

# Grade One and Two

# Respectful Relationships

## Key Focus for Year 1–2 Teachers:

At this level, students begin to explore *their relationships with themselves and others*. They learn to understand their own emotions better, develop empathy, manage problems, and practise fairness and inclusion in real-life situations.

### Core Learning Objectives:

#### 1. Emotional Literacy

- Enhance students' ability to identify a broader range of emotions.
- Teach how emotions feel in the body and how they change in different situations.
- Help students recognise emotions in others.

#### 2. Personal Strengths

- Support students to identify their strengths and those of their classmates.
- Use language that boosts self-confidence and encourages positive self-talk.

#### 3. Positive Coping

- Introduce a variety of coping strategies (e.g. deep breathing, going for a walk, talking it out).
- Help students recognise which strategies work best for them.

#### 4. Problem-Solving

- Teach step-by-step approaches to resolve social conflicts (e.g. stop, think, choose).
- Encourage role-playing with standard classroom and playground problems.

#### 5. Stress Management

- Support students to understand what stress feels like and how to reduce it.
- Use calming techniques as daily classroom routines (e.g. mindfulness, quiet corner).

#### 6. Gender and Identity

- Continue to challenge gender stereotypes and promote inclusive behaviours.
- Reinforce that everyone can do anything, no matter their gender.

#### 7. Positive Relationships

- Deepen understanding of friendship qualities like kindness, fairness, and honesty.
- Help students learn how to make and repair friendships.

#### 8. Help-Seeking

- Practice how to ask for help from adults and peers in a range of scenarios.
- Build confidence in recognising when and how to seek support.



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## Tips for Teaching at Years 1–2 Level:

- **Keep it concrete and playful:** Use stories, puppets, games, and visuals to support learning.
- **Model healthy relationships:** Consistently demonstrate respectful communication and fairness.
- **Practice daily:** Integrate emotion check-ins, kindness moments, and partner sharing into your routine.
- **Name strengths often:** Use character strength language in feedback ("That showed persistence!").
- **Celebrate differences:** Regularly affirm that every student is unique, meaningful, and included.
- **Empower with language:** Give students the words to name feelings and ask for what they need.

## :::::::::: Years 1–2 is all about:

- Understanding emotions
- Celebrating strengths
- Solving problems
- Being a kind friend
- Knowing when to ask for help

