

The creation and implementation of RELATE – Western Australian Respectful Relationships Education resources for secondary schools





- Physical, emotional, mental and social well-being
- Not merely the absence of disease, dysfunction or infirmity
- Positive and respectful approach
- Pleasurable and safe
- Free of coercion, discrimination and violence
- Sexual rights - respected, protected and fulfilled

(WHO, 2006a)

Australian Research Centre
in Sex, Health and Society

National Survey of Australian Secondary Students and Sexual Health 2013

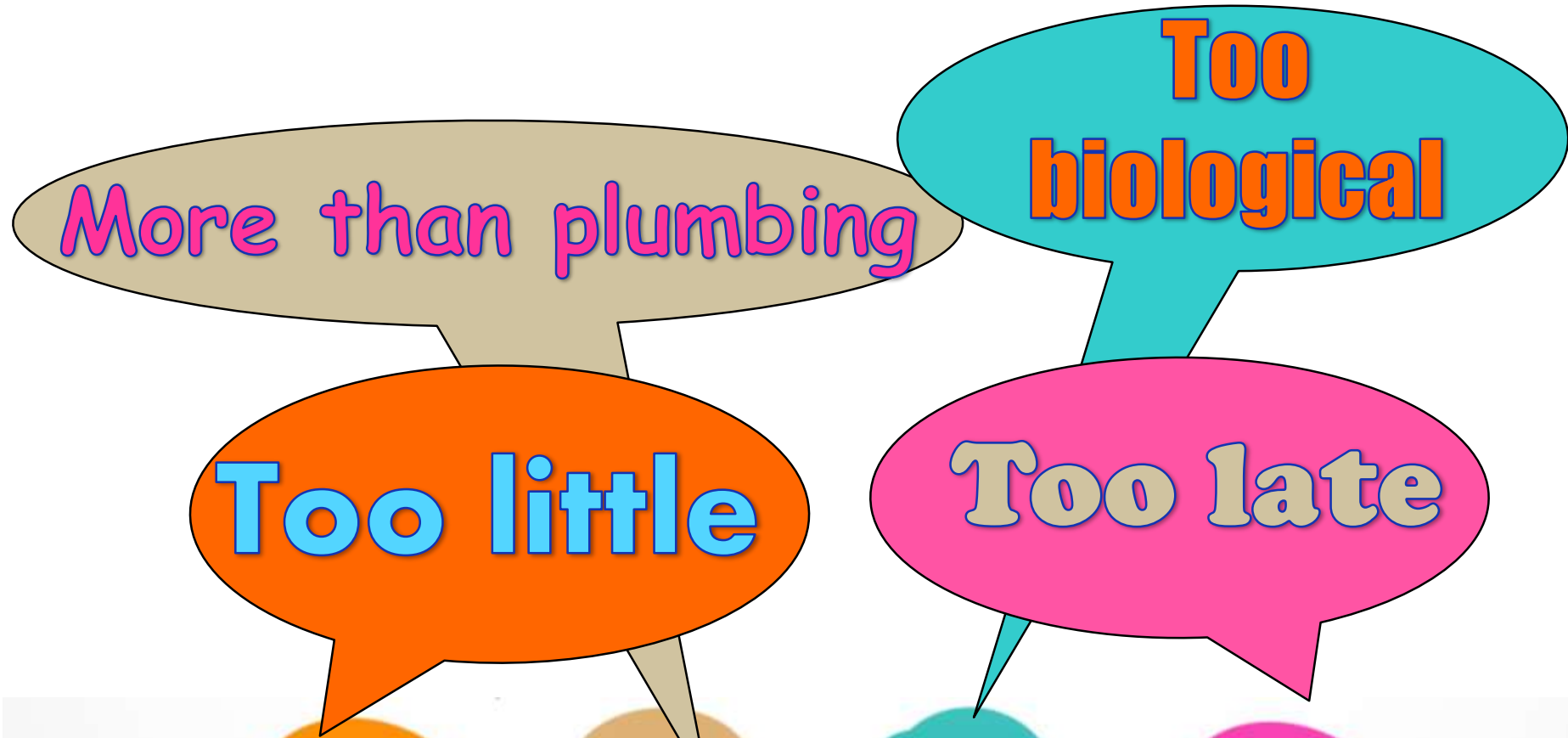
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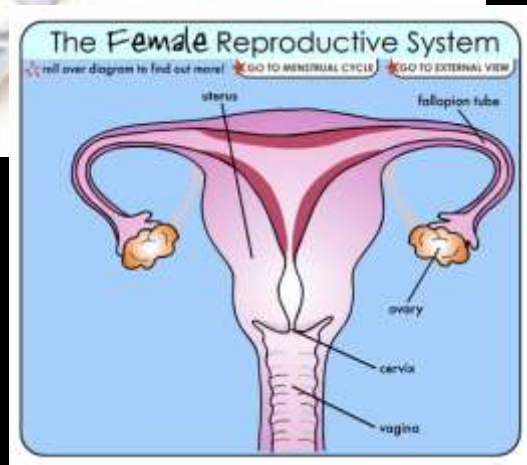
April 2014

