Australian Government

National Respectful Relationships Education Framework

Acknowledgement of Country

We recognise and pay respect to the Traditional Custodians of the lands and waterways where we work and live. We celebrate Aboriginal and Torres Strait Islander people's unique cultural and spiritual relationship to Country and acknowledge the significance of their cultures in Australia.

Contents

Summary

The National Respectful Relationships Education (RRE) Framework (the Framework) aims to support Australian primary and secondary schools and school systems to plan and deliver age and developmentally appropriate, evidence-based and expert-developed RRE.

Purpose and audience

The purpose of this Framework is to:

◗ promote a clear and consistent national understanding of RRE, and

◗ provide practical advice for Australian primary and secondary schools and systems to plan and deliver age and developmentally appropriate, evidence-based and expert-developed RRE from Foundation and throughout students' school journeys.

The Framework is designed for both **schools** (leaders, teachers and staff) and **school systems**: a term used broadly throughout the Framework to refer to those responsible for RRE policy and support in government and non-government education bodies, including non-government school approved authorities.

The Framework has two sections. The first section outlines a national vision for RRE, the Framework's policy context and development approach, and key terminology. The second section presents the outcomes and principles that underpin the delivery of age and developmentally appropriate, evidence-based, expert developed RRE. It also outlines the actions that sectors and schools can take to ensure students receive high-quality and evidenced-based consent and respectful relationships education. Appendix 1 provides optional supporting information on each principle and Appendix 2 outlines relevant support services.

Section 1: A shared vision of Respectful Relationships Education

What is Respectful Relationships Education?

Evidence indicates that schools can play an important role in preventing violence – including gender-based violence – by providing students with the knowledge and skills to build positive, equal and respectful relationships and challenge gender-stereotypes and discrimination[1].

In recognition of this role, RRE provides opportunities for children and young people to develop and reflect on knowledge, skills, attitudes and behaviours that relate to respectful, equal and safe relationships. It involves teaching students how to recognise and practise respect, develop personal and social skills, understand how gender norms and stereotypes can influence choices and actions, and take action to create equal and respectful communities[2]. Importantly, RRE is not limited to teaching and learning under the Curriculum, but includes school policies, programs, practices and partnerships across whole-school communities, including with families.

RRE includes ongoing education about consent – including sexual consent where age and developmentally appropriate – in recognition that consent is part of having respectful, healthy and safe relationships. It forms part of a Comprehensive Sexuality Education (CSE) program, which involves teaching and learning about the cognitive, emotional, physical and social aspects of sexuality[3].

1 Our Watch | The evidence for respectful relationships education

2 Respectful relationships education toolkit: Overview (ourwatch.org.au)

3 Respectful relationships | V9 Australian Curriculum

The definition for RRE varies across jurisdictions and sectors. This Framework applies the definition established by Our Watch – Australia's national leader in the primary prevention of gender-based violence – which states that RRE 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'[4].

4 Curriculum Connections: Respectful Relationships | Australian Curriculum

RRE aims to promote, teach and role model gender equality, non-violence, respect and inclusion across the entire school system, to support young people to build positive, equal and respectful relationships that are free from harm, abuse and violence. In doing so, RRE supports the safety and wellbeing of not only school students but all parts of their school and wider communities.

This Framework outlines the outcomes and principles to ensure that RRE is age and developmentally appropriate, evidence-based and expert-developed.

Policy context

On 1 April 2022, Education Ministers approved the Australian Curriculum Version 9.0 (the Curriculum), which aims to ensure that all students receive age-appropriate education about positive, respectful relationships and consent from Foundation to Year 10. The Curriculum is developed and administered by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Through the 2022–23 Budget, the Australian Government committed $83.5 million over six years to strengthen RRE nationally through the Consent and Respectful Relationships Education (CRRE) measure. This measure is being delivered in partnership with states, territories, non-government school sectors and experts, and informed and guided by the National RRE Expert Working Group (NRREEWG). The measure is an activity under the First Action Plan 2023–2027 of the *National Plan to End Violence against Women and Children 2022–2032* (National Plan).

