

Where does respectful relationships sit in the Victorian Curriculum?

Respectful relationships sits within two complementary areas of the Victorian F-10 curriculum; The Personal and Social Capability and the Health and Physical Education curriculum.

The Personal and Social Capability involves learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills. Looking at the Health curriculum it enables students to recognise personal qualities, understand identity and strategies for respectful relationships

In Health and Physical Education from Foundation to Level 10 the Being Healthy, Safe and Active sub-strand includes content descriptors that cover the following key themes around respectful relationship education:

- naming body parts
- physical and social changes
- changes and transitions within puberty and
- investigate and evaluate services/strategies that promote health and wellbeing

In the Communicating and Interacting for Health and Wellbeing sub-strand the content descriptors that cover the following key themes around respectful relationship education include:

- belonging
- managing relationships
- emotional responses to behaviours
- media's influence on attitudes, beliefs and behaviours

Within the Health curriculum there are also focus areas through which the content descriptors and achievement standards are taught. The two key areas are relationships and sexuality which focuses on establishing and managing respectful relationships and safety which addresses safety issues that students may encounter in their daily lives, including those in the home. Through these areas students develop knowledge, understanding and skills in relation to strategies for respectfully relating to and interacting with others. They also 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 managing with unsafe or uncomfortable situations, managing personal safety and safety in relationships and dating.

The Health and Physical Education curriculum follows a continuum of learning through which students progress through concepts based on their development age and stage of learning. For example Foundation look at practising social skills with others, whilst level 3-4 look at factors that can

positively impact relationships and wellbeing. With level 9-10 investigate how empathy and ethical decision-making contribute to respectful relationships

In the Personal and Social Capability from Foundation to Level 10 the Development of Resilience sub-strand includes content descriptors that cover the following key themes around respectful relationship education:

- identifying difference in ourselves and others
- identify strategies to face new or challenging situations
- develop confidence, adaptability and self-reflections

In the Relationships and Diversity sub-strand the content descriptors that cover the following key themes around respectful relationship education include:

- identifying family differences
- examine differences in people
- recognise stereotypes and discrimination
- personal, social and cultural factors that influence our relationships

The personal and social capability also follows a continuum of learning through which students move from identifying groups that exist within their communities, to describing the characteristics of respectful relationships and moving towards investigating personal, social and cultural factors that influence the ability to experience positive and respectful relationships.

These two curricula areas are complementary and support the implementation of respectful relationships in schools.