources for Respectful Relationships Education planning, monitoring and coordination.

- School policies and procedures model gender equality and respectful relationships.

- Students should be recognised as key partners in developing action for positive change, with student consultation embedded throughout the delivery of Respectful Relationships Education.

- Students should take leadership and social action to embed respectful relationships in their school and the wider community such as organising awareness raising activities on Equal Pay Day or International Women's Day.

3. Professional learning strategy

- All staff are engaged in a whole school approach to Respectful Relationships Education, including developing awareness and skills around integrating gender equality into the curriculum across all key learning areas such as including women's experiences and contributions to key historical events, and considering and critically discussing how women are represented in art, music and literature.

- Using a 'do no harm' approach to primary prevention, all staff receive professional learning on appropriately responding to disclosures of violence or discrimination and refer students and staff for further support.

- Staff who deliver Respectful Relationships curriculum are supported through ongoing professional learning, peer support (including communities of practice) and connections to specialist services to support the primary prevention and gender equality elements of this work.

4. Teaching and learning

- Students have the skills, knowledge and attitudes to engage in respectful relationships and to reject attitudes or behaviours that support gender-based violence. To be effective, Respectful Relationships curriculum needs to address the links between gender, power and violence.
- Students have the skills, knowledge and attitudes to engage in respectful relationships and to reject attitudes or behaviours that support gender-based violence. To be effective, Respectful Relationships curriculum needs to address the links between gender, power and violence.
- The Respectful Relationships resource curriculum is evidence-based and consists of multiple sessions delivered by trained educators. For instance, Building Respectful Relationships: Stepping Out against Gender-based Violence recommends trained teachers deliver eight sessions per year in Year 8 and 9.
- The promotion of gender equality is integrated across all key learning areas and teachers have the capability and confidence to engage students in understanding and discussing gender inequality as it relates to their key learning area. See List 1: Resources to support the teaching of Respectful Relationships.
- Teachers should apply a gendered lens across all key learning areas in all year levels to ensure that gender equality is actively promoted and modelled throughout the school.

5. Community partnerships

- Schools are supported by local community organisations and stakeholders to implement long term, holistic strategies to build and promote respectful relationships.
- Strong relationships exist with partners that specialise in the promotion of gender equality to prevent gender-based violence and can support schools to reinforce messages on gender equality.
- Families are empowered as key partners in violence prevention and are informed about, consulted with and engaged in Respectful Relationships Education so they can provide consistent messages about gender, violence and gender equality and feed into the cultural change process at their school.

6. Support for staff and students

- The school recognises the prevalence of gender-based violence and the likelihood of members of the school community, including staff and students, experiencing, witnessing or perpetrating gender-based violence.
- Strong relationships exist with partners that support and respond to gender-based and family violence and can advise schools on supporting staff or students who have experienced, witnessed or perpetrated gender-based violence.
- School leaders feel confident that everyone in the school can respond appropriately, safely and effectively to disclosures or incidents of gender-based violence.

