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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. 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 antisocial behaviours including engagement in gender-related violence.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: Emotional Literacy; Personal strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships. This resource assists in the implementation of the Health and Physical Education curriculum. Respectful Relationships is now highlighted in the curriculum, and this resource (topics 7 and 8 in particular) assists schools in delivering on these new requirements. The resource can be delivered standalone, or in conjunction with other materials as part of a comprehensive health program. Level F, 1, 2 Learning Area F-10: Critical and Creative Thinking, Health and Physical Education, Personal and Social Capability Curriculum Code Critical and Creative Thinking > Foundation to Level 2 > Questions and Possibilities > VCCCTQ001 , VCCCTQ002 , VCCCTQ003Critical and Creative Thinking > Foundation to Level 2 > Reasoning > VCCCTR005 , VCCCTR006Personal and Social Capability > Levels 1 and 2 > Self-Awareness and Management > Development of resilience > VCPSCSE009 , VCPSCSE010Personal and Social Capability > Levels 1 and 2 > Self-Awareness and Management > Recognition and expression of emotions > VCPSCSE008Personal and Social Capability > Levels 1 and 2 > Social Awareness and Management > Collaboration > VCPSCS0014 , VCPSCS0015Personal and Social Capability > Levels 1 and 2 > Social Awareness and Management > Relationships and diversity > VCPSCS0012Health and Physical Education > Levels 1 and 2 > Personal, Social and Community Health > Being healthy, safe and active > VCHPEP071 , VCHPEP073 , VCHPEP074Health and Physical Education > Levels 1 and 2 > Personal, Social and Community Health > Contributing to healthy and active communities > VCHPEP078 Resource Type Document Keywords Stress reduction, Gender Discrimination, Respectful relationships, Problem Solving, Resilience, Social and emotional learning, Gender stereotypes, Gender Equality Audience Teacher ScOT Keyword Gender equalityGender identityResilience Language English Published Date 16/11/2021 Copyright The State of Victoria (Department of Education and Training) This resource assists in the implementation of the Health and Physical Education curriculum. Respectful Relationships is now highlighted in the curriculum, and this resource (topics 7 and 8 in particular) assists schools in delivering on these new requirements. The resource can be delivered standalone, or in conjunction with other materials as part of a comprehensive health program. The companion package Building Respectful Relationships - Stepping Out Against Gender-Based Violence, is written by Debbie Ollis at Deakin University. This resource contains Unit 1: Gender, Respect and Relationships for Year 8; Unit 2: The Power Connection for Year 9; and Unit 3: Gender, Power and Media for Year 10. The Respectful Relationships initiative teaches our children how to build healthy relationships, resilience and confidence. It also supports school leaders, educators and our school communities to promote and model respect and equality. ABOUT RESPECTFUL RELATIONSHIPS We all want our children to have an education that gives them the best start to a happy, healthy and prosperous life. Respectful Relationships supports students to develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage safe and respectful relationships. Respectful Relationships takes a whole-school approach, recognising that schools are a place of learning, a workplace and a key part of local communities. It embeds a culture of respect and equality across our entire school community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive change in students' academic outcomes, their wellbeing, classroom behaviour, and relationships between teachers and students. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and gender equality are lived across the school community. Together, we can lead the way in creating genuine and lasting change so every child has the opportunity to achieve their full potential. IN THE CLASSROOM Respectful Relationships acknowledges that children of any age have challenges to overcome, teaching social and emotional skills appropriate to their age and level of maturity. It is being taught in all government and Catholic schools and many independent schools from Prep to Year 12, as a core component of the Victorian Curriculum. In the primary years, Respectful Relationships focuses on treating everyone with respect and dignity. It is taught as part of the Health and Physical Education and Personal and Social Capability areas of the Victorian Curriculum. The supporting Resilience, Rights & Respectful Relationships teaching and learning materials have been developed by world-leading experts from the University of Melbourne. These age-appropriate resources align to the Victorian Curriculum and include lesson plans and activities that help students learn and practise social skills and apply them in a positive way to learning, life and relationships. The Resilience, Rights & Respectful Relationships resources cover eight topics for each year level. Topic 1: Emotional Literacy Topic 2: Personal Strengths Topic 3: Positive Coping Topic 4: Problem Solving Topic 5: Stress Management Topic 6: Help-Seeking Topic 7: Gender and Identity Topic 8: Positive Gender Relations FOR MORE INFORMATION The best relationships are respectful ones. That's why the Victorian Government is introducing Respectful Relationships in all government schools and many Catholic and independent schools are choosing to participate. To find out more about Respectful Relationships, please visit: www.education.vic.gov.au/respectfulrelationships In 2016 Respectful Relationships education became a core component of the Victorian Curriculum. Respectful Relationships is an initiative to support schools and early childhood education settings to promote and model respect and equality. It also supports educators to teach our children how to build healthy relationships, resilience, and confidence. Spring Gully Primary School is one of approximately 120 schools statewide leading the program. Resilience, Rights and Respectful RelationshipsThe 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. 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 well-being. It also reduces antisocial behaviours including engagement in gender-related violence. Each year level covers the same topics at the same time over a two-year period, with the exception of Prep who cover all the topics in one year. The topics are listed below and these are the same at each year level. The Resilience, Rights and Respectful Relationships program is assessed in the Victorian Curriculum areas of Personal and Social Capability and Health and Physical Education. The topics covered are: Emotional Literacy Personal Strengths Positive Coping Problem Solving Stress Management Help-Seeking Gender and Identity Positive Gender Relations What is Respectful Relationships education? Published by State of Victoria (Department of Education and Training) Please note: The Student Wellbeing Hub contains links to third party websites not controlled by the Australian Government Department of Education or ESA. Find our site's full Terms of Use here. © State of Victoria (Department of Education and Training) 2016. Free-for-education material Resilience, Rights and Respectful Relationships supports Roslyn Primary School to promote and model respect, and positive attitudes and behaviours. It teaches children how to build healthy relationships, resilience and confidence. 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. 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 antisocial behaviours including engagement in gender-related violence. The RRRR program is broken into eight different units Unit 1 – Emotional Literacy Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others. Unit 2 – Personal Strengths Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges. Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strengthbased approaches promote student wellbeing, positive behaviour and academic achievement Unit 3 – Positive Coping Learning activities in this topic provide opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies. Students learn to extend their repertoire of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options. Activities introduce students to the concept of self-talk and practice using positive self-talk to approach and manage challenging situations. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. It is associated with greater persistence in the face of challenge, and can be learnt or strengthened through practice. Unit 4 – Problem Solving Problem-solving skills are an important part of the coping repertoire. The classroom program provides a number of learning activities to develop students' problem-solving skills. The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas. Unit 5 – Stress Management Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges. The activities focus on the ways in which self-calming strategies can be used to manage stressful situations. Unit 6 – Help Seeking Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to normalise and destigmatise help-seeking behaviour. Scenario-based activities help students identify situations in which help should be sought, identify trusted sources of help, and practice seeking help from peers and adults.

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