



CONSENT EDUCATION GUIDANCE

The teaching of consent in all Victorian government schools is mandatory. Schools should teach students about consent in an age-appropriate way from Foundation to Year 12.

Students will learn that consent must be given for all types of intimate contact, including kissing, hugging, and touching of more private areas of the body, as well as sexual activity. They will learn that sexual assault is a crime, and that it includes any form of unwanted or forced sexual behaviour, including unwanted kissing, touching, and sharing of sexual images and text.

As with all areas of the curriculum, teachers should use their professional judgement to determine the appropriateness of any given resource in terms of being age appropriate and suitable for the needs of the students they teach. This guidance provides an outline of available resources and supports for teaching consent at all levels.

CONSENT EDUCATION WITHIN THE VICTORIAN CURRICULUM

Consent education should be provided within the broader framework of social and emotional learning, respectful relationships education, and sexuality education. It should be supported by a whole school approach to the promotion of student wellbeing and learning.

Comprehensive sexuality education is a compulsory part of the Health and Physical Education curriculum, taught and assessed by teachers. Comprehensive sexuality education seeks to equip young people with the knowledge, skills and understandings they need to promote their own health, wellbeing and safety, and to respect the rights and safety of others.

The Health and Physical Education curriculum focuses on students' development of the knowledge, understandings and skills to enable students to build and manage respectful relationships and to take actions to promote their own and others health, wellbeing and safety.

Relevant focus areas within Health and Physical Education curriculum

The following focus areas provide context for teaching about respectful relationships and consent:

Relationships and sexuality

Relationships and Sexuality addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The curriculum supports students to develop knowledge, understanding and skills to support them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.

Safety

Safety addresses physical, social and emotional safety issues that students may encounter in their daily lives. The curriculum supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others. It includes situations and places such as school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.



Relevant sub-strands within the Health and Physical Education curriculum

The sub-strands in Health and Physical Education can be found across all levels from Foundation to Level 10. They contain the following themes:

- Being healthy, safe and active

The curriculum focuses on supporting students to make decisions about their own health, safety and wellbeing and on developing the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.

- Communicating and interacting for health and wellbeing

The curriculum develops knowledge, understanding and skills to enable students to engage critically with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

- Contributing to healthy and active communities

The curriculum develops knowledge, understanding and skills to enable students to analyse contextual factors that influence the health and wellbeing of communities critically. The content supports students to access information, products, services and environments to take action to promote the health and wellbeing of their communities.

Respectful Relationships education is a key resource for the delivery of the Victorian Curriculum and aims to build students' social, emotional and positive relationship skills.

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

The Personal and Social Capabilities include a focus on learning to recognise and regulate emotions, developing empathy for others, understanding relationships, establishing and building a framework for positive relationships, working effectively in teams and developing leadership skills.

The Health and Physical Education curriculum includes a focus on enabling students to recognise personal qualities, understand identity, and use effective strategies for enacting respectful relationships. They include Relationships and Sexuality, which focuses on how to establish and manage respectful relationships, and Safety which addresses social, emotional and physical safety issues that students may encounter in their daily lives.

You can review resources and read more about where respectful relationships education fits in the Victorian curriculum on the Victorian Curriculum and Assessment Authority's website

www.vcaa.vic.edu.au/curriculum/respectfulrelationships



1. Whole school approach to Respectful Relationships

Respectful relationships, sexuality and consent education are most effective when taught in the context of a whole school approach that reinforces teaching through school culture.

The [Respectful Relationships initiative](#) guides schools in the use of a whole of school approach to promoting and modelling respectful relationships and embedding a culture of respect and gender equality across the entire school community. It encompasses attention to policy, practices, pastoral care and partnerships with parents and community, as well as the provision of age-appropriate classroom instruction.

The [Respectful Relationships Resource Kit](#) for schools provides a framework to guide the whole of school approach, and tools to support implementation in their school community.

2. Teaching age-appropriate consent education through Respectful Relationships

The [Resilience, Rights and Respectful Relationships](#) and [Building Respectful Relationships](#) teaching and learning materials support schools to deliver Respectful Relationships education.

The Resilience, Rights and Respectful Relationships learning materials are provided for each level from Foundation to Years 11-12. They have been designed to develop students' social and emotional learning and their respectful relationship skills. Programs which address social and emotional skills, positive gender norms and the prevention of gender-based violence have been shown to improve social and mental health, and reduce antisocial behaviours including bullying and engagement in gender related violence.