Respectful Relationships Education versus Respectful Relationships curriculum

Respectful Relationships Education is the holistic approach to prevent gender-based violence in schools. Respectful Relationships curriculum is part of Respectful Relationships Education and is the activity that happens in the classroom and is student focused. Evidence-based resource material that focuses on the links between gender power and violence will support students to develop the skills, knowledge and attitudes to engage in respectful relationships and to reject attitudes or behaviours that support gender-based violence.
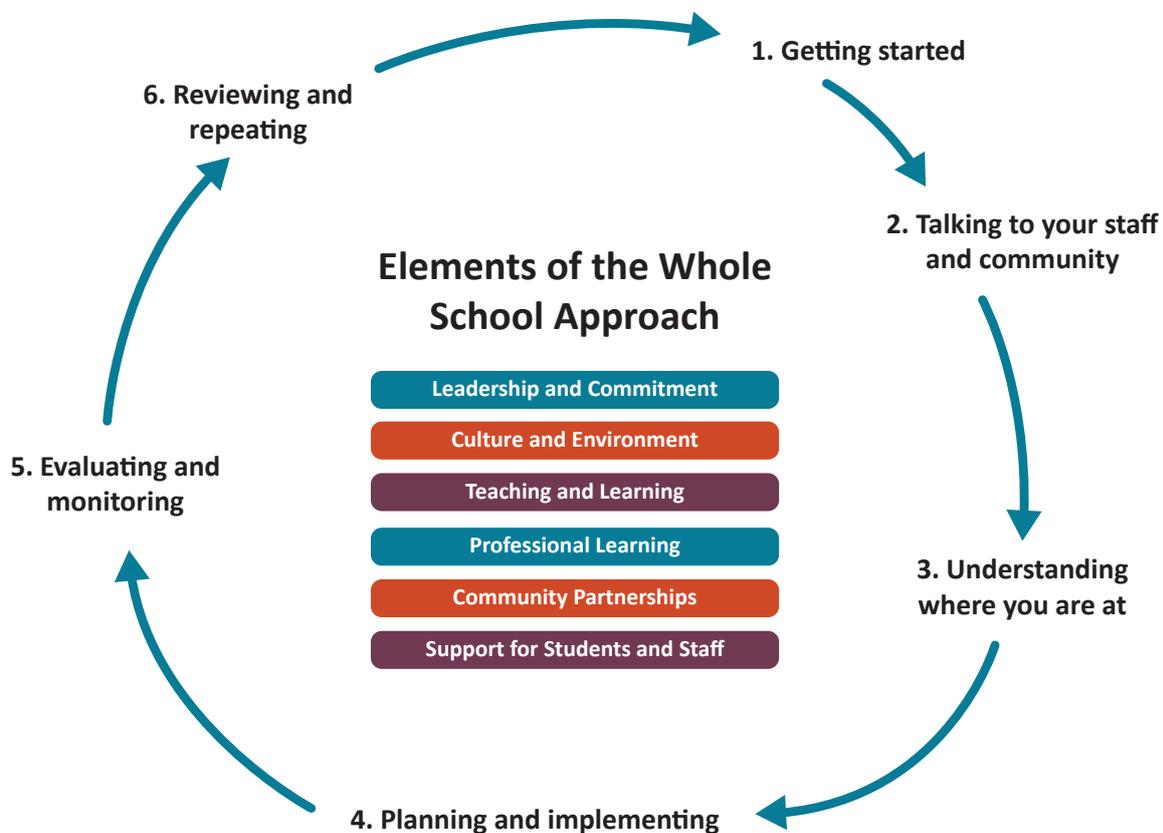
The Respectful Relationships Education annual cycle

The annual cycle in Figure 4 can support you and your school to have a comprehensive and context appropriate approach to Respectful Relationships Education. This cycle is based on the learnings of the Respectful Relationships Education in Schools pilot on what works best for schools. While there are six steps detailed below, the cycle is not necessarily a linear progression. Some steps may be completed more rapidly, and the approach should be tailored to the needs of your individual school.

Tracking your progress and reflecting on the successes and challenges is important in this work, and it is important to ensure that this is integrated throughout the annual cycle. For further detail please see Step 5: Evaluating and Monitoring.

For each of these steps, the Toolkit has further information, templates, resources and guidance that you can use or adapt for your school.

Figure 4: Respectful Relationships Education annual cycle

1. Getting started
2. Talking to your staff and community
3. Understanding where you are at
4. Planning and implementing
5. Evaluating and monitoring
6. Reviewing and repeating

Elements of the Whole School Approach

- Leadership and Commitment
- Culture and Environment
- Teaching and Learning
- Professional Learning
- Community Partnerships
- Support for Students and Staff

Respectful Relationships Education: What to do, what not to do

There are simple steps schools can take to implement an effective whole school approach to Respectful Relationships Education. The Toolkit helps you start or strengthen this work.

Figure 5: What to do checklist

Do's	
✓ Provide age-appropriate curriculum guidance for all year levels covering an appropriate number of classon sessions (e.g. weekly classes for one term at each year level) ✓ Include gender equality and power analysis in other subjects and learning areas ✓ Ensure all teachers, particular teachers of Respectful Relationships Education, receive professional learning, potentially accredited ✓ Provide ongoing support for teachers and schools to respond effectively and appropriately ✓ Aim to make the school a gender equality best practice workplace ✓ Support collaboration with parents/carers	✓ Ensure leadership is educated and engaged to model gender equality anwd respectful relationships ✓ Ensure response services are appropriately resourced, recognising that there will be a general increase in demand for services ✓ Fund and coordinate violence prevention and women's organisations to support schools and teachers in primary prevention of gender-based violence and to promote gender equality ✓ Work with wider community, such as local government, sporting clubs, local workplaces and other community organisations, to reinforce messaging.
Don'ts	
✗ Don't take action only after violence has occurred. ✗ Don't focus only on strategies of support and welfare. ✗ Don't ignore the wider contexts in which violence occurs and is sustained, including formal and informal school cultures, policies and processes. ✗ Don't focus only on the production and dissemination of a resource. Focus on the intended outcomes and what you need to support you to achieve this. ✗ Don't use one-off sessions, isolated from other teaching.	✗ Don't establish programs that are unsustainable. Ensure policy and institutional support, support teacher capacity and establish partnerships with stakeholders. ✗ Don't lecture students. Ensure discussions are interactive or participatory. ✗ Don't focus only on raising awareness of the issue. Transform culture and behaviour. ✗ Don't evaluate only students' satisfaction with the program. Evaluate impact too.

