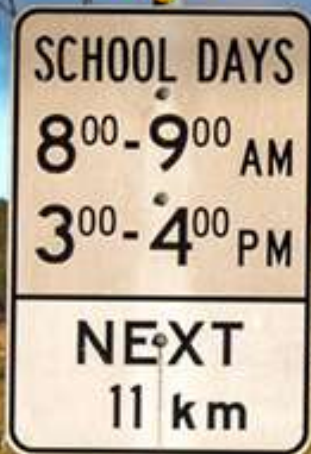




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# Naked Truths Program

Evaluation Report

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## 1. Executive Summary

This report presents findings from a pilot evaluation of Naked Truths, a consent, respectful relationships and online safety education program for schools, delivered by Body Safety Australia. The evaluation examined how the program was experienced across three groups: year 5/6 students, their classroom teachers, and program facilitators within one case-study primary school. An online survey of school staff provided additional evidence of school-wide perceptions of consent education, gender equity, and the context for implementation. The evaluation did not measure direct student learning outcomes but instead sought to understand the conditions under which the program is experienced as safe, meaningful, and sustainable within a school context. Across all three groups, there was consistent and convergent evidence that students engaged meaningfully with the program's core concepts.

Students demonstrated an understanding of consent that went beyond simple permission or refusal, articulating nuanced distinctions between pressure, coercion, and compliance. These concepts most described as new and extending rather than duplicating prior learning. Students were able to apply this reasoning across both face-to-face and online contexts, used shared program language to evaluate relationships and interactions, and demonstrated concrete agentic responses to unsafe situations: identifying specific help-seeking strategies, naming trusted adults, and articulating how to respond to online risk. Teachers and facilitators independently observed comparable shifts, noting that students began using program vocabulary in everyday interactions and demonstrating a willingness to sit with complexity and challenge prior assumptions.

Classroom teachers valued the program's accessible approach to complex topics, its relevance to students' digital lives, and the professional learning opportunity offered by observing skilled external facilitation. The whole-staff survey reinforced these findings: 96.8% of staff agreed that consent education is important for students, and 87.1% reported observing gender-based issues among students with some frequency. However, no respondents rated the school's current provision to deal with those issues as very effective, pointing to a clear gap between recognised need and existing capacity.

Facilitators emphasised that a three-session external program cannot shift school culture on its own. Sustained impact depends on whole-community conditions: teacher preparation and confidence, active school leadership support, and meaningful parent engagement. The parent workshop component was identified as a particular strength of the program model, though teachers suggested a post-program session may be more effective than the current pre-program format in helping families extend learning at home — a view supported by student accounts indicating that program content does travel home when students are engaged.

As a result of the evaluation, eight recommendations have been made for Body Safety Australia that span program design, school partnerships, and evaluation. The recommendations are:

1. Formalising teacher preparation as a core program component
2. Developing a dedicated professional learning offer for school staff
3. Restructuring the parent engagement component
4. Developing a school leadership briefing process
5. Updating the program's digital content to reflect students' evolving online environments
6. Establishing a longitudinal evaluation framework
7. Developing curriculum-linked resources for use between sessions
8. Positioning Naked Truths explicitly as a catalyst within broader whole-school wellbeing frameworks

The findings of this evaluation affirm the pedagogical value and contextual relevance of Naked Truths as a consent education program for upper primary students. They also point clearly to the conditions — structural, relational, and institutional — that will allow its impact to be sustained and extended beyond the three sessions of external delivery.

## 2. Background and Context

### 2.1 Consent and Respectful Relationships Education in Schools

Schools are expected to play a leading role in supporting students' understanding of respectful relationships and consent. At the national level, this expectation is reflected in the Australian Government's Consent and Respectful Relationships Education (CRRE) measure, a \$83.5 million commitment over six years from 2022–23 and a key action under the National Plan to End Violence against Women and Children 2022–2032. Of this, \$77.6 million is being delivered to states, territories, and non-government school sectors via a Federation Funding Agreement for school years 2024–2028, to fund expert-developed, evidence-based, and age-appropriate consent and respectful relationships education across government and non-government primary and secondary schools. The measure aligns with the revised Australian Curriculum (Version 9.0), which includes more explicit content on positive and respectful relationships from Foundation to Year 10 (Australian Government Department of Education, 2023).

In Victoria, these national expectations build on an established state-level framework. Following Recommendation 189 of the Royal Commission into Family Violence, Respectful Relationships Education became a mandatory initiative in all Victorian government schools in 2016 and is also widely implemented in Catholic and independent schools. Delivered through the 'Resilience, Rights and Respectful Relationships' teaching and learning materials, the initiative takes a whole-school approach that aims to embed gender equality and respect across curriculum, culture, and community, rather than treating consent and relationships education as a discrete or one-off topic (Department of Education Victoria, 2016; VCAA, 2024).

### 2.2 Pedagogical and Institutional Challenges

Despite policy endorsement, research has identified challenges in the implementation of consent and respectful relationships education in schools. Evidence shows that effective programs are most successful when they are developmentally appropriate, sustained over time, and embedded within whole-school strategies (Our Watch, 2021).

Australian research consistently indicates that teachers feel under-prepared to address sensitive topics such as consent, gender, and power, particularly in the absence of targeted professional learning and clear institutional guidance (Our Watch, 2021; AIFS, 2018). These challenges are compounded by curriculum crowding and concerns about parental reactions, which can lead to cautious or uneven delivery (ANROWS, 2020). The increasing influence of digital platforms on students' relationships further intensifies these pressures, particularly in primary school contexts (eSafety Commissioner, 2023).

### 2.3 External Providers and School Context

In response to these challenges, schools engage external providers to support delivery of specialist content, including consent and respectful relationships education. External facilitation can offer confidence, expertise, and pedagogical clarity, particularly where staff feel constrained by time, resourcing, or perceived risk. However, the literature also cautions that externally delivered programs are unlikely to produce sustained impact unless they are integrated into a school's broader culture, curriculum, and wellbeing practices, rather than delivered as standalone interventions (Our Watch, 2021).

## 2.4 The Naked Truths Program and Evaluation Rationale

Naked Truths is a consent and respectful relationships education program delivered by the non-profit organisation Body Safety Australia. The program builds on students' existing eSafety knowledge to explore how digital technologies shape relationships, curiosity, and exposure to sexual content. It supports students to engage with issues of consent, identity, power, and respectful relationships across both online and offline contexts.