The age-appropriate resources include learning activities that help students develop social skills and apply them in a positive way in their learning and relationships. While there are specific activities that support consent education, these teaching and learning materials are also designed to provide a foundation through which to advance social and emotional capabilities and resilience. The focus on emotional awareness, character strengths, problem-solving, peer support and help-seeking contributes to students' capacity to engage with the more sensitive topics, including sexual consent and safety in relation to all forms of gender-related violence. The resources tailor the topic of consent and protective behaviours for different age groups, including:

- Early and mid-primary School: focuses on body autonomy, appropriate and inappropriate forms of touch, expressing permission or consent in communications with others, and help-seeking in relation to abuse and harassment by peers or adults
- Later Primary School: provides instruction about what constitutes sexual harassment, sexual assault and abuse, strategies for help-seeking, peer support and positive bystander responses, and the concept of consent in relationships
- Secondary Schools: teaches students about sexual consent, sexual harassment, sexual assault and abuse, respect within intimate relationships, positive bystander responses, and provides strategies for help-seeking, peer support and positive bystander responses.

The following sections outline the key learning activities within the complementary Resilience, Rights and Respectful Relationships and Building Respectful Relationships resources that particularly support consent education.



The Resilience, Rights and Respectful Relationships address social and emotional learning at all levels from F-12. These resources also address gender and identity and positive gender relations at all year levels except 9-10 – Building Respectful Relationships specifically addresses the gender-focussed topics for levels 9-10.

Introduction



The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education.

The Introduction document outlines the context for teaching respectful relationships, including the evidence base, pedagogy, relationship with the Victorian Curriculum and the link between social and emotional learning, protective behaviours and gender.

The Introduction also outlines how to prepare for teaching this content, including setting up a safe space, following up on signs of distress and responding to disclosures by students.

Foundation to Level 2



This level teaches students to identify and practice respectful relationships, understand body autonomy and to identify strategies that they can use to report inappropriate touch, to seek help from others, and to take actions that help to keep them safe and healthy.

LEVEL	ACTIVITY
Foundation	Topic 8, Activity 2: What is fair? What is violent?
<u>Foundation</u>	Topic 8, Activity 4: Witnessing gender-based violence at school
<u>Foundation*</u>	Topic 8, Activity 5: What are clothes for? Topic 6, Activity 3: My helpful people Topic 6, Activity 4: How to ask for help
<u>Foundation</u>	Topic 8, Activity 6: Keeping my body safe.
<u>Level 1-2*</u>	Topic 8, Activity 1: What is fair play? Topic 6, Activity 3: How do I ask for help? Topic 6, Activity 4: Who can I ask for help?
<u>Level 1-2</u>	Topic 8, Activity 2: Creating a gender-friendly classroom
<u>Level 1-2</u>	Topic 8, Activity 3: What is gender-based violence?
<u>Level 1-2</u>	Topic 8, Activity 4: The opposite of violence is respect
<u>Level 1-2</u>	Topic 8, Activity 5: Respect my space, respect my body

**Suggested Topic 6 help seeking activities can support delivery of this topic 8 activity*



Levels 3 and 4

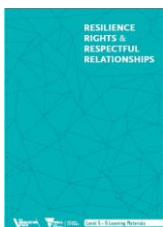


This level teaches students to identify and practice respectful relationships, understand the concepts of 'rights' and 'responsibilities', develop strategies to assert their rights over their own bodies and seek help and support when needed.

LEVEL	ACTIVITY
Level 3-4	Topic 8, Activity 1: What is violence?
Level 3-4	Topic 8, Activity 2: What is gender-based violence?
Level 3-4	Topic 8, Activity 3: Rights and responsibilities
Level 3-4	Topic 8, Activity 4: Respect in action
Level 3-4	Topic 8, Activity 5: It starts with me: a gender-friendly community
Level 3-4*	Topic 8, Activity 6: Seeking safety, seeking help Topic 6, Activity 4: Help-seeking sources Topic 6, Activity 4: Help-seeking role plays?

*Suggested Topic 6 help seeking activities can support delivery of this topic 8 activity

Levels 5 and 6



This level teaches students to identify and practice respectful relationships and empathy, recognise the rights of others within interpersonal relationships, understand power relations and violent behaviours, including sexual harassment and develop strategies to promote help seeking and safety.

