

Mapping the whole school approach to RRE against the SEF

The aim of this document is to:

- demonstrate alignment between the School Excellence Framework (SEF V3) themes and a whole-school approach to Respectful Relationships Education (RRE)
- support school leaders to integrate RRE practices and improvement measures into their School Excellence Plan (SEP).
- embed RRE into school evaluation processes to ensure long-term sustainability and impact.

Respectful Relationships Education

A whole school approach to Respectful Relationships Education is made up of six components as shown in Figure 1. These also represent priority areas, and a supporting video is available to explain the components.

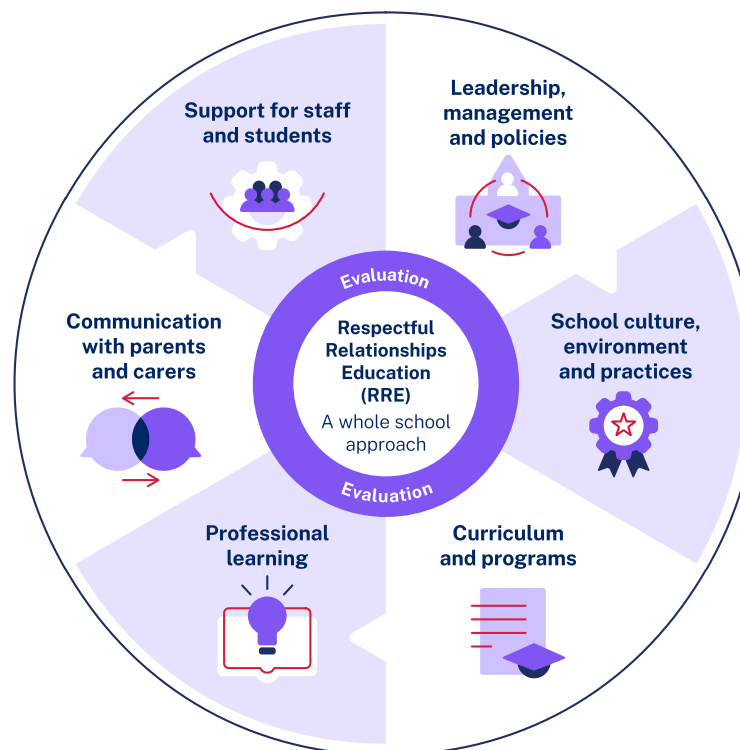
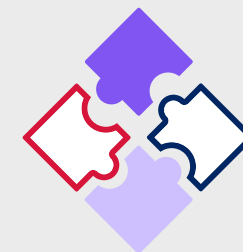


Figure 1: Six components and priority areas for whole school improvement





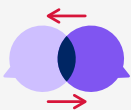

To support school implementation, these six components have been mapped to the [School Excellence Framework \(V3\)](#) demonstrating how the RRE program can be embedded into existing school priorities.

Based on this mapping, a self assessment tool will be available for schools to determine their strengths and priorities for RRE. The tool offers a progression of levels (1 to 5) across the six components of a whole school approach to RRE. The tool is informed by principles of continuous improvement and the School Excellence Framework, ensuring alignment with the Department of Education (NSW) standards.



Whole school
approach

RRE whole school approach components/priority areas

RRE whole school approach components/priority areas	Learning				Teaching		Leading
	Wellbeing			Curriculum	Effective classroom practice	Learning and development	Educational Leadership
	Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning
 Leadership, management and policies that support and promote a whole school approach to RRE and reflect a commitment to preventing domestic, family and sexual violence (DFSV).	●	●	●	●	●	●	●
 A school culture, environment and practices that promote respect, diversity and equality.	●		●	●	●	●	
 Effective delivery of well designed, evidence informed, strengths based, trauma-responsive, culturally safe RRE curriculum and programs .	●		●	●	●	●	●
 Professional learning that builds the knowledge, understanding, skills and confidence of school staff to address the gendered drivers of DFSV, and promote positive, equal, respectful relationships.					●	●	
 Communication with parents and carers to build and enable functional, collaborative partnerships and pathways to support.							
 Support for staff and students with lived or living experience of domestic, family and sexual violence to access the help they need.	●	●			●		