This evaluation was undertaken as a pilot study to examine how Naked Truths operates within a primary school context, with a particular focus on staff and facilitator perspectives on program fit, pedagogical legitimacy, and implementation conditions. Rather than assessing effectiveness in narrow outcome-based terms, the evaluation seeks to understand the conditions under which consent education is experienced as safe, meaningful, and sustainable within schools.

The pilot was conducted at a government co-educational primary school (Prep–Year 6) located in metropolitan Melbourne, with an enrolment of approximately 540 students and an Index of Community Socio-Educational Advantage (ICSEA) value of 1039 (average 1000). The student population includes 1% Indigenous students and 16% students with a language background other than English (MySchool). The school has an established whole-school wellbeing focus and existing respectful relationships initiatives, which provided a contextually supportive environment for the program and shaped the conditions under which it was evaluated.

## 3. Evaluation Framework and Methodology

### 3.1 Evaluation Design

This evaluation adopted a mixed-methods case study design to examine the perceived impacts, pedagogical processes, and implementation conditions associated with Naked Truths, a respectful relationships and consent education program delivered by Body Safety Australia.

The evaluation focused on how the program was experienced, interpreted, and operationalised within a school context, including by student participants. Attention was given to staff perspectives on program fit, pedagogical legitimacy, and institutional alignment. This approach reflects the complex and relational nature of consent and relationships education, and the leading role of teachers and schools in sustaining its impact beyond external interventions.

### 3.2 Context and Program Description

Naked Truths is an externally delivered program that builds on students' existing knowledge of consent and eSafety to explore how digital technologies shape gender, relationships, and exposure to inappropriate content. The program supports students to critically engage with personal values and identity, understand their rights in relation to online content and consent, identify networks of trusted adults, and develop empathy within online and offline peer relationships.

Within this evaluation, the program is understood as a complementary intervention, intended to operate alongside and support existing school policies, curriculum, and wellbeing practices rather than as a standalone delivery of Respectful Relationships education.

### 3.3 Data Collection and Participants

Qualitative data were generated through semi-structured interviews with Year 5/6 students, their teachers, and Naked Truths program facilitators as well as an online survey of school staff. Interviews explored participants'

experiences of the program, perceptions of its pedagogical approach, how the core topics were addressed, and the conditions within the school that supported or constrained effective implementation.

Interviews were conducted after the completion of program delivery, either in person or online. In total, 13 year 5 and 6 students, four classroom teachers, and two program facilitators participated in interviews. All interviews were audio-recorded with participant consent, transcribed verbatim, and have been de-identified in this report to ensure participant confidentiality. Pseudonyms are used for all participants throughout this report.

Teacher surveys were administered using an online survey tool. Participation was voluntary, and survey responses were also anonymised prior to reporting. The survey was completed by 35 staff members with a total of 31 answering all the questions.

### 3.4 Staff Survey

The survey was designed to capture professional judgements regarding the program's relevance, appropriateness, and fit within the school context, rather than to measure direct student outcomes.

Survey items addressed:

- the perceived importance of consent education for students at the school
- teachers' confidence and comfort in addressing consent and respectful relationships
- perceptions of how effectively consent education is currently supported within the school
- structural and institutional factors influencing implementation (e.g., time, resourcing, curriculum constraints)
- perceptions of gender-based issues and school climate
- conditions required to support sustainable and effective consent education

The survey included Likert-scale items and open-ended questions, enabling respondents to provide both structured responses and qualitative commentary. Participation was voluntary, and responses were anonymised prior to analysis to support open reflection on potentially sensitive professional and institutional issues.

### 3.5 Classroom Observation

Classroom observations were conducted during the delivery of the Naked Truths program in one Year 5 and one Year 6 classroom to provide insight into how the program operated in practice within the school context. Observations focused on facilitation approaches, student engagement, classroom dynamics, and how topics were introduced and navigated. Observations were undertaken by the evaluation team as non-participant observers. Detailed field notes were recorded during and immediately following each session, capturing descriptive accounts of program delivery as well as contextual features of the classroom environment, including student responses, interactions, and moments of engagement or discomfort.

Observation data were not used to assess students, but to support understanding of the pedagogical processes and implementation conditions associated with the program. Field notes were analysed alongside interview and survey data to support triangulation and to provide contextual grounding for staff and facilitator perspectives.

### 3.6 Data Analysis

Teacher survey data were analysed using descriptive statistical techniques, including frequencies and percentages for Likert-scale items. Analysis focused on identifying patterns in teachers' perceptions of program fit, pedagogical value, and implementation feasibility, as well as areas of consensus, ambivalence, or concern.

Interview transcripts were analysed using reflexive thematic analysis. An initial process identified patterns related to pedagogical coherence, staff confidence, perceived student engagement, external facilitation, and institutional

alignment. Patterns were iteratively refined into broader themes that captured both shared perspectives and points of tension across participant accounts. Analytic attention was paid to how participants described responsibility, risk, and authority in relation to consent education within the school context.

### 3.6 Ethical Considerations and Limitations

Ethical considerations included ensuring informed consent was gained with all participants and parents/guardians of children, and confidentiality maintained. All data were de-identified prior to reporting and have been securely stored.

As the evaluation did not include direct measures of student learning or long-term outcomes, findings should be interpreted as indicative of institutional experiences and perceived impacts, rather than as evidence of sustained behavioural changes among students.

## 4. Findings

### 4.1 Student Perspectives

The following findings are drawn from interviews with thirteen year 5 and 6 students conducted following participation in the three-session Naked Truths program. Pseudonyms are used throughout. Findings are organised thematically, drawing directly on student accounts of what they learned, how they applied it, and the conditions that shaped their engagement.

#### 4.1.1 Understanding Consent

The program's treatment of consent was the most frequently recalled element across interviews. Prior to the program, most students described an understanding of consent centred on the idea of asking permission — a baseline that the program built on and extended. What distinguished student accounts was a consistent ability to articulate consent not as a binary but as a more complex concept. The ideas of force, pressure, coercion, and compliance as aspects of consent were recalled with varying precision, but the underlying idea that consent can be undermined in ways that are subtle rather than obvious, was widely retained.