LEVEL	ACTIVITY
Level 5-6	Topic 8, Activity 1: What is violence?
Level 5-6	Topic 8, Activity 2: What is gender-based violence?
Level 5-6	Topic 8, Activity 3: Understanding power relations
Level 5-6	Topic 8, Activity 4: Active respect in peer relationships
Level 5-6	Topic 8, Activity 5: What is sexual harassment and sexual assault
Level 5-6*	Topic 8, Activity 6: Peer support: setting boundaries, communicating standards Topic 6, Activity 4: Rehearsing help-seeking conversations Topic 6, Activity 5: Communicating clearly
Level 5-6	Topic 8, Activity 7: Help-seeking in response to gender-based violence

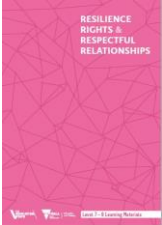


Level 5-6

Topic 8, Additional Activity: Airport controller game to explore responsibility and trust

* Suggested Topic 6 help seeking activities can support delivery of this topic 8 activity

Levels 7 and 8



This level teaches students to identify and practice respectful relationships and empathy, recognise the impact of personal boundaries, intimacy, distribution of power, develop strategies to improve their own and others' safety in response to gender-based violence and understand interpersonal violent behaviours and its impact.

LEVEL	ACTIVITY
<u>Level 7-8</u>	Topic 8, Activity 1: What is interpersonal gender-based violence?
<u>Level 7-8</u>	Topic 8, Activity 2: Critical thinking about gender-based violence within sexual imagery
<u>Level 7-8</u>	Topic 8, Activity 3: Positive acts of peer support
<u>Level 7-8</u>	Topic 8, Activity 4: Making an apology
<u>Level 7-8*</u>	Topic 8, Activity 5: Safety/help-seeking with gender-based violence Topic 6, Activity 3: Assertive help-seeking: What can you say?
<u>Level 7-8</u>	Topic 8, Optional game – Airport controller

* Suggested Topic 6 help seeking activity can support delivery of this topic 8 activity

Building Respectful Relationships



Unit 1 supports students to explore and develop a common understanding of the concepts of gender, relationships and respect.

LEVEL	ACTIVITY
<u>Level 8</u>	Unit 1 - Topic 1: Respect & Relationships Activity 1: Setting the context and boundaries
<u>Level 8</u>	Unit 1 - Topic 1: Respect & Relationships Activity 2: A respectful partner is
<u>Level 8</u>	Unit 1 - Topic 1: Respect & Relationships Activity 3: Balancing rights and responsibilities
<u>Level 8</u>	Unit 1 - Topic 1: Respect & Relationships Activity 4: Building a respectful relationship



<u>Level 8</u>	Unit 1 - Topic 2: Gender, Respect and Relationships Activity 2: Gender expectations – I just can't win!
<u>Level 8</u>	Unit 1 - Topic 4: Gender positioning Activity 2: Changing positions
<u>Level 8</u>	Unit 1 - Topic 5: Introducing gender-based violence Activity 1: Safe spaces in our school
<u>Level 8</u>	Unit 1 - Topic 6: Understanding sexual harassment Activity 1: Mapping gender and violence at our school
<u>Level 8</u>	Unit 1 - Topic 6: Understanding sexual harassment Activity 2: What is sexual harassment
<u>Level 8</u>	Unit 1 - Topic 7: Developing respectful practices Activity 1: Rewriting the script
<u>Level 8</u>	Unit 1 - Topic 8: How to help a friend Activity 1: How to help a friend
<u>Level 8</u>	Unit 1 – Topic 8: How to help a friend Activity 2: Taking a stand

Levels 9 and 10



Unit 2 supports students to explore the nature of gender-based violence and the implications for respectful practice. It explores domestic violence and sexual assault in the context of power, social and institutional structures, and young people's lives. It is also designed to help students understand the nature of consent, free agreement and respect.

Unit 3 addressed the link between sexualisation, media, gender and respectful relationships.