The Framework aims to support schools and systems in implementing the Curriculum and CRRE measure by assisting them to address the gendered drivers and reinforcing factors of violence, as outlined in Our Watch's *Change the Story Framework* (Change the Story). In doing so, it builds on existing RRE supports that are available nationally – including the Respectful Relationships Curriculum Connection, Online Safety Curriculum Connection, Our Watch's RRE Toolkit, Student Wellbeing Hub's Respectful Relationships Education information – and specific policies and resources across different jurisdictions and sectors. The Framework should be read alongside these supports, together with the:

◗ Curriculum, particularly but not limited to the Health and Physical Education learning area and Personal and Social Capability, Ethical Understanding, Intercultural Understanding, Critical and Creative Thinking, and Digital Literacy general capabilities

◗ Australian Professional Standards for Teachers 'maintain student safety' focus area, and

◗ Australian Professional Standard for Principals 'leading the management of the school' and 'engaging and working with the community' professional practices.

The Framework aligns with the 'wellbeing for learning and engagement' priority area of the Better and Fairer Schools Agreement 2025–34.

How the Framework was developed

In 2023, the Australian Government Department of Education (the Department) commissioned a research team from Monash University, Deakin University and the University of Queensland to support development of the Framework. The research team completed a rapid review, national consultation process and literature review to help inform the Framework in consultation with the National RRE Expert Working Group and Schools Policy Group. In 2024–25, the Department finalised the Framework in consultation with the NRREEWG and representatives of governments, non-government school authorities, parents and carers, education unions, principal and teacher associations, Curriculum and teaching bodies, youth, and diverse populations. The Department acknowledges the valuable contributions and input of all stakeholders involved in development of the Framework.

A note on terminology

Throughout this Framework, 'gender equality' is used to describe equality between people of all genders, including gender-diverse people. Similarly, 'all students' is used to refer to all Australian school students, regardless of their cultural background, gender, sexuality, abilities or any other factors.

'Gender-based violence' is used to refer to all forms of domestic, family and sexual violence – as defined in the National Plan – including coercive control which is often a significant part of experiences of gender-based violence. Coercive control refers to patterns of abusive behaviour against a person, which over time creates fear and takes away the person's freedom and independence[5].

The Framework applies the definition of 'consent' included in the Curriculum as "informed and freely given agreement to engage in an activity, or permission for a specific thing to happen … *[including]* agreement on what personal data can be shared online". Where age and developmentally appropriate, it also applies the definition of sexual consent outlined in *The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people* (Consent Framework). This states that consent is "a free, voluntary and informed agreement between people to participate in a sexual act … *[which]* is only present when these people mutually and genuinely want to engage in that sexual act, and actively ensure their partner does too".

5 identifying-coercive-control.PDF

Section 2: Putting a shared vision of Respectful Relationships Education into practice

This section provides practical advice, on how schools and systems can plan, support and deliver age and developmentally appropriate, evidence-based and expert-developed RRE from Foundation and throughout students' school journeys.

Systems and schools are encouraged to consider and adapt the information provided in partnership with their communities to address their local needs and contexts, including the specific needs and contexts of regional, rural, remote and other schools.

National Respectful Relationships Education outcomes and principles

Age and developmentally appropriate, evidence-based and expert-developed RRE is based on the following outcomes and principles. These are cross-cutting and should be considered together, rather than in isolation. Table 1 provides an overview of each outcome and principle and outlines actions systems and schools can take to support implementations, noting the examples provided are not exhaustive and may not include all examples. Further guidance is available in the supporting information at Appendix 1 and information on relevant support services is at Appendix 2. It is not expected that systems and schools will progress all actions, but rather to select key actions that are most appropriate for the stage they are at in their RRE journeys.

Table 1: National RRE outcomes and principles

Outcomes	Principles	Actions

Whole-school approach

Respectful relationships and gender equality are embedded across school communities.

Systems support schools to embed respectful relationships and gender equality across education settings, workplaces and community hubs. This includes the six areas outlined in Our Watch's RRE toolkit:

◗ leadership and commitment
◗ professional learning
◗ teaching and learning
◗ families and communities
◗ support for staff and students, and
◗ culture and environment.

Actions are planned and supported by systems. Changes are long term and sustainable.

Systems and schools partner with parents/carers, service providers and stakeholders in RRE planning and delivery to ensure a cohesive and supportive approach. This includes through engaging with parents/carers about the aims, methods and benefits of RRE.