Amir offered one of the clearest summaries:

*"Pressure is like, they're sort of not asking you, but sort of forcing you to. And coercion is like bribing — if you do this, I'll give you this. And force is like, just doing it, not even asking."*

Chloe described consent in her own words as

*"either you agreeing to something out of your own free will... not being convinced, not being bribed or blackmailed or tricked into doing it."*

Several students explicitly noted that this framework was new: Zara, who had previously assumed that all non-consensual acts were simply a form of force, reflected:

*"I thought it all came under force. So I think it all came under force. But it taught you that it's a little bit more complex than that."*

Luca, who already had a solid grasp of consent, identified compliance as the hardest concept:

*"It's like saying you're going to do something and complying with it — not saying no, but you may not want to do it." He gave an unprompted example: "Like, every day I'm going to give you a high five. Instead of saying no... just complying."*

For several students, the framework helped them recognise dynamics they had experienced but not previously named. Priya described a shift in how she understood her own agency:

*“If I’m not giving my full consent, then I’m not going to do it. Like, if I’m kind of hesitant about it, then I don’t think it’s a great idea.”*

She connected this to immediate family relationships, describing how consent around physical affection, for example asking for hugs and accepting no for an answer, was already practised at home, and how the program gave her language to understand why it mattered. Jade made a similar connection, linking coercion to the experience of feeling obliged to say yes to someone with more power:

*“You have to say yes to them because you feel bad if you don’t.”*

Students also described the program’s framework for relationships more broadly. The red flag and green flag activity was widely recalled and considered practically useful. Kezia articulated both sides clearly that green flags included respecting someone, checking on them, and being kind, while red flags included not speaking to someone, not respecting their boundaries, and treating them meanly. She was also able to apply the framework across friendship, family, and romantic relationships.

Mia described applying the flags framework with nuance, noting: “It also depends what red flags” indicating an understanding that not all red flags carry equal weight.

#### 4.1.2 Applying Program Concepts to Online Environments

The program’s integration of online safety with consent and relationships content was seen by students as directly relevant to their lives. A large majority described spending significant time online playing Roblox, watching YouTube, gaming, using Messenger Kids or other platforms and most could name specific ways the program applied to those contexts.

The content, conduct, and connections framework was recalled by several students as particularly useful. Noah identified conduct — “you and what you do online” — as a gap the program had filled for him. Jade remembered the framework in relation to social media:

*“Like on social media, you don’t know who’s the person behind the screen.”*

Students demonstrated that they could apply consent-based reasoning to online interactions specifically, not just as an abstract principle.

Amir gave a concrete in-game example:

*“When I’m playing games, like if someone wants an in-game item, they pressure me — now I know that’s not consent.”*

Priya similarly described how online caution applied to gaming: “You always have to be careful with those people. Don’t tell them anything that you don’t feel comfortable telling them.”

Students also described concrete help-seeking strategies for unsafe online situations, demonstrating that the program had equipped them with both frameworks for identifying risk and practical responses to it. Jade described her plan clearly:

*“If it was on a game, I would report them and then leave. And after that I’ll probably tell either my mum or dad.”*

Nadia described a considered digital response:

*"If someone talks to me on an app, I'm not going to respond and I'm probably just going to block their account — because if I talk to them, they can get a lot out of that. Like, they can realise that you're there."*

This response went beyond simple rule-following, reflecting an understanding of how online contact dynamics work.

Some students also identified platform-specific risks that the program had not fully addressed, pointing to an appetite for more targeted content. Mia described in detail how young people circumvent content filters on Roblox by replacing letters with numbers to share personal information. Nadia raised the social media ban:

*"Even though there's a social media ban, there's still games where you can talk to people — and the government might not know."*

These observations suggest students were already thinking ahead of the program's current digital content and would potentially benefit from more granular platform-specific discussion.

#### 4.1.3 Gender and Identity

The identity and gender content from the first session was recalled with varied depth, in part because it was the furthest removed in time from the interviews. Most students described the core message accurately, that gender stereotypes are socially constructed rather than natural, and a number indicated this was familiar ground from prior school-based learning or from family conversations. Several, however, described encountering the idea in a new form or with new specificity.

The identity activity, when students circled items on a sheet that reflected something about themselves, was memorable for a different reason than its explicit content. Zara described being struck by who stood up when items were called out:

*"There were more people than I expected to stand up — people stood up that I wouldn't have expected."*

This observation captures a quiet pedagogical achievement of the activity: it made visible the gap between what students assume about their peers and what those peers experience or identify with. Zara's reflection on the broader point of the program suggests she understood the identity activity as an illustration of this larger idea rather than as an end in itself:

*"everyone's different, everyone has a different thinking mind, and no one will ever think the same all the time."*

Students also demonstrated an understanding of fairness that went beyond simple equality. Jade described a concept the program introduced about fairness versus sameness: "It's not like the same people get the same things — it's like different people need to get what they need." This is a meaningful conceptual distinction, and its appearance in a student's unprompted account suggests the program was able to communicate it accessibly.

#### 4.1.4 The Role of Facilitation

Students were consistently positive about the facilitators, describing them as knowledgeable, kind, respectful, and capable of explaining complex ideas accessibly. Across the interviews, students reported feeling comfortable engaging in discussion, asking questions, and contributing to activities — a notable finding given that the program addresses sensitive personal topics.

What emerged in several interviews was a specific appreciation for the facilitators' expertise relative to that of a classroom teacher. Jade articulated this directly:

*"I kind of felt a bit more comfortable because I feel like the people who came in knew a lot more than what our teacher would know about. And they do it all the time — they're more experienced in doing it."*

This was not a criticism of classroom teachers but a recognition that specialist facilitation of this content carries a particular authority and safety that generalist teachers may not always provide. Kezia added a simpler note: "They always put fun into the learning."

Amir offered a nuanced account of how comfort with external facilitators develops:

*"Harder the first time I met them, second time a bit easier, third time easy."*

The finding that discomfort gave way to trust across sessions, has implications for program design, suggesting that a three-session model provides sufficient time for relationship-building to occur and that impact in the first session may be partially constrained by the novelty of the facilitator relationship.

The program was also described by students as well-structured and easy to understand. Zara contrasted it with other external providers: "They made it really clear — this is very clear compared to other people who have come before." Priya noted that facilitators were responsive to confusion: "If one of us didn't understand, they'd just explain it in a more easier way." These accounts are consistent with teacher descriptions of skilled facilitation that builds incrementally from familiar scenarios to more complex ideas.

#### 4.1.5 Prior Knowledge and New Learning

A recurring theme across interviews was the relationship between what students already knew and what the program added. Most students positioned themselves as already holding some relevant knowledge — about consent, gender, online safety, or relationships — while identifying specific elements that were new, extended, or given better language through the program.

