



**WILLIAM CLARKE  
COLLEGE**  
CHRIST OUR WISDOM

# WILLIAM CLARKE COLLEGE

**RESPECTFUL RELATIONSHIPS PROGRAM**









A person with long brown hair tied back, wearing a purple long-sleeved shirt, is working on a craft project. They are using a wooden block with colorful paint on a table. The background is blurred, showing an indoor setting with other people and lights.

# INTRODUCTION

At William Clarke College, we see it as important for all students to have opportunities to learn about relationships. We want them to grow to be men and women who have the skills, knowledge and Christ-like character to live peacefully with one another. As a Christ-centred community, we believe that relationships are important to God and that we are called not only to treat each other with kindness, but to love and serve one another.

The Respectful Relationships Program seeks to educate students about what it means to live in good relationship with others. We believe that early and intentional teaching regarding relationships and interpersonal skills sets students up for success in their lifelong relationships, equipping them to navigate the complexities that come as they grow and mature. The Respectful Relationships Program at the College encompasses societal issues such as peer relationships, bullying and consent, however, is anchored in what the Bible says about our role in caring for and respecting one another.

In delivering the Respectful Relationships Program, we seek to educate students in two areas of learning:

## MY IDENTITY

At William Clarke College, we see each student as an individual made in the image of God, unique and loved by Him. Within this area of learning, students learn about their inherent value, and that they are loved by a good and great God.

Students explore character virtues and the values that encourage a life of flourishing. Students also investigate cultural differences, so they can appreciate the diversity of the College and global community.

Within this learning area, students also consider their personal strengths and learn skills in emotional intelligence, helping them to regulate their behaviour and emotions in relationships and varied contexts as they develop.

## MY RELATIONSHIPS AND RESPONSIBILITIES

As a Christ-centred community, we understand that God did not intend for us to live alone. In His good and perfect plan, He created man and woman to live together, supporting one another in pursuit of a life pleasing to Him. His promise of love for us as individuals compels us also to love others.

Relationships are important in the development of young people. Research shows that as children develop into the teen years, relationships outside of the home increase dramatically in significance. It is important that students learn about and understand their responsibilities in forming and maintaining relationships, at an age-appropriate level.

Within the Respectful Relationships Program, students learn about the characteristics of positive and safe relationships, effective interpersonal communication, the skills needed to navigate conflict, and how to recognise and take action against bullying. Within this area of learning, students also learn about their legal responsibilities and matters related to consent, including the importance of respecting the physical and emotional boundaries of others.

# PROGRAM SCOPE

Students from Kindergarten to Year 12 engage in the College's Respectful Relationships Program, which spans aspects of the College's Chapel program, classroom curriculum, incursions and excursions, as well as daily interactions with staff and students.

## CLASSROOM CURRICULUM

Students engage in explicit learning in the classroom that encourages an exploration of key themes and skills related to identity and relationship roles and responsibilities. This learning typically takes place within the PDHPE, HSIE and Character programs.

We also recognise the significant role classroom learning plays across all learning areas in developing the skills of students to respectfully interact and communicate with one another. This includes:

- The development of students' literacy as they navigate, interpret and compose texts, using effective and appropriate language to communicate with others
- The development of students' critical and creative thinking skills as they learn to problem solve
- The development of students' collaborative skills as they work with others in the completion of tasks
- The development of students' intercultural understanding and their ability to empathise and value perspectives
- The development of skills related to the use of digital technologies, and the interplay of online communication and peer relationships.

## INCURSIONS AND EXCURSIONS

Throughout the Primary and Secondary schools, students engage with incursions and excursions facilitated by external providers, specialising in areas of focus at an age-appropriate level. These incursions and excursions span topics of conflict resolution skills, bullying, cyber safety seminars and consent, as well as presentations by Police Liaison Officers.

## COLLEGE EXPECTATIONS

College staff model positive relationship interactions and respectful communication to students on a daily basis. Staff praise positive and respectful behaviour, and use opportunities in and outside of the classroom to increase student understanding about how to respectfully engage with one another.

Students across the College are also reminded in classrooms, the playground, and during House, Year Group meetings and assemblies about the expectations regarding their interaction with others.

This is made clear to students through the shared language of expectations:

### Language for Primary Students

At William Clarke College:

- We know we are all loved and made by God
- We use words that are kind and helpful
- We look for ways to include others in our classroom and playground activities
- We say sorry and forgive others
- We keep our hands and feet to ourselves.

### Language for Secondary Students

At William Clarke College:

- We know we are all made in the image of God and are loved by Him
- We use language that encourages others and is inclusive
- We value the diversity of the College community and positively participate to ensure everyone has a sense of belonging here
- We seek to resolve conflict
- We respect the physical and emotional boundaries of others.

## PARENT PARTNERSHIPS

Parents and carers play a vital role in students' learning regarding respectful relationships. The College seeks to work in partnership with parents and carers, providing information regarding learning, as well as College expectations around relationships and interactions so that discussions can continue at home and learning is reinforced.





# PROGRAM IMPLEMENTATION

Below is a table that outlines the current continuum of learning in the College's Respectful Relationships Program. This scope outlines:

- Class programs – intentional and explicit learning through classroom programs
- Implicit learning – learning that occurs implicitly through staff and peer relationships, and other College structures
- Focused learning – learning through multiple in-class programs, incursions and area specialists.

## MY IDENTITY

	K	1	2	3	4	5	6	7	8	9	10	11	12
My God-given Identity													
Me and My Strengths													
Social and Emotional Learning													

## MY RELATIONSHIPS AND RESPONSIBILITIES

	K	1	2	3	4	5	6	7	8	9	10	11	12
Interpersonal Communication													
Friendship and Bullying													
Conflict Resolution													
Physical and Emotional Boundaries, and Consent													
Citizenship													
Respect for Diversity													

Key

Class  
Programs

Implicit  
Learning

Focused  
Learning











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