Systems

◗ Commit to long term planning for RRE including building a skilled workforce to deliver a whole-school approach.
◗ Education systems support schools to deliver age-appropriate curriculum that address the causes of gender-based violence.
◗ Ensure schools have access to evidence-based and expert-developed RRE professional learning.
◗ Develop and support communications to assist schools to engage with parents/carers on the aims, methods and benefits of RRE.
◗ Provide schools with advice on engaging and partnering with external service providers and other stakeholders (for example allied health professionals) to ensure a cohesive and supportive approach across the whole-school community.
◗ Include supporting RRE, addressing gender inequality and promoting gender equality in long-term strategies and plans.

Schools

◗ Leaders review school policies and communications to embed gender equity and RRE.
◗ Leaders ensure professional learning and planning opportunities for RRE are funded and release time provided.
◗ Age and developmentally appropriate RRE is included in all teaching and learning plans and taught from Foundation to Year 10 in line with the Curriculum.
◗ Opportunities are explored to include RRE in Years 11 and 12 teaching and learning plans.
◗ Leaders and staff engage with parents/carers at all stages of RRE planning and delivery, for example through holding parent/carer sessions to discuss what RRE is, how it will be taught and key messages.
◗ Leaders include RRE and actions to promote gender equality in long-term strategies and plans.

Outcomes	Principles	Actions

Age and developmentally appropriate

RRE is gradually expanded and differentiated according to students' ages and developmental stages.

◗ Systems and schools differentiate RRE teaching and learning plans, activities, initiatives and teaching approaches according to students' ages and developmental stages, in line with the developmental sequence of learning outlined in the Curriculum. For example, younger cohorts might learn emotional awareness and regulation skills, while older cohorts might learn about sexual health, development and ethics. RRE is also adapted to meet the unique needs of diverse students.

◗ Systems and schools support students to gradually build their knowledge, and skills in areas such as bodies, relationships, emotions, communication, boundaries, negotiation and consent – beginning with bodily autonomy and boundaries in Foundation. Age-appropriate lessons extend to sexual consent as defined in the Consent Framework.

◗ Systems and schools regularly check that RRE is delivered to suit students' age, context and stage of development. This includes listening to student feedback and considering social, cultural, technological trends as well as current research.

Systems

◗ Ensure all schools can access expert-developed, evidence based, age-appropriate RRE curriculum resources from Foundation to Year 10. Systems explore ways to include RRE in Years 11 and 12.

Review and update teaching materials to make sure they address new issues in RRE and continue to meet the needs of diverse students.

◗ Have policies in place to ensure that RRE is age and developmentally appropriate, including clear and ongoing feedback processes.

◗ Review what is age and developmentally appropriate considering student feedback, socio-cultural and technological trends and new research and evidence – and share findings with schools.

Schools

◗ Staff tailor RRE activities according to the age, development stage and interests of students.

◗ Teachers review student feedback when planning and delivering RRE and make revisions, including through co-design where age-appropriate.

◗ Teachers review the suitability of RRE activities considering students' age and developmental needs, student feedback, social and cultural trends, technology and new research.

◗ Teachers update curriculum resources to make sure they cover new issues in RRE that may affect different student cohorts.

Outcomes	Principles	Actions	

Inclusive

RRE is inclusive for all students and recognises that some students may experience multiple forms of disadvantage and risk factors.

Principles

◗ Systems and schools make sure all students can access and take part in RRE throughout their school journeys. They support, respect and value diversity across the whole school community and adapt RRE to meet the needs of diverse groups, including LGBTQIA+ students, Aboriginal and Torres Strait Islander peoples, CALD communities and students with disability. Students with disability must be able to access and participate on the same basis as their peers.

◗ Systems and schools help staff, students and school communities understand how gender interacts with other forms of discrimination – such as racism, homophobia and ableism – shaping experiences of and responses to, gender-based violence.

Systems

◗ Demonstrate a commitment to diversity through their communications and policies/practices, including recruitment practices.

◗ Have policies and procedures in place to ensure schools treat all employees, students, parents/carers, volunteers and other community members with dignity and respect.

◗ Engage with diverse communities – including but not limited to LGBTQIA+, Aboriginal and Torres Strait Islander and CALD communities and people with a disability – in the planning and delivery of RRE, to ensure approaches are inclusive, accessible and appropriate.

