

## SEL – Social & Emotional Learning (Building Respectful Relationships) Yearly breakdown

### Term 1: Start-up program - First 2 weeks

#### ***What needs to be covered:***

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| <ul style="list-style-type: none"> <li>• Establish positive relationships and setting a positive climate for learning               <ul style="list-style-type: none"> <li>❖ Commitment to building respectful relationships and learning statement</li> <li>❖ Classroom expectations                   <ul style="list-style-type: none"> <li>➢ Establish a positive tone                       <ul style="list-style-type: none"> <li>○ in the classroom</li> <li>○ in the yard</li> <li>○ of themselves</li> <li>○ homework expectations</li> </ul> </li> </ul> </li> <li>❖ Building Respectful Relationships booklet</li> <li>❖ School values (emphasis on Respect in Term 1)                   <ul style="list-style-type: none"> <li>➢ Respect (many activities completed in first 2 weeks will address RESPECT)</li> <li>➢ Personal Excellence</li> <li>➢ Inclusion and Cooperation</li> <li>➢ Honesty and Trust</li> </ul> </li> <li>❖ TAKE 5 model                   <ul style="list-style-type: none"> <li>➢ Create a list of strategies students can use at the THINK stage of the TAKE 5 model (add to this throughout the year)</li> <li>➢ Red and Blue Zone</li> </ul> </li> <li>❖ Matrices: internal matrix and external matrix; discuss with students; take a walk with your grade to see where these are positioned</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Restorative Practice               <ul style="list-style-type: none"> <li>❖ Discuss the non-negotiable posters that support restorative practice with the students                   <ul style="list-style-type: none"> <li>➢ Affective Statement dialogue</li> <li>➢ What needs to be done strategies</li> <li>➢ Restorative questions</li> <li>➢ Wheel of choice (TAKE 5 strategies)</li> </ul> </li> </ul> </li> <li>• Getting to know you activities               <ul style="list-style-type: none"> <li>➢ My family</li> <li>➢ My interests</li> <li>➢ Incorporate Maths and Literacy into the 'Getting to know you' activities</li> </ul> </li> <li>• Building Respectful Relations program – 4Rs: Resilience, Rights, Respectful Relationships program               <ul style="list-style-type: none"> <li>➢ 1 session weekly from week 3</li> <li>➢ SEL incorporated throughout the day</li> </ul> </li> <li>• Integrated Curriculum commences week 3</li> </ul> |
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### **Terms 2 – 4: (First week – 1 session)**

- School Values: focus for each term below
  - Term 2: Personal Excellence: with a focus on aspects of our day
  - Term 3: Inclusion and Cooperation: with a focus on positive play outside – including others and choosing good games to play
  - Term 4: Honesty and Trust: with a focus on developing positive relationships
- Continue with normal program during first week; commence Integrated Curriculum topic in week 1
- Building Respectful Relationships program – 4Rs: Resilience, Rights, Respectful Relationships program x 1 session weekly from week 2
- SEL incorporated throughout the day

***Reminder: school values and school expectations are continuously revised and discussed throughout each day.***

***SEL needs to be incorporated throughout the day. Some form of mindfulness activity (e.g. Smiling Minds) needs to be incorporated daily.***

***The formal sessions, and the informal discussions we have with the students, are important in maintaining positive relationships and building and maintaining a positive climate for learning.***