This pattern was most consistent around the consent activities. Students who knew what consent was generally did not know the distinctions between force, pressure, coercion, and compliance — or had not previously had words for what they already understood intuitively. Several described the program as confirming and deepening rather than contradicting prior learning. Jade said of the broader program:

*"Some of it's a bit different. But then some of it's like we've already talked about in different classes."*

Noah described the program as "filling in the gaps" of what he already knew. This is consistent with the program's design as a complementary intervention that builds on rather than duplicates existing school-based learning.

Students who attended all three sessions showed better recall than those who had been absent for one. Marcus, who missed the second session, was notably less able to engage with consent-specific content. Absenteeism shapes student outcomes in ways that a three-session model cannot fully compensate for, a finding that reinforces teacher observations about the limits of a short program for students with inconsistent attendance.

Several students expressed a desire for more content, particularly on the online safety dimension. Priya described wanting to understand the psychology behind online manipulation:

*"I'd like to learn more about how people would try and get you to answer those sorts of questions and ways to avoid it — because once you learn a bit about it, you want to learn more."*

Chloe and others indicated openness to continued discussion, and Zara suggested extending the program to younger year levels: "I know younger year levels don't know what they're doing. I've heard a lot of incidents online with them."

Taken together, student accounts present a picture of meaningful engagement with a program that was well-positioned relative to their prior knowledge and directly connected to their everyday lives. The program introduced language for dynamics students had experienced but not always named, provided practical tools for recognising and

responding to unsafe situations, and created space for reflection on identity and relationships in ways students described as both accessible and relevant.

## 4.2 Teacher Perspectives

The following findings are drawn from interviews with four classroom teachers. Pseudonyms are used throughout. Two from Grade 5 (Taryn and Lucy) and two from Grade 6 (Eileen and Larissa) took part in interviews following the delivery of the three-lesson Naked Truths program. Two of the teachers interviewed (Larissa and Eileen) had actively advocated for the program to be run at the school, providing important context for understanding their engagement with and investment in its delivery. Findings are organised in relation to the study's research questions and draw directly on teacher perspectives.

### 4.2.1 Student Engagement with Key Topics

Teachers described the program as creating opportunities for students to discuss complex topics — including consent, gender norms, identity, and online behaviour — in ways that were accessible to upper primary students. Several emphasised the skill of the facilitators in establishing a classroom environment where students felt comfortable sharing honestly, including on topics they may not have discussed openly before. Lucy described the facilitators as “really engaging for the kids,” noting that they worked to include students even when responses were initially playful or off topic. Eileen similarly highlighted how the sessions built incrementally:

*“They built up from familiar scenarios or concepts to bigger, broader or maybe less comfortable topics to talk about. So the kids could see that growth.”*

Teachers also observed that the program created space for students to discuss aspects of their identity and experience that may not be addressed at home. Several students shared aspects of their identities openly during the sessions, including one student who subsequently requested that different pronouns be used — something a teacher described as the program having “opened the door a bit for a conversation.”

Teachers also reported that the program prompted meaningful reflection on gender norms and stereotypes. An identity activity led to discussion about the different expectations placed on boys and girls, with students themselves identifying an asymmetry: that it is more culturally acceptable for girls to take on interests associated with boys than the reverse. Taryn noted that students were still discussing these ideas two weeks after the program had concluded. Teachers connected this to existing gender dynamics within their classes, describing patterns in which boys dominated classroom discussion, and how students defaulted to a “boys versus girls” framing in social interactions. The program was seen as supporting conversations that challenged these assumptions and encouraged students to reflect on fairness and inclusion.

Teachers also drew attention to the particular social and emotional context of this cohort. Students in Grade 5 had missed their Prep and Grade 1 years due to COVID-19, with one teacher observing significant gaps in social and emotional development as a result — including a need to reinforce foundational expectations around physical boundaries that would typically be established in early primary school. This context was seen as making the program's content especially timely and necessary for these students.

### 4.2.2 Understanding and Practising Consent

Teachers reported that introducing consent through familiar, everyday examples — such as permission slips for school excursions — helped students engage with what could otherwise be an abstract concept. Discussions around “red flags and green flags” were described as particularly productive, giving students accessible language to evaluate interactions and relationships. Eileen observed students beginning to use this language spontaneously in everyday situations:

*“You could hear the kids from time to time using their ‘Stop, I don’t like that’ or ‘Did I give you permission?’ — just practising that soft practice of consent.”*

Some teachers, however, felt the program could go further in addressing physical boundaries and peer-to-peer contact in everyday school contexts. One teacher noted that students were regularly navigating issues involving physical contact in the playground, and that more explicit discussion of these familiar behaviours could help consolidate the concept of consent more concretely. There was also some nuance in how students engaged with the more complex aspects of consent: one teacher observed that students who were developmentally ready engaged deeply, while others who were not yet in that “head space” did not engage with those dimensions — a pattern she viewed as appropriate differentiation rather than a program limitation.

#### 4.2.3 Applying Learning to Online Safety

Teachers consistently emphasised the program’s relevance to students’ digital lives. Several described the extent of students’ online activity, noting that many were using social media platforms and online games despite age restrictions, and that significant incidents — including a serious Snapchat bullying episode earlier in the year involving around fifteen students — had already confronted staff with the consequences of unsupervised online engagement. Against this backdrop, the program’s framework for thinking about online safety was seen as both timely and practical. Larissa highlighted the clarity of the conceptual structure introduced:

*“Those three words — content, conduct and connections — were really clear. And when she was like, but what you could do, your conduct — like, that was a big one for me as a parent and as a teacher. For them to actually think about their actions.”*

This framing encouraged students to consider not only threats from others online, but their own conduct and its impact — a shift several teachers identified as particularly valuable.

The strongest evidence of real-world transfer came from an incident that occurred in the weeks following the program. Both Grade 6 classes came together to debrief after students raised concerns about a peer who was sharing personal information unsafely online. Eileen described the quality of the discussion that followed:

*“It was really, really evident that they were drawing on the knowledge that came from the very recent teaching we’d implemented around the Naked Truths and the cyber safety and the respectful relationships. And it wasn’t like a hyper big deal — like, oh, this is gossip. It was like a really genuine, mature, responsible conversation... your kids talking about feeling pressured and ‘okay, what do you need to do?’ and talking about the safe people to talk to — even if I don’t feel like I could talk to my parents, I know I can call the Kids Helpline. So like all this learning... nailed that!”*

This account illustrates not only that students retained and applied program concepts, but that they did so in a genuinely agentic way. Students were able to identify a concern, draw on a framework for understanding it, and activate appropriate help-seeking pathways independently.