◗ Have clear feedback processes for all school staff, students, parents/carers and the community.

◗ Have policies and resources to support schools to build staff capability around planning and delivering RRE that is inclusive, accessible and appropriate – including for LGBTQIA+, Aboriginal and Torres Strait Islander and CALD communities and people with a disability.

◗ Ensure students with disability can access and participate in RRE on the same basis as students without disability.

Schools

◗ Leaders demonstrate a commitment to diversity through their communications and school policies/practices, including recruitment practices.

Teachers and staff review RRE activities to ensure they are accessible by and appropriate for all students, including through student consultation.

◗ Teachers and staff ensure that students with disability can access and participate in RRE learning on the same basis as students without disability.

◗ Leaders make sure school policies clearly state that everyone – staff, students, families/caregivers, and volunteers will be treated with dignity and respect, in line with legal and system standards.

◗ Leaders and staff engage with diverse communities – including but not limited to LGBTQIA+, Aboriginal and Torres Strait Islander and CALD communities and people with a disability – in the planning and delivery of RRE, to ensure approaches are inclusive, accessible and appropriate.

◗ Leaders ensure that all staff have access to professional learning to support the delivery of RRE that is inclusive, accessible and appropriate for all students–including LGBTQIA+, Aboriginal and Torres Strait Islander and CALD communities and people with a disability.

◗ Teachers help students to consider how their identities and experiences – including those related to power and inequality – affect their relationships and lives, in ways that suit their age and development. Leaders make sure everyone in the school community are aware of and have access to appropriate feedback processes.

Outcomes	Principles	Actions	

Outcomes

Critical and transformative

RRE is critical in providing life-long social and emotional skills.

Principles

▶ Systems and schools support staff and students to recognise and address inequality, discrimination, bullying, harassment and harmful behaviours both online and offline

▶ They help all students build healthy self-esteem and sustain respectful relationships in all aspects of their life, including supporting boys and young men to explore concepts of masculinity in healthy ways.

Systems and schools equip students with critical media, digital literacy and social and emotional learning skills to help them understand the media they may consume.

▶ Systems and schools reflect on their communications and materials to make sure they model equality and respect.

▶ Systems and schools support their communities to understand that feeling uncomfortable can be a natural part of learning and creating social change. Systems and schools prepare people to deal with resistance by challenging harmful attitudes, stereotypes, and negative perceptions in safe and respectful ways.

Actions

Systems

▶ Have policies and procedures in place to support schools to address all forms of online and offline discrimination, harassment, bullying, violence and other harmful behaviours involving staff, students, parents/carers and other school community members.

▶ Provide schools with holistic support to prepare for and address possible resistance to RRE and gender equality.

Schools

▶ Leaders ensure schools have policies and procedures in place to address all forms of online and offline discrimination, harassment, bullying and harmful behaviours involving staff, students, parents/carers and other school community members.

▶ Leaders ensure schools have plans in place to reduce and manage possible resistance to respectful relationships and gender equality.

▶ Leaders and teachers take action to manage disruptive and dominating classroom behaviour so all students and staff feel safe and included.

▶ Leaders and staff ensure RRE teaching and learning plans, initiatives and activities encourage students to critically analyse their own assumptions and biases in age and developmentally appropriate ways. This includes those that arise from lived experience, their own identities, and from media that depicts relationships.

Outcomes	Principles	Actions

Culturally safe, responsive and trauma-informed

RRE promotes and is delivered in culturally safe, responsive and trauma-informed environments

◗ Systems and schools recognise, celebrate and respond to the diverse backgrounds of all community members – including Aboriginal and Torres Strait Islander and CALD groups. These communities are actively involved in planning and delivering RRE, including through co-design where safe and appropriate to ensure cultural safety. Systems and schools recognise, celebrate and respond to diversity across whole-school communities, including the unique backgrounds and experiences of Aboriginal and Torres Strait Islander and CALD staff, students, parents/carers and other school community members. Systems and schools engage these groups in RRE planning and delivery – including through co-design processes where appropriate – to ensure RRE is culturally safe and appropriate.

◗ **Trauma-informed:** Systems and schools support staff to understand the diverse signs and impacts of trauma, including intergenerational trauma. Systems and schools prevent re-traumatisation through a trauma-informed approach that prioritises physical and emotional safety, trustworthiness, choice, collaboration and empowerment and addresses the unique needs of diverse students, staff, parents/carers and other school community members.

