

Years 5 & 6 - Personal & Social Capabilities			
Self-Awareness and Management		Social Awareness and Management	
Recognition and expression of emotions Explore the links between their emotions and their behaviour	Relationships and diversity Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved		
Relationships and diversity Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved		Collaboration Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles Describe the various causes of conflict and evaluate possible strategies to address conflict	
Achievement standard By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience. Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.			
Years 5 & 6 – 4Rs Resilience, Rights, Respectful Relationships Program Ensure you follow the Scope and sequence and complete all lessons. When a situation occurs in your classroom, lessons can be swapped around to cater for this. You can use scenarios from a lower level. Please note, you MUST NOT change the wording for any scenarios.			
Term 1 – 1 session weekly from week 3	Term 2 – 1 session weekly from week 2	Term 3 – 1 session weekly from week 2	Term 4 – 1 session weekly from week 2
Year 5 Emotional Literacy Activity 1 pg. 3: What do emotions look like? Activity 2 pg. 6: Recognising positive, negative and mixed emotions Personal Strengths Activity 1: What are character strengths? Activity 2: Strengths I admire Activity 5: Teacher activity - Celebrating strengths (wanted friend/classmates poster/certificates to classmates/wonder poster where every student writes one positive thing about them)	Year 5 Positive Coping Activity 1 pg. 26: Introducing the concept of self-talk (Growth Mindset/Scenario cards from lesson 2/Link to TAKE 5) Activity 2 pg. 29: Enacting positive and negative self-talk Problem Solving Activity 1 pg. 34: We have a problem, how can we deal with it? Activity 2 pg. 37: Exploring what works Stress Management Activity 1 pg. 43: Stressors	Year 5 Help Seeking Activity 1 pg. 49: I wonder if I need help (choose appropriate scenario cards on pg. 51) Activity 2 pg. 53: Thinking about trust and courage Activity 3 pg. 53: Who to turn to, and who to thank Gender & Identity Activity 1 pg. 65: Born or made? Thinking about gender Activity 3 pg. 68: Gender norms in early adolescence	Year 5 Positive Gender Relations Activity 1 pg. 88: What is violence? Activity 2 pg. 90: Gender based violence (Only some discussion cards) Activity 3 pg. 94: Understanding Power Relations (team to adjust activity) Activity 4 pg. 95: Active respect in peer relationships Activity 5 pg. 98: What is Sexual harassment and sexual assault? (sexting to be covered in cyber safety)

	Activity 2 pg. 46: Lifting the mood (TAKE 5/Smiling Minds each day)	Activity 4 pg. 69: Facts about gender and opportunity (discuss what students brainstorm and facts 1 and 2; select fact cards to use)	
Year 6 Emotional Literacy Activity 3 pg. 8: Intense emotions (link to literacy word climbs) Activity 4 pg. 10: A roller coaster of emotions Activity 4 pg. 12: The roller coaster day Personal Strengths Activity 3 pg. 20: Using our strengths in everyday life Activity 4 pg. 24: Role-playing strengths Activity 5 pg. 24: Celebrating strengths	Year 6 Positive Coping Activity 3 pg. 31: Personal coping profiles Activity 4 pg. 33: Sharing positive coping strategies (Growth Mindset/Scenario cards from lesson 2/Link to TAKE 5) Problem Solving Activity 1 pg. 34: We have a problem, how can we deal with it? (revisit from previous year) Activity 3 pg. 37: Problem-solving panel Stress Management Activity 3 pg. 46: A guided relaxation (Smiling Minds/Meditation each day)	Year 6 Help Seeking Activity 4: Rehearsing help-seeking conversations (Year 6 Transition program) Activity 5 pg. 59: Communicating clearly Activity 6 pg. 61: ‘The roller coaster day’ storyboard Gender & Identity Activity 4 pg. 69: Facts about Gender and Opportunity (Physical violence focus on how would you help a friend) Activity 5 pg. 77: Growing awareness about human rights (select appropriate cards on pgs. 79 & 80) Text: We are all born free Activity 6 pg. 81: The Intergenerational Gender Machine (discussion cards page 84)	Year 6 Positive Gender Relations Activity 6 pg. 100: Peer support: setting boundaries, communicating standards (discuss as a team and make modifications to lesson) Activity 7 pg. 108: Help seeking in response to gender based violence (discuss as a team and make modifications to lesson) Preparing for secondary school program