5th

Results of the
5th National Survey
of Australian
Secondary Students
and Sexual Health

What young people say about school based Relationship and Sexuality Education (RSE)







5th National Survey of Australian Secondary Students and Sexual Health 2013



5th National Survey of Australian Secondary Students and Sexual Health 2013

69%

sexual activity

50%

sexual intercourse
(Year 12's)

25%

experienced
unwanted sex

70%

received sext
(13-15 year olds)*

Where do students get their information from?

internet
44%

parents
36% mother
18% father

school
43%
12% school nurse

friends
42%
(female friends)

Where do students get their information from?

school

43%

12% school nurse



Sex
Education
Curriculum



own
experience

friends

media

**role
models**

online

*community
attitudes*

emotional

relational

real context

alcohol
&
drugs



peer
influence

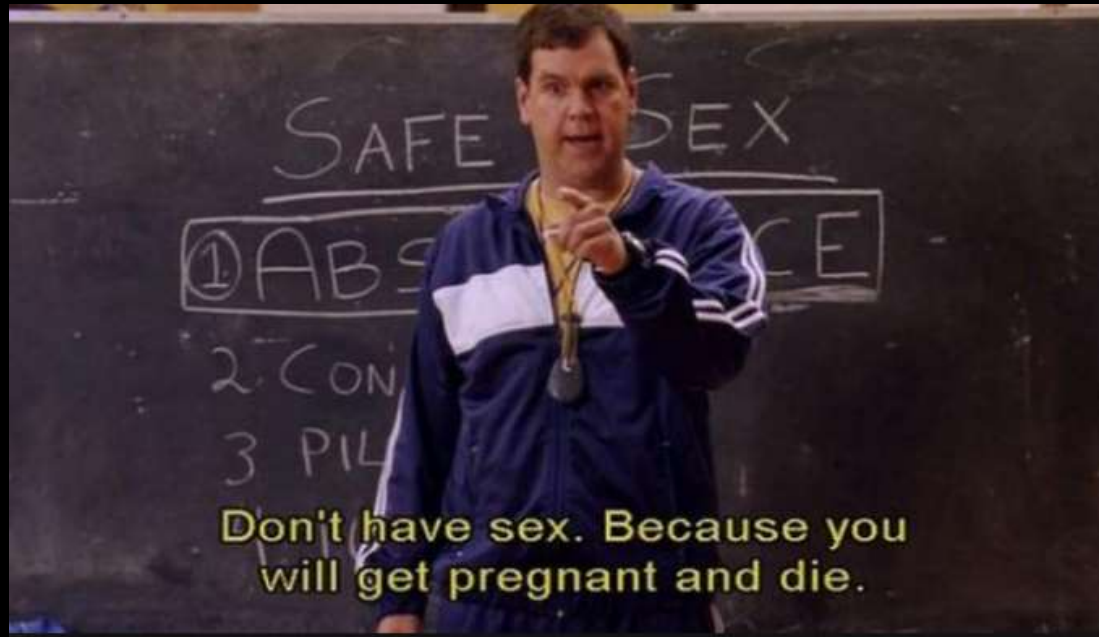
sexual
assault

(online/offline)

technology

consent

assertiveness



TEACHERS

- **Little or no PD**
- **Lack confidence - content**
- **Feel ill-equipped - sensitive issues**

The logo for RELATE, featuring the word in a bold, sans-serif font. Each letter is composed of several overlapping, semi-transparent geometric shapes in shades of yellow, orange, and red, creating a dynamic, multi-colored effect.

RELATE

RESPECTFUL RELATIONSHIPS EDUCATION

Fill the gaps

The bottom half of the notebook cover features a series of diagonal stripes in red, orange, and white. Silhouettes of several people are walking across these stripes from left to right. In the bottom right corner, the text 'YEAR 8' is printed in white on a black rectangular background.