◗ **Support:** Systems and schools support staff to manage disclosures of gender-based violence including in accordance with their reporting obligations. This includes through supporting them to identify the signs of gender-based violence and facilitate access to appropriate supports. Systems and schools also ensure staff have access to support to maintain their own mental health and wellbeing when addressing sensitive issues.

Systems

◗ Support staff to develop expertise in cultural safety and responsiveness and trauma-informed practice.

◗ Review school policies and guidelines to ensure they are culturally safe and responsive and trauma-informed.

◗ Deliver a systematic approach to ensure schools have access to evidence-based and expert-developed professional learning on cultural safety and responsiveness and trauma-informed practice.

◗ Have policies and resources in place to support schools to build staff capability around identifying the signs of gender-based violence and responding to disclosures, including in accordance with their reporting obligations.

◗ Provide schools with information on available emotional supports, to support staff mental health and wellbeing when handling sensitive topics.

◗ Engage Aboriginal and Torres Strait Islander and CALD communities on RRE policy and program matters that impact them, including through co-design processes.

Schools

◗ Leaders recognise and celebrate the strengths that come with diversity through their communications and school policies and practices.

◗ Leaders review their schools' policies and teaching and learning plans to ensure they are culturally safe and responsive and trauma-informed.

Leaders ensure all staff have access to professional learning on cultural safety and responsiveness and trauma-informed practice.

◗ Leaders ensure all staff have access to professional learning and procedures on identifying the signs and indicators of gender-based violence and responding to disclosures, including in accordance with their reporting obligations.

◗ Leaders ensure all teachers have access to, and awareness of, mental health and wellbeing supports for when handling sensitive and potentially triggering information and issues.

◗ Leaders and staff support staff and students who have experienced gender-based violence to access culturally safe and appropriate and trauma-informed support, delivered in partnership with community organisations where appropriate.

◗ Leaders encourage all members of the school community to be active participants in creating and maintaining a culturally safe and respectful environment.

Outcomes	Principles	Actions	

Evidence-based and continuous improvement

RRE is evidence-based and regularly monitored, evaluated and improved.

◗ Systems and schools evaluate and review data to improve RRE to make sure it addresses local needs and national priorities. Systems share lessons learned across sectors to help others understand what works, for whom and why.

Systems

◗ Share with schools emerging research, evidence and data on best-practice RRE and relevant issues impacting different student cohorts.

◗ Monitor and evaluate RRE across Australia's school sectors and share findings with schools to inform future practice. This includes considering the outcomes and accessibility of current approaches.

◗ Facilitate and/or contribute to RRE focused communities of practice for system and school staff.

Support systems and school staff to continue to build and expand their expertise in RRE, including through ongoing professional learning.

◗ Support schools to use consistent and validated measures to determine impact.

Schools

◗ Leaders and staff review RRE activities to find ways to improve quality, make RRE more inclusive and stay aligned with the latest evidence.

◗ Leaders and staff monitor and evaluate RRE delivery and contribute data to systems-wide evaluations, where appropriate.

◗ Leaders give staff opportunities to participate in RRE-focused communities of practice where they can share what does and does not work. This includes providing release time to take part.

◗ Teachers and staff seek and address feedback from students, parents/carers and other stakeholders on RRE planning and delivery.

◗ Leaders support staff to build their expertise in monitoring and evaluation, including through participating in professional learning opportunities where appropriate.

Outcomes	Principles	Actions

Expert-developed and curriculum aligned

RRE aligns with the Curriculum and is supported by resources developed by experts.

◗ Schools and systems use and adapt age and developmentally suitable RRE resources and programs created by experts. Experts are those with proven knowledge, experience or qualifications in RRE, preventing gender-based violence, and effective teaching practices.

◗ **Curriculum-aligned:** Systems and schools develop and deliver RRE teaching and learning plans, initiatives and activities aligned with the Curriculum, Respectful Relationships and Online Safety Curriculum Connections, jurisdiction and sector specific policies and supports, and this Framework.

Systems

◗ Guide schools in the use of expert-developed and curriculum-linked RRE resources and programs to meet student needs. This includes consulting with relevant stakeholders and sharing recommended resources and details of appropriate organisations to support RRE implementation.