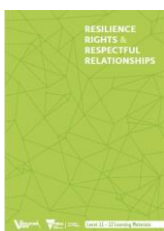
LEVEL	ACTIVITY
<u>Level 9</u>	Unit 2 – Topic 1: Getting a position on gender, respect and relationships Activity 2: Gendered qualities and relationship expectations
<u>Level 9</u>	Unit 2 – Topic 1: Getting a position on gender, respect and relationships Activity 3: Guess what I'm saying!
<u>Level 9</u>	Unit 2 – Topic 3: Sexual intimacy, respect and relationships Activity 1: Different perspectives on sexual intimacy
<u>Level 9</u>	Unit 2 – Topic 4: Building an awareness of gender-based violence Activity 1: Defining violence, power and consent
<u>Level 9</u>	Unit 2 – Topic 4: Building an awareness of gender-based violence Activity 2: Zoe and Sam
<u>Level 9</u>	Unit 2 – Topic 5: Consent and the Law Activity 1: The laws of consent
<u>Level 9</u>	Unit 2 – Topic 5: Consent and the Law



	Activity 2: Consent cards
<u>Level 9</u>	Unit 2 – Topic 6: Barriers and enablers to consent in relationships Activity 1: Doing consent
<u>Level 9</u>	Unit 2 – Topic 6: Barriers and enablers to consent in relationships Activity 2: Communication rating
<u>Level 9</u>	Unit 2 – Topic 6: Barriers and enablers to consent in relationships Activity 3: More than a bystander!
<u>Level 9</u>	Unit 2 – Topic 7: The implications of gender-based violence Activity 1: Changing attitudes
<u>Level 9</u>	Unit 2 – Topic 7: The implications of gender-based violence Activity 2: What’s the harm in it?
<u>Level 9</u>	Unit 2 – Topic 7: The implications of gender-based violence Activity 3: Stepping out against gender based violence
<u>Level 9</u>	Unit 2 – Topic 8: Learning respectful communication Activity 1: It all comes down to respectful negotiation
<u>Level 10</u>	Unit 3 – Topic 1: Getting a picture on sexualisation Activity 1: What is it really saying?
<u>Level 10</u>	Unit 3 – Topic 2: A deeper look into the culture of sexualisation Activity 2: Killing us softly
<u>Level 10</u>	Unit 3 – Topic 2: A deeper look into the culture of sexualisation Activity 3: Desire, sex and power and the music video
<u>Level 10</u>	Unit 3 – Topic 3: Developing a common understanding of explicit sexual imagery Activity 1: Developing a common understanding
<u>Level 10</u>	Unit 3 – Topic 3: Developing a common understanding of explicit sexual imagery Activity 3: ‘Mediaworld’ vs ‘Realworld’
<u>Level 10</u>	Unit 3 – Topic 4: Real-life strategies Activity 1: Finish the story
<u>Level 10</u>	Unit 3 – Topic 4: Real-life strategies Activity 2: My regret
<u>Level 10</u>	Unit 3 – Topic 5: ‘Idealworld’ Activity 1: Community attitudes to pornography
<u>Level 10</u>	Unit 3 – Topic 5: ‘Idealworld’ Activity 2: Debating the issues
<u>Level 10</u>	Unit 3 – Topic 6: Developing the skills to build respectful relationships Activity 1: Finding your position
<u>Level 10</u>	Unit 3 – Topic 6: Developing the skills to build respectful relationships Activity 2: Sexting – Real life scenarios
<u>Level 10</u>	Unit 3 – Topic 6: Developing the skills to build respectful relationships Activity 3: Real-life technology scenarios



Levels 11 – 12

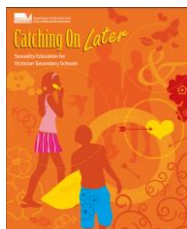


This level teaches students to identify and practice respectful relationships – including intimate relationships, understand the patterns, prevalence and attitudes that underpin interpersonal gender-based violence, boundaries in relationships, to think critically about sexual imagery and enhance behaviours that prevent gender-based violence.

LEVEL	ACTIVITY
Level 11 - 12	Topic 8, Activity 1: What is gender-based violence
Level 11 - 12	Topic 8, Activity 2: Attitudes associated with gender-based violence
Level 11 - 12	Topic 8, Activity 3: Asserting standards and boundaries in relationships
Level 11 - 12	Topic 8, Activity 4: Pornography, gender and intimate relationships
Level 11 - 12*	Topic 8, Activity 5: Sexual relationships and etiquette Topic 6, Help-seeking and Peer Support
Level 11 - 12	Topic 8: Optional Game – Hunter and prey

* Suggested Topic 6 help seeking activity can support delivery of this topic 8 activity

3. Consent in sexuality Education resources



The Department of Education and Training’s teaching and learning resources for schools on sexuality education include activities related to consent. The evidence-based resource *Catching on Later* support schools to teach the sexuality education components of the curriculum for students between year 7 and Year 10.