#### 4.2.4 Supporting Teachers to Address Respectful Relationships Education

Teachers reported that the program supported their own practice by modelling approaches to sensitive content that they could observe and draw on in future teaching. Several described watching the facilitators as more practically useful than a formal professional learning session. As Taryn put it:

*“Watching someone else deliver that content and going, ‘oh great, I can do that next time’ — that’s almost even more valuable than a PL session.”*

Program activities also functioned as an unexpected pastoral diagnostic. The identity activity where students circled elements relevant to their sense of self, revealed to one teacher that several students were identifying their entire identity through technology-based interests, and that some could not identify trusted adults they could turn to. Larissa described actively taking notes during the session:

*“The amount of kids who are not going to tell anyone because they don’t think they’ve got anyone... For us as a teacher, when they had their hands up with your five safe people, when I looked around I saw who didn’t have people. Like it actually worried me quite a bit.”*

Surfacing student vulnerability in ways that enabled teacher follow-up was not an explicit program aim but emerged as a meaningful secondary benefit. It also carried particular resonance in the context of imminent social media restrictions, with one teacher noting her concern about students whose identity appeared entirely anchored in online activity.

Teachers also described how the program’s content aligned with and extended their existing respectful relationships work. Those who felt most confident described threading these themes across multiple curriculum areas including history, science, citizenship, rather than treating respectful relationships as a standalone subject. The program was seen as reinforcing and deepening this integration rather than duplicating it.

#### 4.2.5 Program Design

While teachers were consistently positive about the program’s quality, several raised questions about its depth and duration. Multiple teachers suggested that three sessions may not be sufficient for students to fully absorb the content, with some proposing a five-session model. Taryn described a sense that some material was not instilled deeply enough:

*“I don’t know if it needs to be a longer program... I think maybe five sessions. Just some more time for the kids to unpack it and do a few more activities.”*

Larissa similarly noted: “You probably almost need more sessions.”

Teachers also identified a gap in follow-up resources. Larissa described creating her own materials during the sessions in order to refer back to the content later. Both she and Eileen expressed a desire for take-home or curriculum-linked resources — something students could keep and return to independently, such as a reference list of relevant websites or a page in their wellbeing books. As Eileen explained:

*“Something that they can refer back to if they need it or want to — if that’s glued in their books or goes in a diary.”*

The absence of such resources was not a criticism of program quality, but a signal of teacher appetite for material that would help them extend the program’s reach beyond the three sessions.

#### 4.2.6 Program Implementation

Teachers identified a strong whole-school wellbeing culture as an important enabling condition for the program. The school had a dedicated mental health and wellbeing leader, a physical wellbeing space, and was working to integrate several frameworks — the Berry Street Education Model, School Wide Positive Behaviour Support, and the Respectful Relationships curriculum — into a coherent whole-school approach. Several teachers described respectful relationships education as central to their practice rather than an add-on, with Larissa articulating it as a core professional commitment:

*“If they are feeling supported with their wellbeing and with this awareness and knowledge about the world and each other, then the other learning will come.”*

Against these enabling conditions, teachers also identified significant practical constraints. Time pressure and a crowded curriculum were the most consistently mentioned barriers, with Lucy describing the challenge of balancing multiple programs and responsibilities within limited instructional time:

*“There’s so much content to cover... it’s virtually impossible to fit it all in.”*

Teacher workload more broadly was raised as a systemic issue, with some teachers carrying coordination and leadership responsibilities on top of full teaching loads and receiving no time allocation to manage them.

Student absenteeism was also identified as a constraint, particularly because those most likely to benefit from the program were sometimes those least likely to attend consistently: “Sometimes the ones who need it the most are the ones who are not here” (Larissa). Classroom diversity also shaped delivery conditions, with some teachers noting that students with ADHD struggled with extended sitting during discussion-based sessions and suggesting that more hands-on activity components would better support engagement across the class.

Finally, teachers identified parent engagement as an area for development. The pre-program parent information session had been attended by approximately thirteen parents. Several teachers suggested a post-program session might be more effective in engaging families, reasoning that parents would be motivated by hearing their children talking about the content at home. Larissa also raised the possibility of an online format to improve accessibility. The program’s name was also raised as a potential barrier to parent and school engagement: multiple teachers noted that ‘Naked Truths’ could put parents offside or make school leaders hesitant, with one teacher describing the additional effort required to reassure her principal about the program’s actual content before approval was granted.

Taken together, these findings indicate that teachers viewed the Naked Truths program as a valuable and well-delivered contribution to their respectful relationships work, with strengths in its approach to online safety, its scaffolded discussion structure, and its capacity to surface student wellbeing concerns in ways that informed pastoral follow-up. Teachers’ suggestions for development — more sessions, take-home resources, greater use of hands-on activities, and attention to the program’s name and community perception — reflect genuine investment in seeing the program strengthened rather than fundamental reservations about its value.

### 4.3 Facilitator Perspectives

The following findings are taken from interviews with the two facilitators who co-delivered the student and parent workshop for the Naked Truths program. Analysis draws directly on facilitator accounts and is organised in relation to the study’s research questions.

#### 4.3.1 Student Engagement

Both facilitators described students as capable of engaging with complex and nuanced concepts related to consent, power, and respectful relationships, particularly where prior learning or school culture provided an entry point. One facilitator noted that the program was able to move beyond introductory content because students were already familiar with aspects of respectful relationships education:

*“You could definitely tell from interactions with teachers, interactions with students themselves and what they were willing and able to share in the classroom that this is not an entry point for them.”*

This prior exposure enabled facilitators to “deep dive those concepts”, rather than focusing on foundational definitions. Facilitators described students as actively grappling with abstract ideas such as power, privilege, and social norms, and identified moments where students demonstrated shifts in understanding:

*“You can see there’s some light bulb moments happening for them... they’re doing a lot of critical thinking and there’s flexibility in their thinking about it.”*

Facilitators also described students' willingness to sit with discomfort, particularly when discussions challenged previously held assumptions:

*"You could just see their worldview opening a bit... starting to just pose a little question mark next to something that previously was a fact."*

These observations align with student interview data, reinforcing claims that the program supports critical engagement.