Schools

◗ Teachers and staff select age and developmentally appropriate, expert-developed and curriculum-linked RRE resources and programs.

◗ Teachers use expert advice to inform RRE planning and delivery while prioritising delivery by school staff where possible– since evidence shows this is most effective.

Teachers and staff tailor expert-developed RRE resources and programs to meet the needs of their school communities, including in consultation with experts, students, parents/carers and other stakeholders.

◗ Leaders and staff review and refine teaching and learning plans, and activities to ensure alignment with the Curriculum, Respectful Relationships and Online Safety Curriculum Connections, jurisdiction and sector specific policies and supports, and this Framework.

Outcomes	Principles	Actions

Empowered student voice

All students are empowered to contribute to the development, selection and delivery of RRE.

Schools and systems support all students to contribute to the co-design of activities where appropriate and by building leaderships skills through mentoring and peer support. Diverse students are offered accessible ways to share their views, which are valued and used to shape RRE planning, delivery and evaluation.

Systems

◗ Provide schools with guidance on incorporating student voice in RRE planning and delivery in accessible and appropriate ways.
◗ Seek and address student voice in RRE related policies, resources and supports, including through co-design processes if/where appropriate.

Schools

◗ Teachers encourage students to identify RRE issues and topics that matter to them and seek to understand students' needs.
◗ Teachers give students the chance to provide feedback on RRE activities. They empower students to advocate for themselves.

Leaders and staff encourage students to lead positive change to promote respectful relationships and gender equality, for example through student-led assemblies, student forums, action groups and events.

◗ Leaders ensure school governance supports student representation and input.
◗ Leaders ensure schools have policies and processes in place to ensure student voice is heard through decision-making processes.
◗ Staff support students to develop their leadership skills through mentoring and peer support.
◗ If/where age and developmentally appropriate, teachers co-design RRE with students.

Outcomes	Principles	Actions

Addressing the gendered drivers of violence

RRE addresses the gendered drivers of violence.

◗ Schools and systems help staff and students understand how the gendered drivers of violence can appear in schools as places of learning, work and community hubs. They support learning and actions to address these issues, including through RRE that encourages critical analysis and actions about gender roles, norms and respectful relationships in inclusive and age-appropriate ways. Schools also lead by example, promoting gender equality and respect in their own structures and practices.

◗ Equality and respect are modelled through their own structures and systems.

Systems

◗ Ensure schools have access to evidence-based and expert-developed ongoing professional learning on the gendered drivers of violence, their reinforcing factors, and how to address them.

◗ Ensure relevant systems staff have access to evidence-based and expert-developed professional learning on the gendered drivers of violence, their reinforcing factors, and how to address them.

School systems ensure school policies reflect and promote gender equality.

Schools

◗ Leaders ensure all staff have access to evidence-based and expert-developed professional learning on the gendered drivers of violence, their reinforcing factors, and how to address them.

◗ Leaders demonstrate gender equality through their actions, including communications and school policies and practices.

◗ Teachers ensure RRE teaching and learning supports students to understand and critically analyse gender roles, norms and healthy relationships in an inclusive, age and developmentally appropriate and ongoing manner.

◗ Leaders and staff promptly address all incidents of online and offline gender-based violence and inequality, including inappropriate or discriminatory language in the school community.

Appendix 1: Supporting information

The following table outlines supporting information for the outcomes and principles, informed by the Framework's national consultation process.

These resources are intended to complement and build on existing government and non-government school sector resources, policies and guidelines. Schools and systems are encouraged to consider the more detailed information provided in the resources outlined and their applicability to their school community – as well as emerging evidence and resources – to support RRE.

Supporting information

Cross-cutting resources

Key resources:

◗ Australian Curriculum Version 9.0

◗ Curriculum connection: Respectful relationships

◗ Curriculum connection: Online safety

◗ Our Watch RRE blueprint

◗ Australian Professional Standards for Teachers 'maintain student safety' focus area

◗ Australian Professional Standard for Principals 'leading the management of the school' and 'engaging and working with the community' professional practices

◗ Specific RRE policies and resources in place within each school system (refer to relevant government and non-government school sector websites in your jurisdiction)

Child Safe Organisations:

◗ National Principles for Child Safe Organisations | National Office for Child Safety

Student wellbeing:

