**Resilience, Rights and Respectful Relationships**

Taradale Primary School is a proud Respectful Relationships school.

Respectful relationships education is part of the Victorian Curriculum and delivered by all Victorian government schools. It supports students to develop the knowledge, attitudes and skills needed for respectful relationships, and helps to build respect and equality across the entire school community.

Research tells us that providing respectful relationships education at school can lead to positive impacts on students’ academic outcomes, their mental health, classroom behaviour and relationships.

Our school uses the Department of Education’s evidence-based teaching and learning resources to teach our students about Respectful Relationships from Foundation to Grade 6.

The Resilience, Rights and Respectful Relationships resources have 8 topics that teach students about emotional literacy, personal and cultural strengths, resilience, problem-solving, stress-management, help-seeking, gender norms and stereotypes and positive gender relations.

Each class includes RRRR classes as part of the timetabled class curriculum

If you have any questions about Respectful Relationships education, you can contact Chris and visit the Victorian Government’s Respectful Relationships page: <https://www.vic.gov.au/respectful-relationships>

**Topic summaries F-10**

**Topic 1: Emotional Literacy** helps students to learn how to be aware of, understand and use information about their own emotions and the emotions of others.

**Topic 2: Personal and Cultural Strengths** helps students to learn how to recognise and understand their own and others’ strengths and positive qualities, and how to identify how the values and strengths they learn from their family and culture help them to treat others with respect.

**Topic 3: Positive Coping** supports students to develop language around coping, reflect on their coping strategies and build a range of positive coping strategies.

**Topic 4: Problem-solving** helps students to learn a range of problem-solving techniques to manage personal, social and ethical dilemmas.

**Topic 5: Stress Management** supports students to consider the causes of stress and develop a range of self-regulation and coping strategies they can draw on to manage stressful situations.

**Topic 6: Help-seeking** helps students to develop skills and knowledge for peer support, peer referral and help-seeking.

**Topic 7: Gender norms and stereotypes** helps students consider the influence of gender norms on attitudes, opportunities and behaviour, and to learn about gender equality, inclusion, human rights and the importance of relationships that respect people of all genders.

**Topic 8 Positive gender relationships** helps students develop an age-appropriate understanding of gender-based violence, safe and unsafe behaviours and consent. Students also develop self-care, peer support and help-seeking skills they can use in response to situations involving gender-based violence.

**Topic summaries 11-12**

**Topic 1: Strengths, challenges and study skills** helps students to use their personal and cultural strengths to foster positive and respectful relationships with their peers. Students engage with a range of goal setting and time management strategies to develop their capacity to deal with academic pressures, challenges and opportunities.

**Topic 2: Stress and coping** helps students identify common stressors that young people may encounter including those related to study, peer relationships, employment and home life. They continue to develop their use of positive coping strategies, consider how to support friends who are stressed.

**Topic 3: Safer socialising** supports students to develop active listening skills for peer support and rehearse strategies for supportive conversations. Students develop skills in assertive communication to express their needs, feelings or opinions, and engage with problem-solving tools that enable respectful modes of conflict resolution.

**Topic 4: Understanding gender, identity and respect** helps students to build their awareness of the way gender norms and stereotypes can influence attitudes, practices and behaviour and identify patterns of gender-based discrimination. Students explore the ways that gender norms can influence intimate relationships and communication about consent and develop strategies for respectful conversations.

**Topic 5: Positive gender relations** helps students to learn about the patterns and prevalence of gender-based violence and explore the influence that gender norms can have on gender-based violence within sexual and romantic relationships. Students learn about the law on consent and develop strategies to communicate giving, denying and withdrawing of consent.

**Topic 6: Help-seeking and peer referral in response to gender-based violence** supports students to develop strategies that can be used to communicate boundaries, seek safety and access support. Students engage critically with how alcohol use can intersect with negative gender norms to endorse, contribute to or excuse forms of gender-based violence. They identify where to get help, support or advice in response to situations involving gender-based violence.