#### 4.3.2 Pedagogical Flexibility

Both facilitators emphasised that pedagogical decisions were made continuously and responsively during sessions, guided by student engagement, safety considerations, and learning objectives. Their approach was described as intentionally student-led:

*"The approach we take is very much a meet the children where they're at."*

Facilitators described assessing whether students were exploring concepts through curiosity and emerging understanding, or simply reiterating familiar knowledge, and adjusting depth accordingly:

*"Do they want to deep dive because there's some light bulb moments happening... or is it something they already know and want to share? In which case... let's push you to think deeper."*

Safety was described as a constant consideration, particularly when discussions touched on coercion, abuse, gender, or identity:

*"There has to be a consideration of how safe is the space and how do we maintain safety around those conversations."*

Facilitators described actively managing discussions to ensure that students exploring or questioning gender norms were balanced against the need to protect students who might be gender diverse:

*"That child also has a right to feel safe in that room... if conversations are getting close to harm, it's our responsibility to move that conversation along."*

This highlights the program's emphasis on critical engagement within clear ethical and relational boundaries.

#### 4.3.3. Relationship with School Staff

Both facilitators identified teacher presence and positioning as one of the most significant factors shaping program effectiveness. Teachers were described as either enabling or constraining student participation depending on how they framed the sessions and engaged during delivery:

*"How the teacher is present in the classroom either sets us up for success or failure."*

Supportive teacher practices included active participation, reinforcing program language, and signalling safety and openness:

*"If anyone needs anything, I'm not here to judge you... that reinforces our messaging."*

Conversely, facilitators described instances in other schools where teacher interventions undermined program messages, particularly around consent and power:

*"The authority of the teacher in the room disables us from unpacking those ideas in a way that's meaningful for the young people."*

At this school, facilitators described teacher engagement as largely aligned with program intentions:

*“The teacher contribution and the teacher attitudes were, for the most part, in alignment with our understanding of best practice and the programme intention.”*

#### 4.3.4 Community Alignment and Sustainability

Facilitators framed program impact as dependent on whole-community consistency, rather than isolated classroom delivery. Parent workshops were described as essential to this alignment:

*“It’s not wholly valuable if we come in as external providers... and send messages that are completely contradicted when they go home.”*

Facilitators described the parent session at this school as particularly effective, noting parent willingness to engage with online safety, consent, and power:

*“This particular parent community were very onside, very willing.”*

School leadership was also identified as a critical enabler, particularly where leaders actively supported the program and communicated its importance to staff and families:

*“Principals and APs can be the biggest supporters, but they can also be the biggest barriers.”*

Facilitators emphasised that sustainable impact requires both bottom-up and top-down commitment:

*“When you have it bottom up, top down... it’s more likely to be successful.”*

They were explicit that a three-session intervention alone cannot shift school culture:

*“We can’t go in and do three sessions and expect that to change the entire school culture... it’s a whole of community effort.”*

#### 4.3.5 Ongoing Program Development and Refinement

Both facilitators described the Naked Truths program as intentionally iterative, with ongoing reflection shaping future refinements. Areas identified for development included deeper integration of digital contexts and expanded professional learning for educators:

*“Embedding technology into the programme a little bit more... something that reflects their digital world.”*

They also expressed a desire to deliver professional development alongside student sessions, while acknowledging funding constraints:

*“We would like to be able to do professional development with all the educators... but funding is the main concern.”*

Adaptability was framed as a core program strength:

*“We train our educators quite heavily around how to read the room and how to be student led.”*

Taken together, facilitator perspectives indicate that the Naked Truths program supports meaningful student engagement with complex concepts related to consent, power, gender norms, and online relationships. Facilitators emphasised the importance of responsive pedagogy, where content depth and discussion were adapted to student readiness while maintaining psychological safety. They also highlighted the critical role of teacher engagement, school leadership support, and parent alignment in enabling the program to have sustained impact beyond the classroom. While the three-session structure was seen as a valuable entry point for discussion, facilitators emphasised that lasting change requires whole-school and whole-community commitment, alongside ongoing program refinement to reflect young people’s evolving digital and social environments.

## 4.4 Teacher Survey

An online survey was completed by 31 staff members at the school, including classroom teachers, specialist teachers and other staff roles. The survey explored staff confidence discussing consent with students, perceptions of the importance of consent education, observations of gender-related issues among students, and views on how effectively the school currently addresses these topics.

### 4.4.1 Key Findings

Survey responses indicate strong staff support for consent education and recognition of gender-related issues among students. Key findings include:

- 96.8% of staff (30 respondents) agreed or strongly agreed that consent education is important for students.
- 96.8% of staff reported feeling at least somewhat confident discussing consent with students.
- 80.6% of staff indicated that the school addresses consent education only “somewhat effectively”.
- 87.1% of staff reported observing gender-based issues among students either often or occasionally.
- 100% of respondents indicated that the school promotes gender equity either very well or somewhat well.

Taken together, these responses suggest strong staff commitment to consent education alongside recognition that further support, time, and resources may strengthen implementation.

### 4.4.2 Staff Confidence and Perceived Importance of Consent Education

Overall, staff expressed strong support for the importance of consent education for students.

- 18 respondents (58.1%) strongly agreed that consent education is important for students at the school
- 12 respondents (38.7%) agreed
- 1 respondent (3.2%) indicated a neutral position.
- No respondents disagreed with the importance of consent education.

Staff also reported generally high levels of confidence discussing consent with students.

- 18 (58.1%) described themselves as somewhat confident
- 12 (38.7%) reported being very confident
- 1 respondent (3.2%) indicated they were not confident at all discussing issues of consent with students.

These responses indicate that most staff feel able to engage with these topics, although the predominance of “somewhat confident” responses suggests that additional professional learning could further strengthen teacher confidence.

### 4.4.3 Perceptions of Current Provision

Staff views were more mixed when asked how effectively the school currently addresses consent education.

- 25 (80.6%) indicated that the school addresses consent education somewhat effectively
- 6 respondents (19.4%) felt it is addressed not very effectively.
- No respondents indicated that the school addresses consent education very effectively.

This suggests that while staff recognise the importance of consent education, many perceive current provision as limited or uneven.

### 4.4.4 Gender-Based Issues Among Students

Staff reported regularly observing gender-related issues among students.

- 17 (54.8%) reported noticing gender-based issues occasionally
- 10 (32.3%) reported noticing them often
- 4 (12.9%) reported noticing them rarely.

Taken together, these responses indicate that gender stereotypes, exclusion, or related behaviours are recognised by staff as occurring within everyday student interactions.