Adapted from Violence Prevention and Respectful Relationships Education in Victorian secondary schools, Department of Education and Training, 2009

Glossary

A bystander is someone who sees or hears about an act of sexism, harassment, discrimination or any other form of inappropriate behaviour. People who witness inappropriate behaviour, but aren't involved in an incident (either as an instigator or a target), are increasingly recognised as having the potential to be powerful allies in challenging sexist or discriminatory behaviours and attitudes.

Drivers are the underlying causes that are required to create the necessary conditions in which violence against women occurs. They relate to the particular structures, norms and practices arising from gender inequality in public and private life, but which must always be considered in the context of other forms of social discrimination and disadvantage.

Domestic violence refers to acts of violence that occur in domestic settings between two people who are, or were, in an intimate relationship. It includes physical, sexual, emotional, psychological and financial abuse.[4] See also family violence.

Emotional/psychological violence can include a range of controlling behaviours such as control of finances, isolation from family and friends, continual humiliation, threats against children or being threatened with injury or death.[5]

Family violence is a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members.[6] This includes for example, elder abuse and adolescent violence against parents. Family violence includes violent or threatening behaviour, or any other form of behaviour that coerces or controls a family member or causes that family member to be fearful.[7] In Indigenous communities, family violence is often the preferred term as it encapsulates the broader issue of violence within extended families, kinship networks and community relationships, as well as intergenerational issues.[8]

Gender refers to the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women; gender defines masculinity and femininity.[9] Gender expectations vary between cultures and can change over time.[10]

Gender-based violence is usually used to explain violence against women, referring to violence that is specifically 'directed against a woman because she is a woman or that affects women disproportionately'. However it is also useful to explain other forms of violence, in recognition that rigid, binary and hierarchical constructions of gender, sex and sexuality are also a driver of violence against people whose experience and/or identity does not conform to such binary definitions, including members of the lesbian, bisexual, gay, transgender, queer and intersex communities.[11] In Respectful Relationships Education, the term gender-based violence is often used as it is considered to better encompass the experiences of girls and young women than 'domestic violence' or 'violence against women'. The term encompasses the various forms of violence that girls and young women experience, such as dating violence, sexting and revenge porn, and is also inclusive and extends to violence experienced by the lesbian, bisexual, gay, transgender, queer and intersex communities.

Gender equality[12] involves equality of opportunity and equality of results. It includes the redistribution of resources and responsibilities between women and men and the transformation of the underlying causes and structures of gender inequality to achieve substantive equality. It is about recognising diversity and disadvantage to ensure equal outcomes for all[13] and therefore often requires women-specific programs and policies to end existing inequalities.

Gender equity refers to fairness and justice in the distribution of rights, responsibilities and resources between women and men according to their respective needs.

Gender identity is a person's deeply held internal and individual sense of their gender[14] in how they define themselves in relation to masculine and feminine characteristics.

Gender inequality is the unequal distribution of power, resources, opportunity and value afforded to women and men in a society due to prevailing gendered norms and structures.

Gender roles are the functions and responsibilities[15] expected to be fulfilled by women and men, girls and boys within a given society.

Gender stereotyping is a form of sexism. Gender stereotypes are simplistic assumptions about the behaviours, attributes, skills, differences and roles of women and men. These attributes are often perceived as natural or innate but are more often the result of women and men being socialised in different ways. Gender stereotypes can be positive, for example 'women are naturally caring and nurturing' or negative, for example 'men can't communicate their emotions very well', but they are usually incorrect and based on generalised assumptions about how we believe people will act, what people are good at or what people will like and dislike, simply because of their gender.

Gender transformative approaches move beyond 'gender blind' or 'gender specific' approaches to encourage critical awareness of, and explicitly challenge, harmful gender roles, practices and norms, and shift the unequal distribution of power and resources between women and men.

Gendered drivers are the specific elements or expressions of gender inequality that are most strongly linked to violence against women. They relate to the particular structures, norms and practices arising from gender inequality in public and private life. The gendered drivers are the underlying causes required to create the necessary conditions in which violence against women occurs. They must always be considered in the context of other forms of social discrimination and disadvantage.