Below is a list of age appropriate consent education teaching and learning activities contained in *Catching On Later*.

Level 7

Learning Sequence	Title	Where to find the activity
Teacher’s Choice Learning Sequence 2 - Another aspect of sexuality and associated responsibilities	1. The ‘sex’ in sexuality	p.102 of Catching on Later

Level 8

Learning Sequence	Title	Where to find the activity
Learning Sequence 5 - Talking about sex and relationships	1. When is the right time?	p.163 of Catching on Later
Learning Sequence 5 – Talking about sex and relationships	2. Why do people have (or not have) sex?	p.169 of Catching on Later



Levels 9 and 10

Learning Sequence	Title	Where to find the activity
Learning Sequence 2 – Relationships and communication	6. Communicating intimacy in a relationship	p.250 of Catching on Later
Learning Sequence 3 – Pressure, power and sexuality	1. What are the rules	p.254 of Catching on Later
Learning Sequence 4 – Safer sex issues	9. How safe is that?	p.301 of Catching on Later
Learning Sequence 4 – Safer sex issues	14. Writing the rights – positive approaches to sexuality	P. 324 of Catching on Later

4. Professional learning

Training on the Resilience, Rights and Respectful Relationships package is available. Contact respectful.relationships@education.vic.gov.au to register your interest.

Respectful Relationships Area-based teams offer professional learning to schools to support their implementation of the whole school approach to Respectful Relationships and to build the capacity of school staff using the Resilience, Rights and Respectful Relationships teaching and learning materials.

The VCAA have developed a series of [on-demand videos](#) to support teachers and schools in the planning, implementation and assessment of Respectful Relationships in the Victorian Curriculum F–10.

Family Planning Victoria offers [professional learning for teachers](#) at all levels.

Useful websites

[VCAA F-10 Curriculum](#) — the Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling, including health education.

[Sexuality education](#) — a Department resource which contains information about sexuality education curriculum, teaching programs, professional learning and resources for schools.

Department of Education and Training consent education resources

[Resilience, Rights and Respectful Relationships](#) - this age-appropriate resource includes lesson plans and activities that help students learn and practice social skills and apply them in a positive way to learning, life and relationships.

[Building Respectful Relationships](#) - this age-appropriate resource includes lesson plans and activities that help students learn and practice social skills and apply them in a positive way to learning, life and relationships.



[Catching on Early](#) - is an evidence-based and age-appropriate teaching and learning resource available to support the delivery of sexuality education to Foundation to Year 6 students.

[Catching on Later](#) – is an evidence-based and age-appropriate teaching and learning resource available to support the delivery of sexuality education to Year 7 to 10 students. Age appropriate consent education classroom activities are included in the resource.

External consent education resources

[Sexual assault](#) – The Better Health Channel – this resource explains what sexual assault is and outlines what to do if you have been sexually assaulted.

[Sex – are you ready](#) – The Better Health Channel – this resource helps the reader figure out if or when they're ready for a sexual relationship.

[Learning the law](#) – Victoria Legal Aid – this free teaching and learning module on consent covers laws to do with consent and sexual assault, where to get help, and prevention.

Working with parents and or carers

The [Respectful Relationships Resource Kit](#) outlines the whole school approach to Respectful Relationships, including engaging with parents, carers and the broader school community.

[Talking to children and young people about relationships, sex and sexuality](#) – The Better Health Channel – this resource provides advice for how parents and carers can have conversations with their child about relationships, sex and sexuality.

External support services

The services listed below are available to help students who need support.

[1800 Respect](#) provides family violence and sexual assault counselling and is available via telephone or online chat, 24 hours a day, seven days a week.

[Sexual assault support services](#) centres against sexual assault provide 24-hour crisis support and can be accessed without first reporting to police.

[Kids Helpline](#) provides counselling support service for young people aged 5-25 years old and for parents, available 24 hours a day, seven days a week.

[Parentline Victoria](#) provides parenting counselling support service 8am to midnight, 7 days a week, including support for parents experiencing family violence.

[Headspace](#) provides tailored and holistic mental health support from 9am-1am, 7 days a week, to young people aged 12-25 years old. The website also provides resources and a [local directory](#) for headspace centres.