#### 4.4.5 School Culture and Gender Equity

Despite these observations, staff generally viewed the school as promoting gender equity and inclusivity.

- 16 (51.6%) indicated that the school promotes gender equity very well
- 15 (48.4%) reported that it does so somewhat well.
- No respondents indicated that the school promotes gender equity poorly.

This pattern suggests that staff perceive the school as actively working to promote inclusive values, even while acknowledging that gender-related issues continue to arise among students.

#### 4.4.6 Conditions for Effective Consent Education

Open-ended responses highlighted several factors that staff believe are necessary for the effective implementation of consent education.

The most frequently identified themes were:

- More time within the curriculum
- Professional learning for teachers
- Access to structured resources and lesson materials
- Greater parent engagement and community understanding

Several staff emphasised the challenge of fitting additional content into an already crowded curriculum, with multiple respondents identifying time as the primary constraint. Others highlighted the need for professional development to support teachers in addressing sensitive topics confidently and consistently.

A smaller number of responses pointed to the importance of parent engagement, suggesting that stronger communication with families could help reinforce program messages beyond the classroom.

Taken together, the survey responses indicate strong staff support for consent education and recognition of its importance for students, alongside practical constraints that shape how consistently this work can be implemented across the school.

## 5. Discussion

### 5.1 Student Engagement

Across all three stakeholder groups, there was consistent evidence that students engaged meaningfully with the program's core concepts. Students demonstrated an understanding of consent that went beyond binary permission and refusal, articulating nuanced distinctions between pressure, coercion, and compliance. Teachers and facilitators independently observed similar patterns — noting students using program language in everyday interactions, and demonstrating the capacity to apply concepts across online and offline contexts.

This convergence is significant. In qualitative evaluation, corroboration across participant groups strengthens the credibility of findings. That students, teachers, and facilitators each independently described comparable shifts in vocabulary, relational reasoning, and willingness to engage with complexity. This suggests the program created genuine conditions for learning, rather than surface-level compliance with program activities.

Importantly, this engagement appeared strongest where the program built on existing school foundations. Both student and teacher accounts indicate that where respectful relationships education was already embedded in school culture, the Naked Truths sessions functioned as a productive deepening of prior learning rather than an isolated intervention. Notably, students themselves described the program in these terms — characterising it as filling gaps in what they already knew rather than covering familiar ground, and identifying specific concepts, particularly the distinctions between pressure, coercion, and compliance, as genuinely new. This is consistent with the broader literature, which identifies prior learning and school climate as key preconditions for effective consent education (Our Watch, 2021).

## 5.2 Teacher Positioning

One of the most consistent themes across facilitator and teacher perspectives was the centrality of teacher positioning to program effectiveness. Facilitators described teacher presence as a factor that could either enable or undermine program impact, a finding with direct implications for how Body Safety Australia prepares school partners prior to delivery.

Teachers in this pilot were largely well-positioned: they participated actively, reinforced program language, and modelled openness to discussion of sensitive topics. Several described the program as an opportunity to observe skilled facilitation of content they themselves find challenging, suggesting a secondary professional learning function that the program currently realises informally. This aligns with survey data showing that while staff confidence is generally high, the predominance of 'somewhat confident' responses indicates substantial room for targeted professional development.

The implication is that teacher preparation should be understood not merely as logistical briefing, but as a substantive component of program design is one that shapes not only the conditions under which the program is delivered, but the extent to which its impact extends beyond the sessions themselves.

## 5.3 Whole-school and Community Conditions

Facilitators were clear that a three-session program cannot, on its own, shift school culture. This view was echoed by teachers, who identified whole-school commitment, leadership support, and parent engagement as necessary conditions for the program's messages to take root. Survey data reinforce this picture: while all staff perceived the school as promoting gender equity, 87% reported observing gender-based issues among students with some frequency, indicating a gap between intent and experience.

The parent workshop component emerged as a particularly important element of the program model. Facilitators described the parent session at this school as unusually productive, with families demonstrating genuine willingness to engage with concepts of consent, online safety, and power. Teachers, however, noted that attendance at the pre-program information session was limited, and suggested a post-program parent session might better support families to extend conversations that students bring home. These findings point to the parent engagement component as an area of both program strength and untapped potential.

School leadership also featured prominently in facilitator accounts as a determinant of success or failure. Where principals and deputy principals actively communicate the importance of consent education to staff and families, the program is more likely to be received as a serious whole-school priority rather than an add-on. This suggests that school leader briefing and buy-in should be a formal rather than incidental part of the program's pre-delivery process.

## 5.4 Digital Contexts

A notable strength of the Naked Truths program is its explicit integration of digital contexts into consent and relationships education. Teachers consistently highlighted the relevance of this framing to students' everyday lives, noting that many students were already engaging with online platforms beyond age-appropriate limits. Students themselves demonstrated the capacity to apply consent-based reasoning to online interactions — recognising coercive dynamics in gaming, identifying red flags in digital communication, and articulating strategies for help-seeking.

Facilitators identified the digital dimension as an area for further development, noting a desire to more deeply embed technology into the program to better reflect students' evolving digital lives. This is a well-founded aspiration. As the eSafety Commissioner (2023) has noted, the intersection of online platforms and young people's relationships is rapidly shifting, and educational content risks becoming quickly outdated without a mechanism for ongoing review and refinement.

The program's existing conceptual framework — particularly the content, conduct, and connections model — provided teachers and students with a transferable structure for thinking about online safety. Building on this foundation to incorporate more current platform-specific scenarios could strengthen the program's relevance and extend its applicability across year levels. Importantly, the impetus for this development comes not only from facilitators and teachers but from students themselves. Several students demonstrated awareness of specific platform vulnerabilities the program had not explicitly addressed — including how content filters on popular gaming platforms can be circumvented to share personal information, and how the social media age restriction does not eliminate exposure to online contact risks through gaming environments. That students are already navigating these specific dynamics makes the case for more targeted digital content more compelling.

## 5.5 Structural Limitations

Despite strong evidence of meaningful engagement, this evaluation also surfaces structural constraints that limit what externally delivered programs can achieve. Curriculum crowding, time pressures, and student absenteeism were identified by teachers as practical barriers to sustained impact. The student interview data offer a useful triangulation of the absenteeism concern: students who missed one of the three sessions demonstrated noticeably weaker recall of core concepts, particularly around consent, suggesting that the program's cumulative design means absences carry real costs. These constraints are not unique to this school or this program — they reflect systemic features of the primary school environment that any external provider must navigate.

