

Keeping Safe: Child Protection Curriculum

Concept summary – Primary Years: Years 3–5

Focus Area 1: Right to be safe

Topics: Being safe; Warning signs; Risk-taking and emergencies

- Students gain an understanding of what safety means and strategies for keeping safe. Students need to understand that adults are responsible for protecting children and keeping them safe.
- Students review warning signs and the three components: physical indicators (body messages); emotional indicators (feelings); and external signs (clues) using a range of contextualised scenarios. Feelings are further explored, focussing on mixed, changing, confused and uncomfortable feelings, and how to identify unsafe feelings.
- Students explore their own safety and situations that might be scary, fun, unsafe or a combination of these. Students consider strategies to identify and assess risks and what to do to minimise risk. Emergencies are explored in the context of both general and personal emergencies.

Focus Area 2: Relationships

Topics: Rights and responsibilities; Identity and relationships; Power in relationships; Trust and networks

- Students explore what it means to have rights and responsibilities and are introduced to the United Nations Convention on the Rights of the Child.
- Students explore their personal identity and the connections they have with their family, friends and other people. Gender stereotypes are discussed, focussing on behaviours and expectations that may be harmful.
- Students gain an understanding that everyone has power; how and when people use their power is up to them. If someone chooses to use power in a way that does not respect the rights of others it is an abuse of power. Bullying as a form of abuse of power, together with the concepts of tricks, bribes and pressure, are explored.
- Students further their understanding of trust and continue to develop trusted networks. Students explore a range of people who they may not know, but who may be able to help them if needed.

Focus Area 3: Recognising and reporting abuse

Topics: Privacy and the body; Recognising abuse; Cyber safety

- Students continue to explore the concept of privacy, with an emphasis on public and private (eg locations and personal information) and safe and unsafe touching. Students use anatomical names for sexual body parts and understand that their whole body is private. They learn the meaning of consent, what it looks like, sounds like, and strategies for giving and not giving consent.
- A range of developmentally appropriate situations are presented to children to help them identify physical, emotional and sexual abuse, and neglect, and what to do if they or someone they know is experiencing abuse. Students gain an understanding of domestic and family violence and explore strategies and support networks to keep themselves safe.
- Students learn strategies to remain safe in the digital and online world. They learn about media classifications of video media and computer games and explore the use of photographs and images. Explicitly covered are issues of someone taking photographs of children when it is not OK to do so, and the sending of rude pictures using the internet or a mobile phone.

Focus Area 4: Protective strategies

Topic: Strategies for keeping safe; Network review and community support

- Encouraging students to think in helpful, positive ways promotes resiliency. Students learn a range of problem-solving strategies using relevant age appropriate scenarios. Assertive communication, persistence and resilience are all explored in this process.
- Networks should be reviewed and updated regularly. The student's trusted network includes people they trust but can also include people in the community such as the police and various helplines. Persistence is reinforced so students understand that they need to keep telling until someone listens and takes action.