◗ Australian Student Wellbeing Framework

◗ Student Wellbeing Hub

◗ Better and Fairer Schools Agreement 2025–34

Supporting information

Whole-school approach

▶ Our Watch RRE Toolkit and Implementation Guide
▶ Best Practice Framework for Online Safety Education and Implementation Guide | eSafety Commissioner
▶ Toolkit for Schools | eSafety Commissioner
▶ Building respectful relationships for parents | Student Wellbeing Hub

Age and developmentally appropriate

Resources for all student cohorts:

▶ Classroom resources | eSafety Commissioner
▶ Having conversations | National Office for Child Safety
▶ Building a safety team | National Office for Child Safety

Resources for older student cohorts:

▶ The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people
▶ Consent Can't Wait campaign resources for parents/carers and teachers
▶ International technical guidance on sexuality education: An evidence-informed approach
▶ Australian Institute of Family Studies: Let's talk about sex – broaching sexual ethics with young people
▶ The practical guide to love, sex and relationships: A teaching resource For Years 7 to 10
▶ UNESCO's international technical guidance on sexuality education
▶ Young People and Relationships: Identifying Coercive Control

Resources for younger student cohorts:

▶ Rowley, Tess. Everyone's Got a Bottom
▶ Barkla, Charlotte. From My Head to My Toes I Say What Goes
▶ Manasco, Hunter. An Exceptional Children's Guide to Touch: Teaching Social and Physical Boundaries to Kids
▶ Educate2Empower Publishing resources
▶ Resources to teach body safety | National Office for Child Safety

Supporting information

Inclusive

- ◗ Tailoring your approach to engage all young people, The Line.
- ◗ Intersectionality Explained | Our Work | UN Women Australia

Aboriginal and Torres Strait Islander communities:

- ◗ Changing the picture: A national resource to support the prevention of violence against Aboriginal and Torres Strait Islander women and their children
- ◗ Aboriginal and Torres Strait Islander Action Plan 2023–2025

People with disability and different cognitive abilities:

- ◗ Disability Standards for Education 2005 – Department of Education, Australian Government
- ◗ Positive Partnerships – Department of Education, Australian Government
- ◗ Changing the landscape: A national resource to prevent violence against women and girls with disabilities
- ◗ 1800RESPECT Sunny App
- ◗ Hartman, Davida and Brangan, Kate. Sexuality and Relationship Education for Children and Adolescents with Autism Spectrum Disorders: A Professionals Guide to Understanding, Preventing Issues, Supporting Sexuality and Responding to Inappropriate Behaviours
- ◗ Neve website for women and girls with disability

LGBTQIA+ and gender-diverse communities:

- ◗ Pride in Prevention: A guide to primary prevention of family violence experienced by LGBTIQ communities
- ◗ Including intersex: Responding to issues affecting the educational experiences of intersex students in Australia

CALD communities:

- ◗ Intersectionality Matters: A guide to engaging immigrant and refugee communities to prevent violence against women
- ◗ All My Friends and Me toolkit (studentwellbeinghub.edu.au)
- ◗ Resources to teach body safety (translated) | National Office for Child Safety

Supporting information

Critical and transformative

- Gender Transformative Education: Reimagining education for a more just and inclusive world
- Addressing ableism in education fact sheet
- The key things you need to know about power and privilege, The Line

Healthy masculinities:
- The Men's Project
- The Man Cave
- Our Watch | Men in focus

Culturally safe, responsive and trauma-informed

Cultural safety and responsiveness:
- Cultural responsiveness in action: An Indigenous Allied Health Australia Framework
- Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations Page

Trauma-informed practice:
- Framework for trauma informed practice: Supporting children, young people and their families
- Five approaches for creating trauma-informed classrooms
- Blue Knot Talking About Trauma Fact Sheet

Identifying and responding to disclosures:
- How to respond to a child sexual abuse disclosure | National Office for Child Safety
- Signs and indicators of child sexual abuse | National Office for Child Safety
- Teens and violence information | 1800RESPECT

Supporting information

Evidence-based and continuous improvement

- Counting on change: A guide for prevention monitoring
- Outcomes Framework 2023–2032