Importantly, all staff surveyed identified current provision as only somewhat effective, and no respondents rated it as very effective. This finding should inform how Body Safety Australia frames the program's role and realistic expectations with school partners. Positioning Naked Truths as a catalyst or entry point for deeper school-based work is more likely to foster the kind of ongoing institutional investment the program's sustained impact requires.

## 6. Recommendations

The following recommendations are directed primarily at Body Safety Australia as the program developer and delivery organisation, and are intended to support the ongoing development, refinement, and sustainable implementation of the Naked Truths program.

### Recommendation 1: Formalise teacher preparation as a core program component

Evidence from this evaluation identifies teacher positioning as one of the most significant determinants of program effectiveness. We recommend that Body Safety Australia develop a structured pre-delivery briefing process for teachers that goes beyond logistical preparation to include an introduction to the program's pedagogical approach,

guidance on how to reinforce program language during and after sessions, and explicit discussion of the teacher's role in modelling openness to sensitive topics. This preparation should be built into program delivery agreements as a standard expectation rather than an optional add-on.

### Recommendation 2: Develop a dedicated professional learning offer for school staff

Survey data indicate that while most staff feel somewhat confident discussing consent, very few describe themselves as very confident. Teachers also described the value of observing skilled facilitation as a form of informal professional learning. We recommend that Body Safety Australia develop a standalone professional learning offer, separate from but complementary to student delivery, that supports educators to address consent, gender, power, and online relationships with confidence and consistency. Funding models that allow schools to access this offer as part of a broader program package should be explored.

### Recommendation 3: Strengthen and reposition the parent engagement component

Parent workshops are currently delivered prior to the student program. Teacher feedback suggests that a post-program parent session may be effective in helping families understand and extend the learning their children bring home. We recommend that Body Safety Australia consider restructuring the parent engagement component to include both a brief pre-program orientation and a more substantive post-program session. In addition, the development of accessible take-home resources would support ongoing family conversations about consent, online safety, and respectful relationships. Student interviews provide evidence that program content does travel home when students are engaged: at least one student described sharing what they had learned with their family and receiving a positive response, suggesting that families are receptive when conversations are initiated by their children. A well-designed post-program session could capitalise on this dynamic.

### Recommendation 4: Develop a school leadership briefing process

Facilitators identified school principals and deputy principals as capable of being either the program's greatest enablers or its most significant barriers. We recommend that Body Safety Australia develop a brief, targeted briefing process for school leaders that articulates the program's aims, evidence base, and the conditions required for sustained impact. This briefing could explicitly address the whole-school commitment required including staff preparation, parent engagement, and curriculum integration. It would also position the program as one component of a broader school strategy rather than a self-contained intervention.

### Recommendation 5: Update and deepen the program's digital content

Both facilitators and teachers identified the program's integration of digital contexts as a strength, and facilitators highlighted the need for ongoing refinement to reflect students' evolving online environments. We recommend that Body Safety Australia establish a review of the digital content within Naked Truths, incorporating current platform-specific scenarios and emerging issues in online safety and consent. Partnerships with eSafety Commissioner resources may support this process and help ensure the program remains relevant to the digital realities of primary-aged students. The case for this update is strengthened by student interview data: students in this evaluation demonstrated awareness of specific platform risks — including filter circumvention techniques and the limits of the social media age ban — that fall outside the program's current scope, indicating that the young people the program seeks to reach are already navigating terrain the content has not yet caught up with.

### Recommendation 6: Establish a longitudinal evaluation framework

This pilot evaluation provides valuable indicative evidence of program processes and perceived impacts but was not designed to measure sustained student outcomes. We recommend that Body Safety Australia develop a longer-term evaluation framework that tracks student and staff outcomes across multiple time points, ideally following cohorts of students who have participated in the program. This framework should include validated measures of consent

knowledge, attitudes, and help-seeking behaviours, and should be designed to capture the incremental contribution of the program within a broader whole-school approach.

#### Recommendation 7: Develop resources to support curriculum integration between sessions

Student and teacher accounts both suggest that impact is stronger when program concepts are revisited and reinforced beyond the three-session delivery. We recommend that Body Safety Australia develop curriculum-linked resources that teachers can use alongside program learning across subjects and across the year. These resources should be designed for practical use by generalist primary teachers and should not assume specialist knowledge of consent or relationships education. Student interviews indicate genuine appetite for continued engagement with these topics, particularly on online manipulation and digital safety.

#### Recommendation 8: Position Naked Truths as a catalyst within whole-school frameworks

Facilitators, teachers, and survey data converge on a shared understanding: a three-session program cannot independently shift school culture around consent and gender equity. We recommend that Body Safety Australia develop clear guidance for school partners on how to embed the Naked Truths program within existing whole-school wellbeing frameworks, including links to the Berry Street Education Model, School Wide Positive Behaviour Support, and other relevant approaches. This guidance should articulate what sustained impact requires from the school and support schools in developing their own implementation plans beyond the period of external delivery.

## 7. Conclusion

This evaluation provides evidence that the Naked Truths program, as delivered in this pilot, created meaningful conditions for upper primary students to engage with complex ideas about consent, power, gender norms, and online relationships. Evidence from student interviews, teacher accounts, facilitator perspectives, and a whole-staff survey converges on a picture of a program that is pedagogically coherent, contextually relevant, and capable of supporting genuine critical thinking among young people.

Critically, however, this evaluation also illuminates what a three-session external program cannot do alone. Sustained impact on students' understanding and behaviours requires whole-school commitment, teacher preparation, leadership support, and ongoing family engagement — conditions that require sustained commitment from Body Safety Australia, schools and families in partnership. The program's current strengths lie in its responsive pedagogy, its integration of digital and relational contexts, and the expertise of its facilitators. Its ongoing development will benefit from strengthening the structural conditions that allow these strengths to extend beyond the classroom and persist over time.

Body Safety Australia is well-positioned to lead this work. The recommendations in this report are intended not as a critique of current practice, but as a recognition of both the program's demonstrated value and the further investment — in school partnerships, professional learning, evaluation, and community engagement — that will allow that value to be fully realised. In a policy environment that increasingly recognises the importance of consent and respectful relationships education, programs of this kind have a vital role to play. Ensuring they are implemented under the conditions that make them most effective is a responsibility shared between program developers, schools, families, and the broader education system.

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