YEAR 8

Exploring
gender
expectations &
stereotypes

Respecting
diversity

Qualities of
respectful
relationships

Addressing
disrespectful
/unethical
behaviour

Critical
analysis

AIM

Improve
**knowledge, attitudes,
skills & behaviours**



to engage in
respectful relationships

Help seeking
skills

Real life
contexts –
parties, drugs
& alcohol

Sexting

Image based
abuse

Consent

Sexual
assault

SESSION 5

50 MINUTES

WHAT REALLY HAPPENED?



PURPOSE

To apply a framework for considering the safety and respect of people in a risky situation.



PLANNING AND PREPARATION

RELATE THEMES

- Exploring gender and identity
- **Developing respectful relationships**
- Communicating effectively



CONFIDENTIALITY

Confidentiality is an essential group agreement for both teacher and students in creating a safe classroom environment and should always be included.

Teachers AND students:
• Discussions about behaviour
• Do not use real names

• Useful tool for
• Referring back to the
• Points of how 'they' all

RELATE THEMES

- Exploring gender and identity
- **Developing respectful relationships**
- Communicating effectively

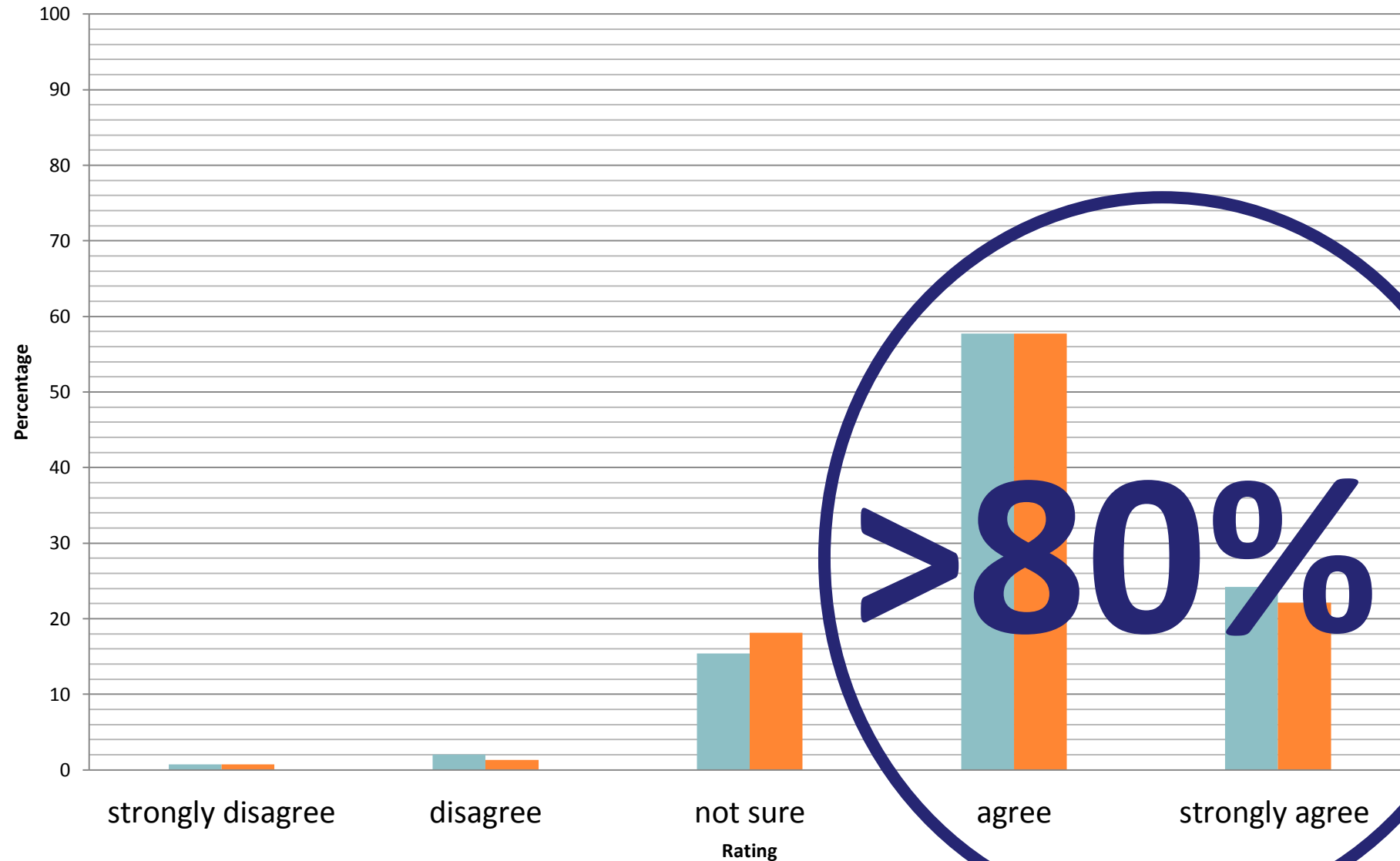
Action Research Project

Pilot 2012

