



Resilience, Rights & Respectful Relationships

The Victorian Government has adapted the existing social and emotional area of the curriculum under the umbrella now known as Resilience, Rights and Respectful Relationships. Please see below the areas that classroom teachers will focus on from Prep to Grade 6.

WHAT ARE WE TEACHING?

Emotional Literacy

I understand my emotions and what's going on for me and others.

I understand how my behaviours may affect others emotions.

Personal Strength

I can use my strengths on purpose, e.g. Courage, determination, creativity

Positive Coping and Stress Management

I can calm myself down and cheer myself up on purpose

I can work on my mindset through my self-talk – e.g. Having a go even if I fear it might be challenging.

Problem Solving and Help Seeking

I can think things through and consider options and possible consequences as a part of making choices.

I can help myself and others and support others when things get tough.

Gender and Identity

I can understand that boys and girls and men and women are of equal value and should have equal opportunities.

I can see that some gendered pressures and expectations can limit choices and increase vulnerabilities.

Positive Gender Relations

Everyone is entitled to respect, regardless of gender diversity.

I understand that violence and sexual harassment is not acceptable within or between genders.

I know how to help seek for myself or others in situations involving domestic violence or gender based violence.

WHY ARE WE TEACHING IT?

The Resilience, Rights and Respectful Relationships learning materials have been designed for teachers in Primary and Secondary schools to develop students' social, emotional and positive relationship skills. Students will learn explicitly how to recognise stress, strategies to cope, how they can best solve problems and seek help when they can't. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces anti-social behaviours including engagement in gender related violence. The full curriculum is available to review at the following website:

<http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

Our staff are currently attending professional development in areas of the curriculum that have not been taught before. We will be presenting the Health, Sexuality and Personal Development program from Foundation through to Year 6 beginning in 2018. This is a sequential and **age appropriate** part of the Victorian Curriculum run by your child's teacher at a time that suits each year level's program. It has been carefully adapted to suit our needs as well as meeting the Victorian Curriculum requirements. It aims to educate students about their bodies (using correct terminology), appropriate behaviours, gender stereotypes and sexuality under the umbrella of 'respect'.

Please see the progression outlined below for year level information.

If you have any questions or concerns, please make an appointment to meet with your child's teacher or myself.

Skye Miller

	Focus area
Foundation-Prep	Personal strengths (F-6) Protective behaviours and problem solving (F-6) Exploring gender (F-6) Our emotions (F-6)
Year 1	Emotional triggers Acts of friendship Positive coping and stress management (1-6)
Year 2	Me and my body Respect my space, respect my body
Year 3	Strength we use everyday Understanding strong emotions Protective behaviours Keeping ourselves safe
Year 4	Gender and identity Investigating gender roles in the media Positive gender relations
Year 5	Emotions, what do they look like Puberty changes
Year 6	Relationships and puberty Puberty (physical, social and emotional changes) What is violence? Setting boundaries and seeking help