Gendered norms consist of a set of dominant beliefs and rules of conduct which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from girls and boys, women and men.

Gendered practices are the everyday practices, processes and behaviours undertaken at an individual/relationship level, organisational/institutional and societal level that reinforce and perpetuate gendered norms and structures.

Gendered structures are the laws and systemic mechanisms that organise and reinforce an unequal distribution of economic, social and political power and resources between women and men.

Intimate partner violence is any behaviour by a man or a woman within an intimate relationship (including current or past marriages, domestic partnerships, familial relations, or people who share accommodation) that causes physical, sexual or psychological harm to those in the relationship. This is the most common form of violence against women.[16]

Respectful relationships refer to relationships among intimate, romantic or dating partners characterised by non-violence, equality, mutual respect and consideration and trust.

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 institutions and as workplaces, to comprehensively address the drivers of gender based violence and to create a future free from such violence.

Settings are environments in which people live, work, learn, socialise and play.

Sex refers to the biological and physical characteristics used to define humans as female or male.

Sex discrimination occurs when a person is treated less favourably than a person of the opposite sex would be treated in the same or similar circumstances. Direct discrimination (for example women and men doing the same job but receiving different pay) and indirect discrimination (for example a policy requirement that all managers must work full time) are both illegal in Australia.

Sexism is discrimination based on gender, and the attitudes, stereotypes and cultural elements that promote this discrimination.[17]

Sexual harassment is unwelcome or unwanted conduct of a sexual nature, which could be expected to make a person feel offended, humiliated or intimidated. Sexual harassment can be obvious or subtle, direct or indirect, physical or verbal, repeated or one off, and can be perpetrated by both women and men against people of the same or opposite sex. Men are most likely to perpetrate sexual harassment against both women and other men, and women are most likely to be the victims of sexual harassment.

Sexual violence is sexual activity that happens where consent is not obtained or freely given. It occurs any time a person is forced, coerced or manipulated into any unwanted sexual activity, such as touching, sexual harassment and intimidation, forced marriage, trafficking for the purpose of sexual exploitation, sexual abuse, sexual assault and rape.

Social norms are rules of conduct and models of behaviour expected by a society or social group. They are grounded in the customs, traditions and value systems that develop over time in a society or social group.[18]

Socio-ecological model is a feature of public health and is used to demonstrate how violence is a product of multiple, interacting components and social factors.[19] The model conceptualises how the

drivers of violence manifest across the personal, community and social level and illustrates the value of implementing multiple mutually-reinforcing strategies across these levels.

Violence against women is any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life.[20] This definition encompasses all forms of violence that women experience, including physical, sexual, emotional, cultural/spiritual, financial and others, that are gender-based. See also gender-based violence.

Violence prevention refers in Respectful Relationships Education to the primary prevention of gender-based violence. Primary prevention focuses on stopping gender-based violence before it occurs, rather than intervening once an incident has already happened. Primary prevention involves working with whole communities to address the attitudes, behaviours, norms and practices that drive gender-based violence.

Whole school approach refers in Respectful Relationships Education to providing students with multiple exposure to key messages across the curriculum and in different areas of the school and community. It involves engaging not just students, but school staff and the wider school community in the process of cultural change. For example, school staff, including non-teaching staff, might undergo professional learning and development around the drivers of gender-based violence and their role in prevention.

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2 Our Watch, ANROWS and VicHealth (2015) *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia,* Our Watch, Melbourne.

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6 Morgan, A. and Chadwick, H. (2009). See note 4

7 Australian Law Reform Commission [ALRC] and New South Wales Law Reform Commission [NSWLRC] (2010) *Family violence: a national legal response: Final report, volume 1*, ALRC Report 114/NSWLRC Report 128, ALRC and NSWLRC, Sydney, p. 17, http://www.alrc.gov.au/sites/default/files/pdfs/publications/ALRC114_WholeReport.pdf.

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10 World Health Organization (2015) *Gender*, Factsheet No. 403, http://www.who.int/mediacentre/factsheets/fs403/en/.

11 Our Watch, ANROWS and VicHealth (2015). See note 2.

12 Convention on the Elimination of All Forms of Discrimination against Women, opened for signature 1 March 1980, 1249 UNTS 13 (entered into force 3 September 1981) http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx, Committee on the Elimination of Discrimination against Women, General Recommendation No 25, on Article 4, Paragraph 1, of the Convention on the Elimination of All Forms of Discrimination against Women, on Temporary Special Measures [3]-[14] http://www.un.org/womenwatch/daw/cedaw/recommendations/General%20recommendation%2025%20(English).pdf, Committee on the Elimination of Discrimination against Women, General Recommendation No 28 on the Core Obligations of States Parties under Article 2 of the Convention on the Elimination of All Forms of Discrimination against Women, 47th session, UN Doc CEDAW/C/GC/28 (16 December 2010) ('General Recommendation 28'); Report on the Committee on the Elimination of Discrimination against Women: Thirtieth Session http://www.ohchr.org/EN/HRBodies/CEDAW/Pages/Recommendations.aspx.