Expert-developed and curriculum aligned

- Our Watch | Respectful relationships education resources
- Resources for Educators and Practitioners | The Line
- Student Wellbeing Hub | Respectful Relationships Education resources
- Resilience, Rights and Respectful Relationships and Building Respectful Relationships | schools.vic.gov.au
- Education | eSafety Commissioner
- The eSafety schools' hub | eSafety Commissioner

Empowered student voice

- Student Wellbeing Hub | Student voice
- Student Wellbeing Hub | Developing student agency
- Speak up – for children and young people

Addressing the gendered drivers of violence

- National Plan to End Violence against Women and Children 2022–2032 (National Plan)
- First Action Plan 2023–2027 (National Plan)
- Change the story: A shared framework for the primary prevention of violence against women in Australia
- Working for Women: A Strategy for Gender Equality
- National Strategy to Prevent and Respond to Child Sexual Abuse 2021–2030 (National Strategy)
- First Commonwealth Action Plan (National Strategy)

Appendix 2: Support

Support is available from the following services for systems and school staff, students, families and other community members.

1800RESPECT – 1800 737 732, text 0458 737 732, www.1800respect.org.au

National sexual assault, domestic and family violence counselling service. This service is free and confidential. Available 24/7.

13YARN – 13 92 76

An Aboriginal and Torres Strait Islander crisis support line. This service is free and confidential. Available 24/7.

Ask Izzy – www.askizzy.org.au

A website that connects people in need with housing, a meal, money help, family violence support, counselling and much more.

Australian Sexual Assault Services Directory – www.nasasv.org.au/support-directory

A directory of the multiple specialist sexual assault services and rape crisis centres in each state and territory available across Australia.

Beyond Blue – 1300 224 636, www.beyondblue.org.au

National crisis support line for anxiety and depression. This service is free and confidential. Available 24/7.

Blue Knot Foundation (Blue Knot Helpline and Redress Support Service) – 1300 657 380

Supporting adult survivors of childhood trauma and adult survivors of institutional child sexual abuse around the National Redress Scheme. This service operates from 9am to 5pm AEST/AEDT, 7 days a week.

Bravehearts – 1800 272 831, www.bravehearts.org.au

Support line for children and young people who have been impacted by child sexual abuse, and their non-offending family members. Available from 8:30am to 4:30pm AEST, Monday to Friday.

Full Stop Australia – 1800 385 578, www.fullstop.org.au

National trauma counselling and recovery service for people of all ages and genders experiencing sexual, domestic and family violence. This service is free and confidential. Available 24/7.

Kids Helpline – 1800 55 1800, www.kidshelpline.com.au

National crisis support tailored for children and young people (aged 5 to 25). This service is free and confidential. Available 24/7.

Lifeline – 13 11 14, www.lifeline.org.au

Telephone crisis support service in Australia. This service is free and confidential. Available 24/7.

MensLine Australia – 1300 78 99 78

Online counselling support for men with concerns about mental health, anger management and family violence. Available 24/7.

Men's Referral Service – 1300 766 491, www.ntv.org.au

National counselling, information and referral service for men across Australia who use family violence. Available from 9:00am to 5:00pm AEST, Monday to Friday.

My Blue Sky – 02 9514 8115, https://mybluesky.org.au/

Free legal and migration support to people experiencing forced marriage and other forms of modern slavery in Australia. Available from 9:00am to 5:00pm AEST, Monday to Friday.

Rainbow Sexual, Domestic and Family Violence Helpline – 1800 497 212

National helpline for anyone from the LGBTIQA+ community whose life has been impacted by sexual domestic and/or family violence. This service is free and confidential. Available 24/7.

Say It Out Loud – www.sayitoutloud.org.au

National resource for LGBTQ+ communities and service professionals working with people who have experienced sexual, domestic and family violence.

SAMSN (Survivors & Mates Support Network) – 1800 472 676

A free service that supports male survivors of child sexual abuse.

Suicide Call Back Service – 1300 659 467

Free counselling for suicide prevention and mental health via telephone, online and video for anyone affected by suicidal thoughts. Available 24/7.

Thirrili (Indigenous Postvention Services) – 1800 805 801

Contributes to the broader social wellbeing of Aboriginal and Torres Strait Islander people by supporting individuals, families, and communities affected by suicide or other significant trauma. Available 24/7.

WellMob – WellMob

Social, emotional and cultural wellbeing online resources for Aboriginal and Torres Strait Islander peoples.