AIM: Evaluate implementation of an RSE program that was **comprehensive, good practice** and promoted **respectful relationships** using a **whole school approach**

- Northern suburbs school
- 8 week program
- 100% of Year 8 classes (13 year olds)
- 270 students (10 classes, 5 teachers)
- Qualitative and quantitative methods
 - literature review
 - teacher and student surveys
 - pre and post tests
 - weekly teacher interviews

- I feel more capable of making safer decisions about my relationships
- I feel more confident that I can find information and help if I need it.



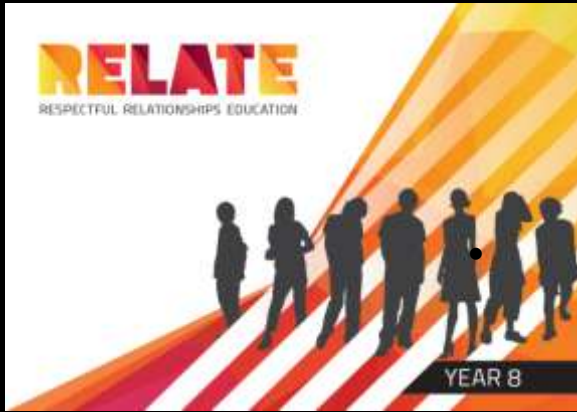
5% consent important



100%

Teachers:
very confident
competent
comfortable





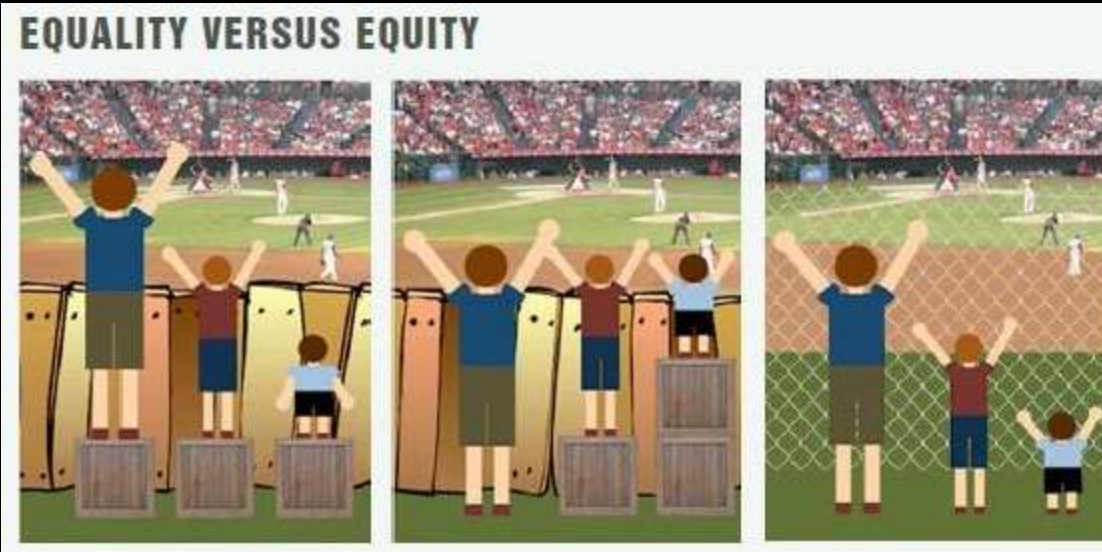
Results used to:

- inform and improve Yr 8
- develop Yr 9 & 10

Piloted 2013-2015



- 'Pick up and run' program
- All resources included
- Pedagogically informed
- Comprehensive & evidence based
- *12 Principles of Best Practice (SHINE)*
- WA Curriculum linked
- Pragmatic approach
- 3 x 8 week sequential sessions
- Session plans & stages build upon prior knowledge



Inequity
in quality
RSE in
schools



Enabling teachers
better informed
YP safer/
respectful
relationships



www.shq.org.au

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