13 Australian Women's Health Network (2014). See note 9.

14 Australian Human Rights Commission (2015) *Resilient individuals: Sexual orientation, gender identity and intersex rights*, National Consultation Report, https://www.humanrights.gov.au/sites/default/files/document/publication/SOGII%20Rights%20Report%202015_Web_Version.pdf.

15 World Health Organization (2015). See note 10

16 World Health Organization and London School of Hygiene and Tropical Medicine (2010) *Preventing intimate partner and sexual violence against women: Taking action and generating evidence*, World Health Organization, Geneva, http://www.who.int/reproductivehealth/publications/violence/9789241564007/en/.

17 Australian Women's Health Network (2014). See note 13.

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Alternative text for Figures

Alternative text for Figure 1: Respectful Relationships Education definition

Figure 1 defines Respectful Relationships Education as "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 institutions and as workplaces, to comprehensively address the drivers of gender based violence and to create a future free from such violence."

Alternative text for Figure 2: Core elements of Respectful Relationships in Schools

Figure 2 is a graphic representation of the seven core elements of effective Respectful Relationships in Schools:

1. Address drivers of gender-based violence
2. Have a long term vision, approach and funding
3. Take a whole school approach
4. Establish mechanisms for collaboration and coordinated effort
5. Ensure integrated evaluation and continual improvement
6. Provide resources and support for teachers
7. Use age-appropriate, interactive and participatory curriculum.

Alternative text for Figure 3: The Whole School Approach

Figure 3 depicts the key elements of the whole of school approach to Respectful Relationships Education. The figure depicts 6 equally weighted and interdependent factors, which include the school culture and environment, school leadership and commitment, professional learning strategy, teaching and learning, support for staff and students, and community partnerships. At the center of these six interlinked elements is the evaluation process.

Alternative text for Figure 4: Respectful Relationships Education Annual Cycle

Figure 4 depicts the annual cycle of Respectful Relationships education, with arrows connecting each step of the cycle as follows:

1. Getting started
2. Talking to your staff and community
3. Understanding where you are at
4. Planning and implementing
5. Evaluation and monitoring
6. Reviewing and repeating

In the center of the cycle, the six key elements of the Whole School Approach are listed:

Leadership and Commitment, Culture and Environment, Teaching and Learning, Professional Learning, Community Partnerships and Support for Staff and Students.

Alternative text for Figure 5: What to do checklist

Figure 5 depicts the do's and don'ts's of Respectful Relationships Education. The do's are:

- Provide age appropriate curriculum guidance for all year levels covering an appropriate number of classroom sessions (e.g. weekly classes for one term at each year level)
- Include gender equality and power analysis in other subjects and learning areas
- Ensure all teachers, in particular teachers of Respectful Relationships Education, receive professional learning, potentially accredited
- Provide ongoing support for teachers and schools to respond effectively and appropriately
- Aim to make the school a gender equality best practice workplace
- Ensure leadership is educated and engaged to model gender equality and respectful relationships
- Support collaboration with parents/carers
- Ensure response services are appropriately resourced, recognising that there will be a general increase in demand for services
- Fund and coordinate violence prevention and women's organisations to support schools and teachers in primary prevention of gender-based violence and to promote gender equality
- Work with wider community, such as local government, sporting clubs, local workplaces and other community organisations to reinforce messaging.

The don'ts are:

- Don't take action only after violence has occurred.
- Don't focus only on strategies of support and welfare.
- Don't ignore the wider contexts in which violence occurs and is sustained, including formal and informal school cultures, policies and processes.
- Don't focus only on the production and dissemination of a resource. Focus on the intended outcomes and what you need to support you to achieve this.
- Don't establish programs that are unsustainable. Ensure policy and institutional support, support teacher capacity and establish partnerships with stakeholders.
- Don't use one-off sessions, isolated from other teaching.

- Don't lecture students. Ensure discussions are interactive or participatory.

- Don't focus only on raising awareness of the issue. Transform culture and behaviour.

- Don't evaluate only students' satisfaction with the program. Evaluate impact too.

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